

2024

ANNUAL SCHOOL REPORT



St Edward's Catholic Primary School

Tilga Street, CANOWINDRA 2804

Principal: Mr Ken McNamara

Web: stedwardscanowindra.catholic.edu.au

About this report

St Edward's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CEDB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the faith formation, learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

The 2024 school year was a rewarding and positive year across all facets of the school. Our small school community continues to show a determined effort to develop and support every learner in our school. The 2024 school year saw St Edward's using the recommendations of last years school review to plan and prepare for improvement across our school. Along with the positive response of staff, parents and students to the annual improvement survey set us up for another great year at St Eddies.

Our students continue to remain the key focus in all that was undertaken at SEC. We are blessed to have such dedicated teachers and supportive parents, who want the best for each and every student in our school. I have been Principal of this lovely little school for the last twenty-four years and it continues to amaze me the way all key stakeholders work together for the benefit of our students. Congratulations to all who contributed to building the spirit of St Edwards School!

Mr Ken McNamara
Principal

Parent Body Message

The 2024 year has been another busy and productive one for our school P & F. I'd like to thank all members of the P and F Committee, who come along to meetings, share ideas and worked

tirelessly to support the staff and students at St Edwards School. Thank you to those who have assisted with our fundraising efforts and generously give their time to organise and help with fundraising.

Thank you to all the parents who volunteer for canteen, working bees and who donate items for raffles. There has been a lot achieved by the P and F this year and we are very pleased to be able to provide new resources and equipment to our school to benefit the learning of students. Thank you to the St Edward's Staff for you ongoing work in supporting the P and F and the work that is dedicated to teaching our children. We look forward to a successful 2025.

Mrs Emma Millward
President

Student Body Message

We are proud to be the 2024 school captains of St Edwards School Canowindra. It has been an honour to represent this school through the year. On behalf of the students in our school we would like to thank all of the teachers and parents who have helped make 2024 a great year. We had lots of jobs to do which gave us so much confidence in talking to students, parents and teachers. The role we played in delivering the Friday Morning Assemblies via ZOOM along with our Year 6 peers was so rewarding in developing our leadership skills. These assemblies were fantastic and lots of fun which everyone enjoyed. It has been a great year for our Year 6 class who have tried to be great leaders in our school. We have enjoyed all the excursions and sporting opportunities we have had. We believe we have made a wonderful impression on our Kinder Buddies and hope the next six years are memorable like ours were. We will miss the friendships we have made, the nice classrooms we learnt in and the fun that we all had. We wish St Edward's all the best for the future.

We were proud to be St Edwards School Captains in 2024.

School Features

This is St Edward's 116th year of delivering Catholic Education within the Diocese of Bathurst. It is a proud Josephite School, built and founded on the Sisters of St Joseph in 1908. The Josephites have been a presence at our school for one hundred and sixteen years. An amazing contribution to Catholic Education in Canowindra. St Edwards Primary School is a K-6 school with four classes covering learning development from Early Stage One through to Stage 3 of learning. Our class structure for 2023 included a Kindergarten class, a composite Year 1/2, 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.

In 2024 we were very pleased with the structure of our school and the procedures put in place to successfully manage the teaching and learning programs in our school. Literacy and Numeracy were again a key focus for our teaching and learning in 2024 along with the wellbeing of all students and staff in our school. The introduction of 'The Resilience Project' which focuses on building a sense of gratitude, empathy and mindfulness within our students has been taken on board from all students and staff. We look forward to running this program in 2025.

Our teaching staff need to be commended on the commitment and dedication to assisting student learning throughout the 2024 school year. Learning programs continue to be revised and implemented to ensure our students are gaining learning growth in these areas. We are very pleased with our achievements and the positive mindset of our students in their attitude towards their learning.

We continue to benefit from having a number of specialised learning spaces in our school that enables students to participate in - music, drama, gym/coordination development, creative play, cooking, gardening, recycling, reading, sand play and wet weather play in undercover areas.

The school benefits from having a positive committed team of teachers! St Edward's is a small school in size but a big school in spirit.

Student Profile

Student Enrolment

The School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024:

Girls	Boys	LBOTE*	Total Students
23	45	2	68

* Language Background Other than English

Enrolment Policy

Catholic Education Diocese of Bathurst has an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and 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 a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#) under the About Us drop down menu - see Policies tab or by contacting your local Catholic School.

Student Attendance Rates

The average student attendance rate for the School in 2024 was 88.60%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
86.52	87.04	89.75	90.61	89.38	88.66	88.24

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 Schools and designated CEDB Safeguarding Officer are provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	11
Number of full time teaching staff	4
Number of part time teaching staff	3
Number of non-teaching staff	4

Total number of teaching staff by NESA category

Teachers at this School are accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead Teacher are voluntary. The number of teachers within the Diocesan Schools System at these levels is as follows:

- 39 Conditional teachers
- 28 Provisional teachers
- 920 Proficient teachers
- 1 Highly Accomplished and Lead (HALT) Teacher
- 1 Lead Teacher
- 8 HALT Candidates

Additionally, there are 14 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. 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 resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 and 8 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

At St Edward's School over the last ten years our work in bringing faith to life in our students and staff was guided by the committed work of our dedicated Priest Fr Dong. Fr Dong's work in our parish since the passing of Fr Laurie Beath has been a positive one with Fr Dong doing a great job to be involved in and around our school community. Prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community has been evident throughout the year. The School follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

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In 2024 data collected through important School Surveys and Diocesan QUALTRICS Surveys indicate our school continues to have strong results in the area of Mission and Religious Education. This has been a trend for many years and one which we are proud of.

During the 2024 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 Edward's Primary School. Our school is focused on caring for each and every student, ensuring their well-being and safety is upheld in all we do. St Edwards is a school focused 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.

Throughout the 2024 school year St Edward's has maintained its mission to be professional learning community in all aspects of schooling.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

St Edward's School Canowindra provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

With learning being the most important thing we do at St Edward's School it is essential 'curriculum' remains the key focus of our work. I am proud of the curriculum that is delivered every day at our school. Literacy and Numeracy continues to be a strong learning focus for the school. 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. 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. Learning goals for students and teaching them about individual learning strategies continues to have a positive affect allowing students to be responsible for their learning from day to day.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Edward's Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	40%	54%
	Reading	70%	66%
	Writing	80%	77%
	Spelling	70%	61%
	Numeracy	40%	64%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	80%	65%
	Reading	50%	71%
	Writing	100%	67%
	Spelling	80%	68%
	Numeracy	80%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing policies, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

The Diocese of Bathurst Pastoral Care and Wellbeing Framework was revised in 2024 and is now titled Student Wellbeing Framework. The Framework can be accessed at [Student Wellbeing Framework](#).

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline policies and procedures are aligned to the diocesan Student Wellbeing Framework. The School's policy operates within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning for all students. It supports the development of positive social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is

promoted at all times along with positive student behaviours while ensuring respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline policies and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Anti-Bullying Policy

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Student Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Complaints Handling Policy

Catholic Education Diocese of Bathurst has a Complaints Management Policy which is implemented across the diocese. The policy recognises that at times misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved. 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 Policy and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

The full text of the Complaints Management Policy may be accessed on the school website or by contacting Catholic Education Diocese of Bathurst.

The full text of the Complaints Management Policy may be accessed on the school website also.

In addition to this policy, there are also policies and procedures related to Child Protection, Code of Conduct and Whistle Blowers. All of these are available through the CEDB website and the school website.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year 2024, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Additionally CEDB undertakes extensive surveying of all stakeholder groups through annual School Improvement Surveys. This data is used to further inform school improvement.

Both Data and Comments from these School Improvement Surveys are summarised here.

Parent satisfaction

One positive aspect of St Eddies is the support and involvement of our parent body within our school. Key aspects of this continues to be the attendance of parents to our Week 3 and Week 8 P & F Meetings. These meetings are always positive and constructive with the focus always on our students. Our meetings consistently have eight families represented. This is approximately 25% of our parent body in attendance. Data given by parents in our Annual Improvement Survey results included....

- 93% of parents surveyed agree our school is a school of strong FAITH
- 84% of parents surveyed agree our school is a school strong in the area of LEARNING
- 91% of parents surveyed agree our school is a school strong in the area of STEWARDSHIP
- 87% of our parent body would be happy to promote our school to others while 13% were considered to be passive in their actions of support.

Overall, pleasing response by parents regarding our school.

Student satisfaction

In our 2024 Annual Improvement Survey our senior class of students were very positive in their response to all school matters. Some positive data results included scores of:

- 79% of students surveyed agree our school is a school of strong FAITH
- 84% of students surveyed agree our school is a school strong in the area of LEARNING
- 81% of students surveyed agree our school is a school strong in the area of STEWARDSHIP.

Teacher satisfaction

Sincere thanks go to our teaching and administration staff at our school for successfully carrying out their role in a positive and supportive way. Some positive Annual Improvement Survey data results included scores of:

- 95% of staff surveyed agree our school is a school of strong FAITH
- 92% of staff surveyed agree our school is a school strong in the area of LEARNING
- 86% of staff surveyed agree our school is a school strong in the area of STEWARDSHIP
- 100% of our staff would be happy to promote our school to others, which is fantastic!

Overall, pleasing response by staff regarding our school

Financial Statement

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

School Financial Information for the 2024 year is detailed here:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$1,207,255
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$310,339
Fees and Private Income ⁴	\$167,508
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$23,772
Total Income	\$1,708,874

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$25,397
Salaries and Related Expenses ⁷	\$1,226,896
Non-Salary Expenses ⁸	\$493,672
Total Expenditure	\$1,745,965

Notes

1. Commonwealth Recurrent Grants includes 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, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes 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.

END OF 2024 REPORT