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# 2026

# ST EDWARD'S

## PARENT AND CARER STRUCTURE AND GUIDE TO ROLES FOR 2026

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**Keep In Touch  
With Us**

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Infants Campus - Robert Street  
Primary Campus - Hillvue Road





# ST EDWARD'S PRIMARY SCHOOL

## ANNUAL IMPROVEMENT PLAN 2026



### OUR MISSION

A Catholic Professional Learning Community committed to improving the faith, learning and wellbeing of our students, staff and families.

### OUR VISION

With Christ as our guide, we aspire for our staff and students to be the best versions of themselves as we develop the capacity to make a positive difference in our world.

### OUR CATHOLIC PRINCIPLES & VALUES

Primacy of God  
Sanctity of Life  
Fidelity in Relationships  
Common Good



### OUR CATHOLIC IDENTITY

**Goal:**  
Deepen connections with families, parish, and community to strengthen faith and belonging.

#### Strategies:

- Strengthen partnerships through continuing to engage in shared services and social justice initiatives (e.g. Hope Kitchen, Mini Vinnies).
- **Celebrate student leadership initiatives and community and Parish involvement in our school.**
- Continue to solicit feedback from key school stakeholders to ensure our school is meeting the community's needs.
- **Implement the realignment of Year 6 Religious Education Curriculum.**
- Revisit the Core Catholic Principles and Values.
- Build staff confidence to lead consistent, age-appropriate prayer in classrooms liturgies.



### OUR PEOPLE

**Goal:**  
Build strong, aligned, and trusting teams.

#### Strategies:

- Embed a consistent alignment structure with clear expectations across teams.
- Facilitate coaching, feedback, and professional learning cycles that strengthen staff capacity.
- Collaborate with local Aboriginal and Torres Strait Islander groups and community groups to develop the Infants' Native Garden and embed cultural connections in school life and curriculum.
- **Support staff understanding and input into the effective development of cultural learning plans.**
- Utilise the student leadership structure to foster greater student voice, choice, and influence.

#### Evidence of Impact:

- Staff can articulate how their work connects to the AIP and whole-school priorities.
- Improved student, learning and well-being outcomes.
- Common language and expectations are evident across meetings and classrooms.
- Survey and feedback data show high morale and collective efficacy.
- Maintain retention and staff satisfaction rates.
- Cultural Learning Plans are co-constructed with students and shared with staff and parents.



### OUR LEARNING & TEACHING

**Goal:**  
Enhance consistency and impact in teaching through data analysis and targeted support.

#### Strategies:

- Clarify and embed non-negotiables for teaching and learning to ensure consistent quality ('tight') while maintaining autonomy and creativity.
- Work with teachers to refine PLP's that are aligned to AIP.
- Continue coaching cycles to build collective efficacy and challenge 'loose' practice.
- Use student data to inform differentiated instruction, extension, and intervention.
- **Develop enrichment opportunities and personalised learning goals for high-achieving students.**
- Continue to use Work Packs that are intentionally designed to meet the needs of the context.
- Enhance teacher use of AI tools to support planning, assessment, and feedback.

#### Evidence of Impact:

- Improved student growth data, including extension for high-achieving students.
- Increased teacher confidence and consistency in curriculum delivery.
- Clear articulation of non-negotiables is evident in walkthroughs and PLT documentation.
- Positive trend in literacy and numeracy outcomes.
- Survey results show students feeling safe, valued and respected.



### SUSTAINABILITY & STEWARDSHIP

**Goal:**  
Use resources responsibly to enhance learning, well-being, and sustainability.

#### Strategies:

- Continue to engage with ACS around the feasibility of capital works and maintenance projects to enhance learning environments that meet the needs of our context.
- **Explore the feasibility of establishing a Breakfast Club to support vulnerable students and enhance their well-being.**
- Utilise AI tools to enhance operational efficiency and informed decision-making.

#### Evidence of Impact:

- Completion of planned maintenance and infrastructure projects.
- Improved student, learning and well-being outcomes.
- Improved student readiness to learn and engagement data.
- Productivity gains and effective use of time through the use of AI and digital systems.

#### Evidence of Impact:

- Increased attendance and engagement in parish and community events.
- Positive feedback from parents and parishioners indicates a stronger connection and shared purpose.
- Authentic and explicit use of CCPV in KLA Programs and learning activities. Improved student learning outcomes in RE.
- Students and staff experience deeper prayer life.

# 2026 Term Dates

## Term 1

Tuesday 27th January to Thursday 2nd April

## Term 2

Monday 20th April to Friday 3rd July

## Term 3

Monday 20th July to Friday 25th September

## Term 4

Monday 12th October to Thursday 17th December

# 2026 Staff Development Days

## Pupil Free Days

Tuesday 27th January

Wednesday 28th January

Monday 20th April

Tuesday 21st April

Monday 20th July

Tuesday 21st July

Monday 12th October

Thursday 17th December

# 2026 NSW Public Holidays

New Year's Day - Thursday 1st January

Australia Day - Monday 26th January

Good Friday - Friday 3rd April

Easter Saturday - Saturday 4th April

Easter Sunday - Sunday 5th April

Easter Monday - Monday 6th April

Anzac Day - Saturday 25th April

King's Birthday - Monday 8th June

Labour Day - Monday 5th October

Christmas Day - Friday 25th December

Boxing Day - Saturday 26th December

# St Edward's Staff

<b>Leadership Team</b>			
	<p><b>Alison Hatton</b> Principal (Infants and Primary)</p>	<p><b>Andrew Millman</b> Assistant Principal (Curriculum) (Primary Campus)</p>	<p><b>Belinda Barry-Cupples</b> Assistant Principal (Inclusion) (Infants Campus)</p>
			
	<p><b>Melissa Salvestrin</b> Professional Officer to Principal and Senior School Support Officer</p>	<p><b>Sally Clarke</b> REC and Aboriginal and Torres Strait Islander Education Teacher (Infants and Primary)</p>	<p><b>Natasha Gippel</b> Leader of Pedagogy (Primary Campus)</p>
			
	<p><b>Denikah Shields</b> Mathematics Specialist Teacher and Leader of Pedagogy (Infants Campus)</p>	<p><b>Phoebe George</b> Inclusion Specialist Teacher (Infants Campus)</p>	<p><b>Kayla Urquhart</b> Inclusion Specialist Teacher (Primary Campus)</p>

## Teachers

Kindergarten	KA	KW	KC
			
<b>Aligned Leadership - Belinda Barry-Cupples</b>			
	Lesley Ashton	Carly Wilkes	Marisa Cartan
Education Assistants			
			
Emma Noad	Rachel McRae	Jen Maloney	Priscilla Collins

## Teachers

Year 1	1M	1B	1W
			
<b>Aligned Leadership - Phoebe George</b>			
	Nicolette Myers	Emily Blundell	Aileen Ward
Education Assistants			
			
	Mackinlye Hodson	Tara Wilson	Amanda Gwaltier (Aboriginal and Torres Strait Islander EA)

## Teachers

### Year 2



Aligned Leadership -  
Denikah Shields

### 2H



Cecily Hankin

### 2M



Moira Watts

### 2I



Indiana Hall

## Education Assistants



Annabelle Collins



Tash O'Brien



Laura Wilson

## Teachers

### Year 3



Aligned Leadership -  
Tash Gippel

### 3P



Emily Press

### 3M



Georgia Merrick

### 3H



Caitlin Holman

## Education Assistants



Beth Barrett



Mei Gan

## Teachers

### Year 4



Aligned  
Leadership -  
Kayla Smith

### 4B



Mitchell Beaumont

### 4P



Kiz Pearson

### 4M



Emily Marshall

## Education Assistants



Jarrod Peachey  
(Aboriginal and Torres  
Strait Islander EA)



Katrina Ashford



Maddie Studte

## Teachers

### Year 5



Aligned Leadership  
- Andrew Millman

### 5M



Jo Munro

### 5T



Taylor Mavin

### 5Q



Belinda Quayle

## Education Assistants



Jack O'Neill



Kathryn Duffy

## Teachers

### Year 6



Aligned Leadership -  
Sal Clarke

### 6M



Renee Maguire

### 6C



Sam Casson

### 6O



Nicholas O'Neill

## Education Assistants



Brittany Cloake  
(Aboriginal and Torres Strait Islander EA)

## Teacher Release Team

**RFF**



Aligned Leadership -  
Andrew Millman



Deb Rafferty



Jodie James



Sharne Eddy



Ben Wedgwood



Tash Marshman



Bella Rasche



Karl Short

Support Staff			
<b>Office Manager</b>  Melissa Salvestrin	<b>Primary Office</b>  Monika Joubert	<b>Primary Office</b>  Hannah Barnes	<b>Primary Office</b>  Amanda Allen
<b>Infants Office</b>  Angela Sauer	<b>Infants Office</b>  Sue Kellett	<b>Library</b>  Carla Michell	<b>Office Volunteer</b>  Kylie Fairlamb
<b>ICT</b>  Jack O'Neill	<b>Canteen</b>  Nikki Bridge	<b>Canteen</b> TBA	<b>Grounds</b>  Chris Cartan

