



# 2026 ST EDWARD'S

PARENT AND CARER  
STRUCTURE AND GUIDE  
TO ROLES FOR 2026

**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.

#### 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.



### 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.

## 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

## Leadership Team



**Alison Hatton**  
Principal  
(Infants and Primary)



**Andrew Millman**  
Assistant Principal  
(Curriculum)  
(Primary Campus)



**Belinda Barry-Cupples**  
Assistant Principal  
(Inclusion)  
(Infants Campus)



**Melissa Salvestrin**  
Professional Officer to  
Principal and Senior  
School Support Officer



**Sally Clarke**  
REC and Aboriginal and  
Torres Strait Islander  
Education Teacher  
(Infants and Primary)



**Natasha Gippel**  
Leader of Pedagogy  
(Primary Campus)



**Denikah Shields**  
Mathematics Specialist  
Teacher and Leader of  
Pedagogy  
(Infants Campus)















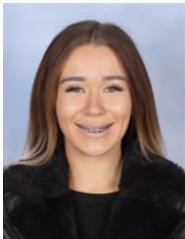


**Phoebe George**  
Inclusion Specialist  
Teacher  
(Infants Campus)










**Kayla Urquhart**  
Inclusion Specialist Teacher  
(Primary Campus)
















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







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






Teachers			
<b>Year 2</b>  <b>Aligned Leadership - Denikah Shields</b>	<b>2H</b>  <b>Cecily Hankin</b>	<b>2M</b>  <b>Moira Watts</b>	<b>2I</b>  <b>Indiana Hall</b>
Education Assistants			
	 <b>Annabelle Collins</b>	 <b>Tash O'Brien</b>	 <b>Laura Wilson</b>



Teachers			
<b>Year 3</b>  <b>Aligned Leadership - Tash Gippel</b>	<b>3P</b>  <b>Emily Press</b>	<b>3M</b>  <b>Georgia Merrick</b>	<b>3H</b>  <b>Caitlin Holman</b>
Education Assistants			
	 <b>Beth Barrett</b>	 <b>Mei Gan</b>	

Teachers			
<b>Year 4</b>  <b>Aligned Leadership - Kayla Smith</b>	<b>4B</b>  <b>Mitchell Beaumont</b>	<b>4P</b>  <b>Kiz Pearson</b>	<b>4M</b>  <b>Emily Marshall</b>
Education Assistants			
	 <b>Jarrod Peachey (Aboriginal and Torres Strait Islander EA)</b>	 <b>Katrina Ashford</b>	 <b>Maddie Studte</b>

Teachers			
<b>Year 5</b>  <b>Aligned Leadership</b> <b>- Andrew Millman</b>	<b>5M</b>  <b>Jo Munro</b>	<b>5T</b>  <b>Taylor Mavin</b>	<b>5Q</b>  <b>Belinda Quayle</b>
Education Assistants			
	 <b>Jack O'Neill</b>	 <b>Kathryn Duffy</b>	

Teachers			
<b>Year 6</b>  <b>Aligned Leadership -</b> <b>Sal Clarke</b>	<b>6M</b>  <b>Renee Maguire</b>	<b>6C</b>  <b>Sam Casson</b>	<b>6O</b>  <b>Nicholas O'Niell</b>
Education Assistants			
	 <b>Brittany Cloake</b> <b>(Aboriginal and Torres Strait Islander EA)</b>		



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



