SCHOOL CONTACT INFORMATION

Address: Vernon Street, Murrumburrah. NSW 2587

Principal: Mrs Katrina McGrath

Parish Priest / School Chaplain: Father Kevin Barry-Cotter

School Board / Council Chair: Mr Andrew Kennett

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This report was prepared by:

Mrs Katrina McGrath

PRINCIPAL
MESSAGE FROM OUR SCHOOL COMMUNITY

Principal’s Message
On behalf of the students, staff and parents I welcome you to Trinity Catholic School.
At Trinity Catholic School we know and respect each child as a unique individual with special gifts and talents. Our mission as a Catholic School is to provide a wholistic approach which assists our students to develop spiritually, academically, physically, culturally and emotionally in an environment formed by Gospel values and the authentic teaching of Jesus. Our dedicated staff see their role as guiding students to achieve their best and supporting parents as the first educators of their children. Using technology to support, encourage and inspire learning is an integral part of the curriculum.

Community Council Message
The role of the Trinity Catholic School Community Council has continued to evolve as the needs of the school community are assessed and met. Parents have played a significant role in fund raising, providing equipment and resources, supporting teachers in the classroom and providing extra curricula opportunities for the students. The School Council has made the first meeting of each term an Open meeting so that parents have a forum in which to voice their ideas, issues or suggestions.

Student Representative’s Message
Trinity students are provided with many leadership opportunities. Year Six are elected as Prime Ministers and Ministers, each with a ‘portfolio’ for which they are responsible. Each fortnight the Ministers prepare a report and present awards at Parliament. All students are part of the Peer Support Program lead by Year Six students. Kindergarten, Year One, Year Five and Year Six are part of the Buddy Bears Program which assists the younger students to form supportive relationships. Throughout the year students have been involved in fund raising events for Catholic Missions and St Vincent de Paul.

SCHOOL FEATURES
Trinity Catholic School is a Catholic Primary School located in Murrumburrah, NSW. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 104 students. Students attending this school come from a variety of backgrounds and nationalities consisting of 48% male and 52% female students; 4.7% indigenous students with no students from a Language Background other than English (LBOTE). The school employs 13 staff comprising nine teachers and four non-teaching staff, the latter being employed in a variety of capacities including Learning Support Assistants, office administration and the School Chaplain.
Catholic education was begun in Murrumburrah in 1877 by lay teachers. In 1882 the Sisters of Mercy took over the running, of what was known then as St Mary’s School. Due to a steady rise in the population of Harden a second Catholic School, St Columba’s was opened in 1917. Both sites were primary and secondary until 1955 when St Columba’s became a secondary school and St Mary’s a primary school. Due to declining population and enrolments, and a lack of religious staff, the two schools merged in 1980 to form Trinity Catholic School. Trinity Catholic School operated successfully until 1990 when once again a downturn in the rural economy saw reduced enrolments in the secondary department, and the subsequent closure of the secondary campus at Harden.
Trinity Catholic Primary School has continued to operate successfully at Murrumburrah. Recent renovations have provided a modern, well-planned school with open and bright classrooms equipped with the latest technology for quality teaching and learning. The extensive playground areas ensure that the students have ample room in which to play and interact.

In 2011 our students have participated successfully in the University of NSW Exams, Tournament of Minds and Western Region Public Speaking Competition. Students, teachers and parents have also had the opportunity to attend Mary Poppins in Sydney.

The Trinity Catholic School Community Council and parents have conducted many very successful fundraising events including the World Cup Rugby Ireland vs Australia Night, Harden Picnic Races Calcutta and numerous street stalls, raffles and catering events.

2011 also saw the successful completion of our Registration process which qualifies us to continue as an educational facility for another five years. The Registration Panel were glowing in their praise of the students, staff, parents, policies and processes.

The school's website can be found at www.trinitym.nsw.edu.au

**RELIGIOUS EDUCATION**

Trinity Catholic School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Experience of liturgy and prayer is an important part of Religious Education. Staff, students and parents celebrate Mass and Liturgy of the Word with Communion on alternate Thursdays in St Mary's Church Murrumburrah. Each morning staff and students gather to pray and prayer is common place in the classrooms throughout the day. Saint Mary’s Church situated in the school grounds provides a sacred place for community prayer and celebration.

Through activities during Lent and Mission Week our students are aware of those who live in poverty both in Australia and around the world. Mission boxes are in each classroom and the Finance Minister reports at Parliament on the amount donated by each class.

Trinity Catholic School has very close links with St Anthony’s parish celebrating Family Mass each month and participating in the Parish Sacramental Program. Trinity students are altar servers, Ministers of the Word and participate in the Offertory Procession at Sunday Mass.

**STUDENT ACHIEVEMENT - NAPLAN**

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. 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.

**School and National Mean Scale Scores**

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>416</td>
<td>416</td>
<td>406</td>
<td>422</td>
<td>394</td>
</tr>
<tr>
<td>School</td>
<td>386.5</td>
<td>397.1</td>
<td>366</td>
<td>368.3</td>
<td>378.6</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>Reading</td>
<td>Writing</td>
<td>Spelling</td>
<td>Grammar &amp; Punctuation</td>
<td>Numeracy</td>
</tr>
<tr>
<td>--------</td>
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<td>-----------------------</td>
<td>----------</td>
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<tr>
<td>National</td>
<td>488</td>
<td>483</td>
<td>484</td>
<td>500</td>
<td>488</td>
</tr>
<tr>
<td>School</td>
<td>469.1</td>
<td>493.4</td>
<td>470.9</td>
<td>502.9</td>
<td>477.1</td>
</tr>
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</table>

Proportion of students at or above the National Minimum Standard

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>94%</td>
<td>95%</td>
<td>93%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>School</td>
<td>79%</td>
<td>93%</td>
<td>93%</td>
<td>86%</td>
<td>86%</td>
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</tbody>
</table>

Proportion of students in each Achievement Band

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 6</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Band 5</td>
<td>7%</td>
<td>43%</td>
<td>14%</td>
<td>14%</td>
<td>21%</td>
</tr>
<tr>
<td>Band 4</td>
<td>43%</td>
<td>36%</td>
<td>43%</td>
<td>29%</td>
<td>36%</td>
</tr>
<tr>
<td>Band 3</td>
<td>0%</td>
<td>14%</td>
<td>21%</td>
<td>21%</td>
<td>14%</td>
</tr>
<tr>
<td>Band 2</td>
<td>14%</td>
<td>0%</td>
<td>14%</td>
<td>14%</td>
<td>7%</td>
</tr>
<tr>
<td>Band 1</td>
<td>21%</td>
<td>7%</td>
<td>7%</td>
<td>14%</td>
<td>14%</td>
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</table>

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 8</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>Band 7</td>
<td>8%</td>
<td>33%</td>
<td>17%</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>Band 6</td>
<td>42%</td>
<td>33%</td>
<td>17%</td>
<td>33%</td>
<td>17%</td>
</tr>
<tr>
<td>Band 5</td>
<td>25%</td>
<td>17%</td>
<td>42%</td>
<td>17%</td>
<td>58%</td>
</tr>
<tr>
<td>Band 4</td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Band 3</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
</tr>
</tbody>
</table>
The above tables show that 100% of Year 5 students are at or above the National Minimum Standard in Numeracy, Writing and Spelling. A number of initiatives have impacted on these results, including the implementation of a range of teaching and learning strategies to improve student understanding and engagement in Literacy and Numeracy. NAPLAN results will be further analysed to inform and guide the direction of future improvements particularly in Reading and Grammar and Punctuation.

**SCHOOL POLICIES**

**Enrolment Policy**
In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school’s website or on the Catholic Education Office website at [http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx](http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx)

The Trinity Catholic School Enrolment Policy can be found on the school website.

**Behaviour**
The aim of the Pastoral Care and Welfare Policy is to ensure a consistent, caring and positive approach to behaviour management, with an additional focus on ‘rights and responsibility’. The Reward System ensures that students who behave in a caring and responsible way are recognised, therefore setting a platform to which other students can aspire. The school implements support structures and programs which aim to enhance student wellbeing. Through the Chaplaincy Program students participate in the Peer Support and Buddy Bears Programs and Seasons for Growth.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the school’s Pastoral Care and Welfare Policy is available on the school website or from the Front Office.

**Complaints and Grievances Resolution Policy**
The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website or from the Front Office.

**PRIORITIES AND TARGETS**

Targets and Priorities in 2011 included; providing enrichment opportunities in Literacy and Numeracy, focussing on gifted and talented students through the provision of programs in which they could participate, continuing support of students with learning needs, developing a whole school approach and agreed practice for the teaching of spelling, professional development for staff in First Steps Spelling and Writing, integration of ICT, editing skills and the implementation of the Quality Teaching Framework.
The staff completed several professional development sessions in First Steps Writing and developed a whole school approach to Spelling which was implemented in Term Three. The ICT learning and communication platform cLc - Connected Learning Communities, was launched in Term One, all teachers and students and some parents are using cLc to enhance learning outcomes and be connected to other learners within the school. Each class, the staff, Year Six Ministers and the Library have their own cLc page. Teachers are making extensive use of cLc to integrate ICT into their teaching and learning. It is enabling the staff to provide better opportunities to the gifted students and those with learning needs.

In 2012 our priorities include:

1. A review of teaching and learning in English and HSIE. The review of English will include professional development in First Steps Reading and "Read On" a comprehensive approach to reading developed by the Canberra Goulburn Diocese. The English review will also see staff engage in investigating rich literature resources.

2. A review of assessment, particularly on the creation and implementation of assessment rubrics across all KLA's, providing a variety of assessment tasks to cater for different learners, investigating rich and multi-level assessment tasks and open ended performance tasks to enhance student achievement and developing a shared understanding of the Common Grade Scale for A-E reporting.

3. Extending the application of cLc to teaching and learning, to assist achievement of individual student outcomes through increased student engagement and individual learning programs.

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning
All teachers have been involved in professional development activities during the year. Professional development is chosen in relation to the school’s management plan or from the professional learning goals of the teachers. Professional learning is designed to develop the skills and understandings of staff to improve student outcomes. Professional development takes many forms including pupil free days, twilight and weekend in-services, subject specific in-services, meetings and conferences.

The Staff of Trinity Catholic School participated in four Pupil free Days. The content of these days was as follows:

Term One – Introduction and Organisation for 2011; 2012 – 2014 Strategic Plan; 2012 Management Plan including Literacy and Numeracy; Staff Journal – Staff responsibilities, Setting professional learning goals.

Term Two – cLc Connected Learning Communities – Implementation in the Classroom; Active Inspire – Software for the Interactive Whiteboard

Term Three – Development of the Human Society In its Environment Document, Scope and Sequence of Units for stage composite classes and cross stage composite classes e.g. 2/3 and 4/5, using QTF in planning and evaluating teaching and learning.

Term Four – Developing our Spirituality through Ignatius, Francis of Assisi, Thomas Aquinas and Augustine.

Trinity Catholic Primary School Murrumburrah
Teachers participated in four twilight sessions of professional development. The content was as follows;
Session One and Two – First Steps Writing and Spelling
Session Three – First Steps Writing and Spelling
Session Four – CPR Training
Individual Teachers completed professional development in;
Peer Support Training, David Langford, IDEAS, Diabetes training, Early Years Numeracy, Learning Support, Essential Skills for Teachers, Numeracy and Literacy Contact Meetings and R.E. Key Personnel Day

**Teacher Qualifications**
All of the ten teachers at Trinity Catholic School are qualified as required by the relevant State authorities.

**TEACHER ATTENDANCE AND RETENTION**
The average teacher attendance rate during 2011 was 94%.
The teacher retention rate from 2010 to 2011 was 80%. One teacher retired and one teacher accepted a position at another school.

**STUDENT ATTENDANCE**
The average student attendance for the school during 2011 was 95.3%.
School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>96%</td>
</tr>
<tr>
<td>Year 1</td>
<td>93%</td>
</tr>
<tr>
<td>Year 2</td>
<td>96%</td>
</tr>
<tr>
<td>Year 3</td>
<td>96%</td>
</tr>
<tr>
<td>Year 4</td>
<td>97%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94%</td>
</tr>
<tr>
<td>Year 6</td>
<td>95%</td>
</tr>
</tbody>
</table>

**PARENT, TEACHER AND STUDENT SATISFACTION**
During 2011 the opinions of parents, students and teachers were sought covering a range of aspects including school effectiveness, pastoral care, policies and procedures and academic standards.

Parents believe the staff to be caring, committed and enthusiastic professionals. They feel that the school provides their child with a variety of learning experiences and meets the social needs of their children. Some concern was expressed about the format of the Semester One and Two Reports saying that more information about the students’ needs is required. This will be addressed by the staff in 2012.

Teachers believe they are regarded as professionals and their efforts are valued. There are clear goals and expectations for students and staff and a sense of collegial support. The Leadership team
Trinity Catholic Primary School Murrumburrah

is regarded as approachable, open and understanding and they lead change well within the school community. Effective communication was raised as an issue and will be reflected upon in 2012.

The students consider they are cared for and encouraged to do their best. Students believe that the teachers are well prepared and put a lot of energy and enthusiasm into their teaching. They also think that the school provides a safe environment and that they are treated fairly.

FINANCIAL INFORMATION

Trinity Murrumburrah - Income

- Commonwealth Recurrent Grants: 57%
- State Recurrent Grants: 19%
- Fees and Private Income: 13%
- Government Capital Grants: 8%
- Other Capital: 3%
- Salaries, Allowances and Related Expenses: 80%
- Non-Salary Expenses: 17%

Trinity Murrumburrah - Expenditure