



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



Trinity Catholic Primary School Murrumburrah

Vernon Street, Murrumburrah 2587

Phone: 02 6386 2111

Email: office.murx@cg.catholic.edu.au

Website: www.trinity.nsw.edu.au

Principal

Mrs Marylou Graham

Section One: Message from Key Groups in our Community

Principal's Message

On behalf of the students, staff and parents I welcome you to Trinity Catholic Primary School. At Trinity Catholic Primary 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 holistic 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.

Parent Body Message

The Trinity Catholic School Community Council provides an avenue for parents to be involved in and supportive of the education of their children. Along with fundraising, parents are actively encouraged to be involved in the classroom, assisting with sports coaching and carnivals, running the canteen and working bees. The Trinity Catholic Primary School Community Council and parents have conducted many very successful fundraising events including the Harden Phone Book, Cattle Agistment Program, Harden Picnic Races Calcutta, and a Trivia night. The Community Council is currently undertaking to refurbish the classrooms. This will require significant funds which will be being supported through a successful Block Grant application.

Student Body Message

Trinity students are provided with many leadership opportunities. Year 6 are elected as Prime Minister and Ministers, each with a 'portfolio' for which they are responsible. Each month the Ministers prepare a report and present awards at Parliament. All students are part of the Peer Support Program lead by Year 6 students. Kindergarten, Year 1, Year 5 and Year 6 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 Footy Colours Day. Mini Vinnes was established in 2014 and provides opportunities for students from Year 4 to Year 6 to gather, pray and do something tangible to support the less fortunate members of our community

Section Two: School Features

Trinity Catholic Primary School is a Catholic systemic Co-educational School located in Murrumburrah.

Trinity Catholic School followed the Archdiocesan Religious Education Curriculum, Treasures New and Old. Complementing the formal teaching of religion, Trinity Catholic Primary School has incorporated the 'Making Jesus Real way of living'. This enabled the teachers and students to see and experience Jesus in our everyday words and action. Recognising that Jesus is real and present in our daily lives guided members of the school community with how we speak to and care for each other and respect individual differences. Trinity Catholic School provided opportunities for staff, parents and children to engage in formal celebration of their faith through fortnightly school Masses or liturgies at St Mary's Church, school prayer and family Mass once a month on a Sunday at St Anthony's Harden. The staff and students prepared and participated in this celebration on the fourth Sunday. The Parish Sacramental Team worked with teachers to prepare students for the Sacraments. In 2015 a major focus was developing a culture of Catholic social teaching, justice and action which occurred through the daily interactions and relationships within the school and the wider community. Students developed a deeper empathy and desire to assist and reach out to the marginalised in the wider community. Children participated in Mini Vinnies and fundraising for the poor through Caritas and the Mission focus and during Lent. The Year 4 and Year 5 students visited the elderly at St Lawrence's Home and read stories which they wrote and published in class and participated with the elderly in a game of Bingo. Students from Kinder to Year 6 visited St Lawrence's and the Harden aged care facility and sang Christmas Carols and entertained the elderly. Our School Chaplain was pivotal in the organisation of these community activities. A heightened awareness of children within the school who are marginalised and in need of support resulted in staff providing meals and school uniforms for the needy. The Trinity students participated in the ANZAC March at Harden and the ANZAC Ceremony at Murrumburrah. NAIDOC week activities and attended a whole school Mass in recognition and support of this. Teachers developed their understandings of Indigenous culture through their participation in activities during NAIDOC week and through the cross curriculum priorities in the Curriculum. The development of the 'Making Jesus Real' values program and consistent use of themes from 'Making Jesus Real', assisted the students to obtain a deeper understanding of the 'Making Jesus Real' and how this was enacted in their daily actions and the interactions with each other. Involvement of the students in Buddy Bears, Seasons for Growth and Peer Support assisted in developing a culture of respect at Trinity.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

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Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
53	44	0	97

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 90.97%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91%
Year 1	92%
Year 2	91%
Year 3	89%
Year 4	91%
Year 5	93%
Year 6	89%

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 Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
9	5	14

* This number includes 6 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

In 2015 all teachers have been involved in professional learning. These activities are designed to develop the skills and understandings of staff to improve student outcomes. The school held four whole staff days in 2015 as follows:

Term 1 Professional Code of Conduct and collaborative planning.

Term 2- AITSL Standards, MyPaD and Mathematics Framework,

Term 3- Student management and Wellbeing Policy, Science curriculum Scope and Sequence,

Term 4- Spirituality and Wellbeing.

Staff individualised professional learning on Religious Education, KidsMatter, English, Learning Support, IT and Inquiry .

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

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. There have been significant improvements in Writing in Year 3 and improvements in reading, spelling, grammar, punctuation and Numeracy. The Year 5 cohort showed significant improvements in Writing. The results reflect the whole school focus on quality Writing and the implementation of pedagogies such as First Steps Writing, Reading and Spelling and the Catholic Education Mathematics Framework. NAPLAN results will be further analysed to implement strategies to assist in the improvement of Literacy and Numeracy in Year 3 and Year 5 with a particular focus on differentiated learning.

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

At Trinity Catholic Primary School a culture of Catholic social teaching and action was embedded through participation in various activities such as Mini Vinnies and fundraising for the poor. Within the Collaborating on Student Achievement (COSA+) project we have focused on improving writing skills through engaging teachers in mentoring to improve and enhance pedagogy and teacher performance. A whole school focus on consistency with Literacy Blocks and differentiation of learning tasks enhanced pedagogy and teacher performance. Improved expertise in the effective use of IT and iPads in classrooms provided teachers with the skills to improve student understandings, In Mathematics there was a focus on the development of teacher understandings of formative and summative assessment to inform pedagogy and differentiation using the Australian Mathematics Curriculum.

Priority Key Improvements for 2016

Staff at Trinity are focusing on reviewing and revising the Vision and Mission at Trinity and improving teaching and learning and engagement of students. Within the Collaborating on Student Achievement (COSA+) project, teachers will engage in professional learning developing understandings of the use of assessment for differentiation and the establishment of an agreed practice for assessment in numeracy. The Teaching and Learning Facilitator at Trinity will observe teachers and providing effective support and feedback to assist with improving student outcomes and classroom practice. Teachers will continue to engage in mentoring to improve and enhance pedagogy through the unpacking of the Principles of Pedagogy and the AITSL standards. Teachers will be given opportunities and support to plan collaboratively to improve teaching strategies and differentiation of student learning. Consistency with Numeracy and Literacy Blocks and differentiation of learning tasks will be an area of focus. Kagan strategies will be promoted and developed which will assist with the promotion of a culture of collaborative relationships and cooperative learning.

Section Eight: School Policies

Student Welfare Policy

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 responsibilities'. 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 Peer Support, Buddy Bears Program and Seasons for Growth. The Pastoral Care and Welfare Policy has undergone review and was amended to cater for new students and the varied needs of all in the school. This review also assisted with the agreed practice ensuring consistency across the school with all staff when managing student behaviour. Teachers also reviewed the Anti-Bullying Policy which is incorporated in the Student Welfare and Well Being Policy. 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 Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. 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 Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school follows the Catholic Education Policy as listed on the CE website and our 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. This policy establishes procedures for the timely and effective resolution of grievances and disputes. The procedures are based on processes to promote respectful consultation, collaboration and negotiation. A full text of the school policy is available on the school website or from the Front Office.

Section Nine: 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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parents strongly agree that Trinity Catholic Primary school provides opportunities for families to celebrate in liturgy and prayer. Parents agree that student needs are being met through an array of classroom, school and extra curricula activities and that Trinity is committed and enthusiastic in its approach to teaching and learning. Parents believe that there are both formal and informal opportunities for parents to meet with teachers regarding student progress and that staff are approachable. Parents agree that school leadership is strong and cohesive and communication strategies are effective. Parents agree that Trinity has high standards of student behaviour and that teachers are committed and have the best interests of the students at the centre of their decision making. Parents believe that they are given opportunities to be involved in the school's activities and that a strong partnership is actively promoted between home and school.

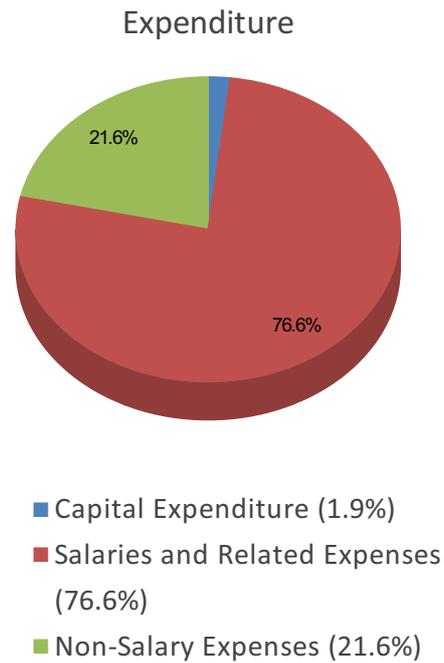
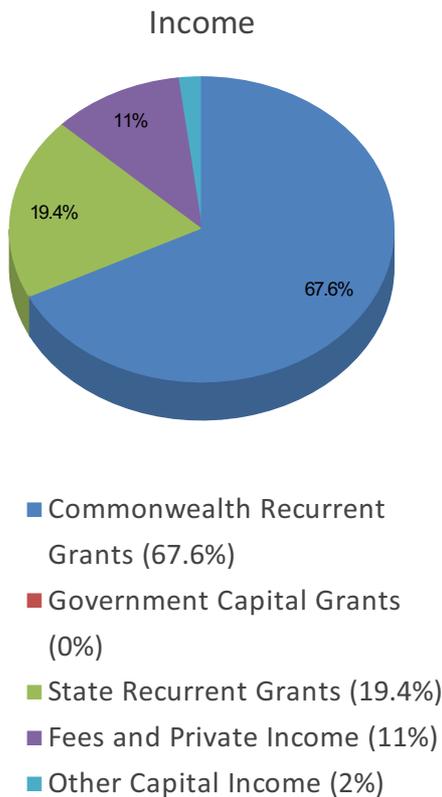
Student Satisfaction

Students agree that there is a caring environment at Trinity Catholic Primary School. Students agree that teachers have high expectations and are consistent in their approach to behaviour management, with well explained consequences and rewards for good behaviour. Students agree that teachers are enthusiastic, well prepared and endeavour to make lessons interesting and that they are well supported in the classroom. Students also agree that they are provided with helpful feedback with their work which assists with goal setting and that they are encouraged to achieve and improve work standards. Trinity Catholic School provides a variety of activities both inside and outside the classroom and is well resourced. Students agree that school leadership is strong and cohesive.

Teacher Satisfaction

Teachers at Trinity Catholic Primary School believe that student management is consistent and that the school climate is conducive to learning with ample opportunities for student leadership. Teachers agree that school leadership is strong and cohesive, leadership staff are open and understanding and that change is well executed. Teachers agree that there are clear goals and expectations for both staff and students and communication is effective. Teachers are provided with opportunities for professional learning and developing peer mentoring relationships to support improved classroom practice and performance review. Teachers agree that their workplace has a positive ethos and that they are valued members of the school community. They participate in decision making and they work in a supportive environment.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$963,627
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$275,749
Fees and Private Income ⁴	\$157,314
Other Capital Income ⁵	\$28,247
Total Income	\$1,424,937

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$28,247
Salaries and Related Expenses ⁷	\$1,168,838
Non-Salary Expenses ⁸	\$329,100
Total Expenditure	\$1,526,185

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.