



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



Trinity Catholic Primary School Murrumburrah

Vernon Street, Murrumburrah 2587

Phone: 02 6386 2111

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

Website: www.trinitym.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 Readathon, Country Club Raffles, Car Wash, Cattle Agistment Program, Harden Picnic Races Calcutta, Murrumburrah Makers Market barbecue and the Equestrian Event. The focus for the fundraising was to purchase iPads for the students to use in the classrooms. The Trinity parents have assisted with Mother's Day and Father's Day breakfasts and catered for the Building Opening and other events throughout 2017.

Student Body Message

Trinity students are provided with many leadership opportunities. Year 6 are elected as Prime Minister and Ministers and undertake various roles of responsibility throughout the year. The Year 6 leaders are invited to read to Bunyip Pre-school students each Friday and establish buddies with the preschoolers when they visit Trinity to attend assemblies. Trinity leaders are invited to attend the ANZAC March at Harden as well as Murrumburrah and undertake active roles in the wreath-laying ceremonies at both venues.

Throughout the year students have been involved in fundraising events for Catholic Missions, St Vincent De Paul, leadership tops and Footy Colours Day. Mini Vinnies 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 the community. In 2017 the school choir sang Christmas Carols at the Can Assist fundraiser.

Section Two: School Features

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

Trinity is a Catholic Primary School serving Harden-Murrumburrah and the surrounding area. Trinity Catholic School is a child-centred, co-educational, Catholic learning community, supporting families in the Harden-Murrumburrah Shire. In 2015, Trinity was successful in obtaining a grant from the NSW Block Grant Authority which has resulted in extensive renovations, commencing in 2016 which was completed by February 2017. Classrooms have been extensively refurbished to create two very innovative flexible learning spaces-a K-2 and a Year 3-6 space, equipped with modern state of the art technology and resources. Trinity Catholic School is an active part of Our Lady of Mercy Parish. Our Lady of Mercy Parish administers to the Catholic Community of Harden and Murrumburrah. The Parish Sacramental Team works with teachers to prepare students for the Sacraments.

A heightened awareness of children within the school who are marginalised and in need of support has resulted in staff and parents 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 Liturgy 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 continuation of having class parent contacts in 2017 has been successful in assisting all members of the community to feel valued and welcomed. Parent contacts ensure that information pertinent to particular classes is communicated. This has resulted in social gatherings outside of school being a regular feature and establishment of strong community networks.

The introduction of a Playgroup in 2017 at Trinity, has been very successful. The Playgroup is conducted every second Friday, is free and enables parents and children from 0 to 5 years to come along, play and form valuable friendships and links to the Trinity Community. Activities are organised and prepared by parents and supported by the Principal who also attends the sessions and assists as needed.

At Trinity we acknowledge that good Catholic education is based on relationships. This focus has been supplemented with the support of the Kidsmatter program which we began in 2016. The KidsMatter initiative provides a framework for assisting students to manage the emotions that can lead to poor behavioural choices. Kagan Cooperative learning structures have been successfully implemented into teaching and learning. Kagan Cooperative learning structures provide assistance to develop and support engagement, positive social interactions and achievement for all students.

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

Trinity Catholic School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. Complementing the formal teaching of religion, Trinity Catholic Primary School incorporates the 'Making Jesus Real' way of living. This enables the teachers and students to see and experience Jesus in our everyday words and actions. Recognising that Jesus is real and present in our daily lives guides members of the school community with how we speak to and care for each other and respect individual differences.

Trinity Catholic School provides opportunities for staff, parents and children to engage in formal celebration of their faith through school Masses and liturgies at St Mary's Church, school prayer and family Mass once a month on a Sunday at St Anthony's Harden. The Year 6 leaders lead prayer at assembly each Monday. Each year the Religious Education Coordinator writes the school prayer which is prayed each week and at liturgies and school assemblies. The staff and students prepare, lead and participate in this celebration of the Masses at St Mary's Church and on the fourth Sunday of each month.

The Parish Sacramental Team works with teachers to prepare students for the Sacraments. In 2017, we were fortunate to have Andrew Chinn visit Trinity and provide professional development for staff and conduct concerts throughout the day and evening with the students and families. Trinity teachers and children participate in meditation each day which has assisted students to develop a mindset and sense of calm which has impacted on teaching and learning in a positive way. The students have embraced this and it has been an extremely powerful means of focusing students on prayer and self. Children take an active role in social justice activities in Harden-Murrumburrah, participating in Mini Vinnies and fundraising for the poor through Caritas and the Mission focus. The children participated in the Can Assist Harden Fundraiser singing Christmas Carols along with members of other organisations in Harden-Murrumburrah.

Relationships of mutual respect are highly valued. During 2017, Trinity successfully implemented Positive Behaviours for Learning (PBL) which focuses on positive behaviours which the children are doing every day in the classroom and on the playground. PBL focuses on three basic rules: 'Being Respectful', 'Being Responsible' and 'Being Safe'. Positive behaviours occur all the time in our interactions and relationships with each other and through a sense of belonging to our community through acceptance of and support for each other. This enables us to be witnesses of the values we hold as Christians', which complements the MJR Values Program and the KidsMatter Framework.

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 2017:

Girls	Boys	LBOTE*	Total Students
40	30	0	70

* 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 2017 was 90.61%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	85%
Year 1	94%
Year 2	92%
Year 3	89%
Year 4	92%
Year 5	89%
Year 6	92%

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 2017:

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

* This number includes 5 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

In 2017 all teachers have been involved in professional learning. These activities are designed to develop the skills and understandings of staff to improve pedagogy and student outcomes.

The school held three whole staff days and attended a mandated systems day conducted by CE in January:

Term 1- Yearn to Learn

Growth Mindset and Agreed Practice in Literacy and Numeracy

Term 2- Positive Behaviour for Learning

Term 3- Spirituality and Wellbeing-Andrew Chinn- Scripture and Music.

Staff also were given additional professional development through LNAP -Leonie Anstey and Kaye Lowe working 1:1

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 Reading and Writing in Year 3 and improvements in grammar, punctuation and Numeracy. The Year 5 cohort showed significant improvements in reading. In 2017 the whole school focus was on improved student outcomes in Numeracy.

A Catholic Education teaching and learning officer worked with teachers in classrooms and 1:1, to provide assistance with the implementation of agreed practice in pedagogy in Literacy and Numeracy. NAPLAN results have been analysed with a CE specialist 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 and quality teaching. Trinity was fortunate to have Adjunct Professor Kaye Lowe and Leonie Anstey working with teachers and students to assist with differentiation and improved student outcomes.

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 2017

Area 1: Differentiated teaching and learning-achieved through the application of the following strategies:

- Using data from student assessment to inform teaching to achieve student goals.
- Embed a culture of data analysis and discussion that informs teaching and raises teacher performance
- Increase teachers' skill and confidence in differentiating instruction to respond with precision, on a daily basis, to student learning needs

Area 2: Effective pedagogical practices-achieved through the application of the following strategies:

- Analyse and track student performance data to determine targeted interventions and facilitate conversations regarding implications for teaching and learning
- Plan differentiated learning tasks using the Inquiry approach
- Promote and develop a culture of inclusiveness, collaborative relationships and cooperative learning through the use of Kagan
- Goal setting pitched to student needs and reflected in Personalised Plans for students not reaching benchmarks

Area 3: A culture that promotes learning-achieved through the application of the following strategies:

- Instructional leader to provide regular feedback to teachers.
- Teachers providing daily feedback to each student

Priority Key Improvements for 2018

Area 1: Differentiated teaching and learning-achieved through the application of the following strategies:

- Develop teachers' skill and confidence to differentiate instruction at the point of need.
- Embed a culture where data from student assessment is used to inform teaching.
- Continue to consolidate a culture of data analysis and discussion that informs teaching and raises teacher performance.

Area 2: Effective pedagogical practices-achieved through the application of the following strategies:

- Collaborative planning and monitoring of student data to evaluate student progress in learning teams.
- Develop an expert teaching team through Instructional Leadership to lead teachers to improve pedagogy
- Use of Learning Progressions
- Goal setting pitched to student needs and reflected in Personalised Plans for students not reaching benchmarks

Area 3: A culture that promotes learning-achieved through the application of the following strategies:

- Instructional leader to provide regular feedback to teachers.
- Data Walls and Learning Progressions utilized to provide robust conversations for weekly planning
- Continue to provide opportunities for teachers to provide daily feedback to students

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 serving 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 is continually reviewed to ensure that Trinity caters for new students and the varied needs of all in the school. This review assists with ensuring consistency of the agreed practice in managing student behaviour across the school with all staff. Teachers also review the Anti-Bullying Policy which is incorporated into 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>.

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

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 is a safe place for their children and it provides opportunities for families to celebrate in liturgy and prayer and that prayer is important at Trinity. Parents strongly agree that the school Principal and other leaders in the school are committed to the best possible education for their children and that the school takes a balanced approach in providing an all-round education. Parents strongly agree that the staff take an interest in their children and that student needs are being met through an array of classroom, school and extra curricula activities.

Parents believe that there are both formal and informal opportunities to meet with teachers regarding student progress and that staff are approachable and make the parents feel welcome. Parents agree that Trinity has high standards of student engagement and 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 parents.

Student Satisfaction

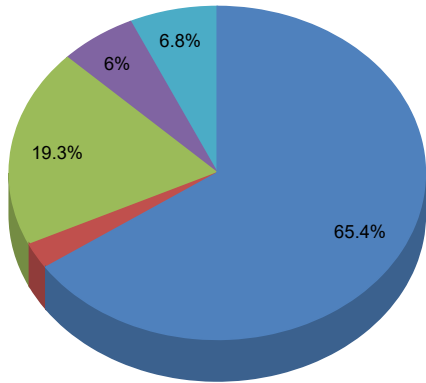
Students strongly agree that there is a caring environment at Trinity Catholic Primary School and the teachers encourage the children to do their best. Students strongly agree that teachers are consistent in their approach to behaviour management, with well-explained consequences and rewards for good behaviour and that they feel accepted by other students in the school. Students strongly agree that teachers are enthusiastic, well prepared and endeavour to make lessons interesting and that they are well supported in the classroom. Students also strongly 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. Students strongly agree that their learning is improving in an environment which is well maintained and Trinity effectively celebrates student achievements. Students strongly agree that Trinity provides a variety of activities which are interesting both inside and outside the classroom and are well resourced with effective implementation of technology to support learning. Students agree that school leadership is strong and cohesive and their opinions are valued.

Teacher Satisfaction

Teachers at Trinity Catholic Primary School believe that Trinity is a good Catholic school and Religious Education is taught well and prayer is important. Teachers strongly believe that their work is making a difference to the students 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 strongly agree that school leaders know them as a person and support their wellbeing and provide effective feedback. Teachers strongly agreed that there are clear goals and expectations for both staff and students and communication strategies are effective to ensure they are kept informed of what is happening at school. 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 which affect their work at school.

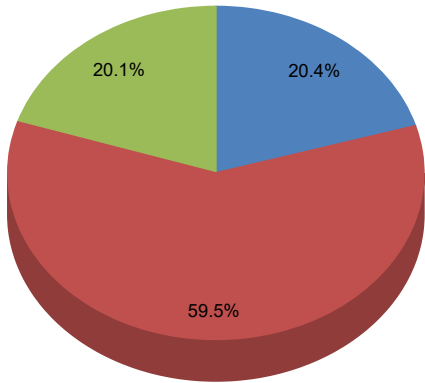
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (65.4%)
- Government Capital Grants (2.5%)
- State Recurrent Grants (19.3%)
- Fees and Private Income (6%)
- Other Capital Income (6.8%)

Expenditure



- Capital Expenditure (20.4%)
- Salaries and Related Expenses (59.5%)
- Non-Salary Expenses (20.1%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,019,035
Government Capital Grants ²	\$39,175
State Recurrent Grants ³	\$299,888
Fees and Private Income ⁴	\$92,969
Other Capital Income ⁵	\$106,693
Total Income	\$1,557,761

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$386,650
Salaries and Related Expenses ⁷	\$1,126,658
Non-Salary Expenses ⁸	\$379,546
Total Expenditure	\$1,892,853

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.