



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2016



## Trinity Catholic Primary School Murrumburrah

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### Principal

Mrs Marylou Gorham

## Section One: Message from Key Groups in our Community

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### 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 Walkathon, Country Club Raffles, Car Wash, Cattle Agistment Program, Harden Picnic Races Calcutta, and an equestrian Event. The focus for the fundraising was to furnish and resource the new classrooms. This has been supported through additional funding from Catholic Education and a 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, St Vincent De Paul 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

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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-centered, co-educational, Catholic learning community, supporting families in the Harden-Murrumburrah Shire. In 2015, Trinity was successful in obtaining a BGA grant which has resulted in extensive renovations, commencing in 2016 with completion by February 2017. Classrooms have been extensively refurbished to create two very innovative 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 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 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 introduction of class parent contacts in 2016 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.

At Trinity we acknowledge that good Catholic education is based on relationships. In 2016, Trinity became a kidsMatter school. The KidsMatter initiative provides a framework for assisting students to manage the emotions that can lead to poor behavioural choices. Kagan Cooperative learning structures were 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

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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 action. 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 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 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 2016, the community reaffirmed their commitment to the Trinity vision with staff spending considerable time re-visiting and making amendments to our Vision and Mission-Destination-Journey-Success! At Trinity, teachers have implemented 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 combined churches Christmas Carols along with members of other churches in Harden-Murrumburrah.

Relationships of mutual respect are highly valued. The staff recently revised Student Welfare and Anti-Bullying Policy which states that 'Our mission as members of Trinity Catholic Primary School community is a commitment to the growth of all that are involved in the community. We achieve this growth and sense of community through accepting and supporting each other. This enables us to be witnesses of the values we hold as Christians'

## Section Four: Student Profile

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### 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 2016:

Girls	Boys	LBOTE*	Total Students
47	39	0	86

\* 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 2016 was 91.41%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	91%
Year 2	92%
Year 3	90%
Year 4	91%
Year 5	90%
Year 6	93%

### 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

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The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
10	3	13

\* This number includes 7 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	0%
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### Professional Learning

In 2016 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 as follows:

Term 1- Professional Code of Conduct and collaborative planning. Term 2- Kagan Training (2 days) and Term 4- Spirituality and Wellbeing.

Staff attended individualised professional learning on Religious Education, KidsMatter, Literacy, Numeracy, Learning Support, Geography Curriculum, IT, Inquiry and agreed practice in Assessment. The staff focus at Trinity was Numeracy.

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

## Section Six: Academic Profile

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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 reading. In 2016 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 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. In semester two Trinity was fortunate to have Adjunct Professor Kaye Lowe work with teachers in classrooms to model best practice in Literacy Blocks to assist with differentiation and improved student outcomes.

## Section Seven: School Review and Improvement

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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 2016

The acknowledgement in the broader educational agenda that the teacher and the learning environment makes a difference is embraced at Trinity. The CE *'Principles of Pedagogy'* and the *AITSL Standards* have been a focus and a catalyst for change at Trinity. Regular meetings are conducted to assist teachers in developing their understandings and completing documentation in relation to BOSTES NSW Teachers Institute.

The implementation of Kagan Learning has assisted teachers to implement strategies to engage students and cater for the needs of all students. This has been further supported with collaborative planning where teachers work in stage teams to plan and conduct robust discussions about improving pedagogy and student learning.

The implementation of a BYOD program has supported initiatives to improve student learning and engagement and will continue to expand this program across the school in other grade areas. The implementation of an enrichment program was introduced to improve student outcomes for students who are working above and beyond the benchmarks. This has resulted in students participating in rich tasks to enhance understandings in Literacy and Numeracy

### Priority Key Improvements for 2017

Staff at Trinity are focusing on improving outcomes in Literacy and Numeracy for all students with an emphasis on differentiation of teaching and learning to cater for student needs. A culture of open ended inquiry based teaching and learning will be embedded across the school to assist with meeting the diverse needs of students. This will be further supported through the provision of effective feedback for all students and parents which will be assisted with the development of challenging student learning goals.

The implementation of Literacy and Numeracy support teachers will support teacher pedagogy and assist and improve student learning and engagement. Embedding of sustained uninterrupted Numeracy and Literacy Blocks and Kagan strategies will continue to be a focus. Teachers will focus on data analysis to inform teaching and strategies to improve student performance. Teachers will be given opportunities and support to plan collaboratively to improve teaching strategies. Teachers will continue to engage in mentoring to improve and enhance pedagogy through the unpacking of the Principles of Pedagogy and the AITSL standards.

## Section Eight: School Policies

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### 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 is continually reviewed to ensure that Trinity caters for new students and the varied needs of all in the school. This review assists with the agreed practice ensuring consistency across the school with all staff when managing student behaviour. Teachers also review 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>.

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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.

## Section Nine: Community Satisfaction

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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 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 in an environment which is safe. Parents strongly 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 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 home and school.

### Student Satisfaction

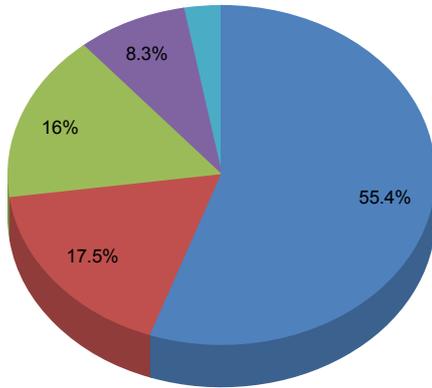
Students strongly agree that there is a caring environment at Trinity Catholic Primary School and that they feel safe at school. Students strongly agree that teachers have high expectations and are consistent in their approach to behaviour management, with well explained consequences and rewards for 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 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 and they work in a supportive environment.

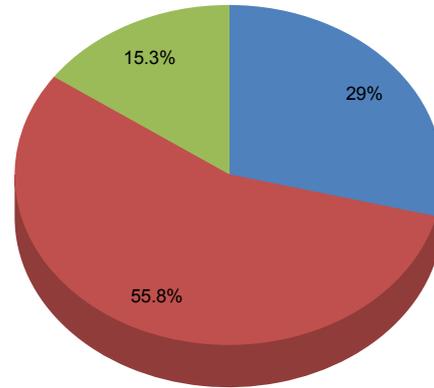
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (55.4%)
- Government Capital Grants (17.5%)
- State Recurrent Grants (16%)
- Fees and Private Income (8.3%)
- Other Capital Income (2.9%)

Expenditure



- Capital Expenditure (29%)
- Salaries and Related Expenses (55.8%)
- Non-Salary Expenses (15.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,117,994
Government Capital Grants <sup>2</sup>	\$352,572
State Recurrent Grants <sup>3</sup>	\$322,360
Fees and Private Income <sup>4</sup>	\$168,292
Other Capital Income <sup>5</sup>	\$57,848
<b>Total Income</b>	<b>\$2,019,066</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$668,420
Salaries and Related Expenses <sup>7</sup>	\$1,286,164
Non-Salary Expenses <sup>8</sup>	\$352,147
<b>Total Expenditure</b>	<b>\$2,306,731</b>

### 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.