



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

TRINITY CATHOLIC PRIMARY SCHOOL

Murrumburrah, NSW

2014 Annual Report



SCHOOL CONTACT INFORMATION

Address:	Vernon Street, Murrumburrah. NSW 2587
Principal:	Mrs Katrina McGrath
Parish Priest / School Chaplain:	Father Joshy Kurien
School Board / Council Chair:	Mr Andrew Kennett
Telephone:	02 638 62111
Fax:	02 6386 3053
Email:	office.murx@cg.catholic.edu.au
Website:	www.trinitym.nsw.edu.au

This report was prepared by:

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 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.

School Council 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 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 Solar Energy Raffle.

The Community Council is currently undertaking to refurbish the classrooms. This will require significant funds which will hopefully be supported through a successful Block Grant application.

Student Representative's 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, Autism Awareness Day, Bravehearts Foundation 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.

SCHOOL FEATURES

Trinity Catholic Primary School is a Catholic Primary School located in Murrumburrah. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 98 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 47 male and 51 female students; two indigenous students; and no students with a Language Background other than English (LBOTE).

The school employs 15 staff comprising 9 teachers and 6 non-teaching staff, the latter being employed in a variety of capacities including administration, learning support, pastoral care and cleaning. The school employs no staff of Indigenous descent.

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*.

Complementing the formal teaching of religion, Trinity Catholic Primary School has incorporated 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 how we speak to and care for each other and respect individual differences.

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

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	419	402	412	426	402
School	338	375	363	381	359

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	501	468	498	504	487
School	610	478	474	575	514

Proportion of students at or above the National Minimum Standard

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	94%	94%	93%	94%	95%
School	87%	100%	93%	100%	100%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	93%	90%	93%	93%	93%
School	100%	100%	93%	100%	100%

Proportion of students in each Achievement Band

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	0%	0%	0%	0%	0%
Band 5	14%	21%	14%	14%	17%
Band 4	22%	29%	21%	50%	25%
Band 3	7%	29%	36%	29%	33%
Band 2	43%	21%	21%	7%	25%
Band 1	14%	0%	7%	0%	0%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	80%	7%	0%	66%	20%
Band 7	7%	0%	20%	0%	13%
Band 6	7%	33%	33%	27%	47%
Band 5	6%	40%	33%	0%	7%
Band 4	0%	20%	7%	7%	13%
Band 3	0%	0%	7%	0%	0%

The above tables show that 86% or more of Year 3 students are at or above the National Benchmark in all strands of the NAPLAN tests. In Year 5 100% of students are at or above the minimum standard in Reading, Writing, Grammar, Punctuation and Numeracy. The results reflect the whole school focus on quality writing and the implementation of pedagogies such as First Steps Reading and Spelling and Gradual Release of Responsibility Model in Mathematics. NAPLAN results will be further analysed to implement strategies to assist in the improvement of Spelling and Reading in Year 3 and Spelling in Year 5. There will also be a continued focus on Literacy, in particular reading, in the early years through the use of programs such as Fitzroy Readers and Forward Together.

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>

Trinity Catholic Primary School Enrolment Policy can be found on our website or is available from the front office

Attendance Policy

Procedures

- Class teachers record daily absences in a class roll according to guidelines at the commencement of each school day.
- Parents are encouraged to provide a written explanation of a student's absence.
- If a written explanation is not forthcoming within two weeks of the student's return to school, the class teacher issues a formal reminder.
- Each week student attendance is recorded electronically by the school clerical officer
- The Assistant Principal reviews all class rolls at the end of each term.
- The Assistant Principal will contact parents or guardians if records indicate a non-compliance with Compulsory School Attendance Legislation.
- The Principal and school staff will endeavour to assist families who may be experiencing difficulty with compliance.

Absences

Any absence is to be explained in writing, upon the child's return. No child is allowed to leave the school grounds during school hours without written notification. Parents are required to sign a register located in the front office before taking the student during school hours or if they arrive late to school.

Frequent Absences

When a student is regularly missing days of school, the school via the Assistant Principal, liaises with the family to develop an attendance plan. If the family does not cooperate and attendance does not reach the required level, a report is made to the relevant authority

Exemptions for Student Attendance

When parents plan to exclude their children from school for reasons other than sickness or unforeseen events i.e. funerals, the parent or caregiver is required to complete an Application for Student Exemption form. A certificate of exemption will then be issued. Forms are available from the school office.

Pastoral Care and 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 in 2013 and 2014 to cater for new students and varying needs.

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

Trinity Catholic Primary School, within the Collaborating on Student Achievement (COSA+) project has focussed on improving writing skills through investigation and implementation of best practice pedagogy and exposure to examples of rich texts and quality writing. The school has engaged the services of a published author to inspire the students in their writing. In Term 4 Sustained Silent Writing (SSW) was introduced. This has provided the students and teachers an opportunity each day to write, without boundaries.

Teachers have continued to develop their knowledge and understanding of the *Backwards by Design* approach to programming. All teachers are now using this design when planning is undertaken each term. This approach enables teachers to start with the needs of the students.

Implementation of the NSW Board of Studies for the Australian Curriculum in English and investigating, trialling and using different strategies to teach Spelling have been the other major areas on which staff has focussed in 2014. NAPLAN data would suggest that spelling will continue to be a focus in 2015.

Continued implementation and use of the National Teacher Standards, peer mentoring, stage teams, peer observations and goal setting to further teacher development and enhancement of student outcomes, will also be a priority in 2015.

Adult education in faith was not held this year but there is a strong desire that it re-established in 2015.

Refresher courses in the Gradual Release of Responsibility in Mathematics, Working Like a Mathematician, investigation of Maths 300 resources and familiarisation of the Canberra Goulburn Mathematics Framework during 2014 have provided a platform for the implementation of the NSW Board of Studies for the Australian Curriculum in Mathematics in 2015.

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning

All teachers have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional learning can take many forms including whole staff days, subject specific inservices, meetings and conferences.

The school held four whole staff days in 2014. The content of these days was as follows:

Term 1 – Religious Education values program-Making Jesus Real.

Term 2 - Understanding by Design (UbD).

Term 3 - Staff Spirituality day

Term 4 - The Mathematics Framework and the Australian Curriculum.

Staff engaged in individualised professional learning focusing on National Consistent Data preparation, Literacy & Numeracy focus days and RE Accreditation modules.

Teacher Qualifications

All teachers are qualified as required by the relevant State and Territory bodies.

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2014 was 93%.

The teacher retention rate from 2013 to 2014 was 80%.

STUDENT ATTENDANCE

The average student attendance for the school during 2014 was 95%.

School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group

Kindergarten	96%
Year 1	94%
Year 2	94%
Year 3	91%
Year 4	98%
Year 5	94%
Year 6	96%

PARENT, TEACHER AND STUDENT SATISFACTION

During 2014 the opinions of parents, students and teachers were sought covering a variety of aspects including school effectiveness, pastoral care, policies and procedures and academic standards.

Parents agree that Trinity Catholic Primary School has high standards of student behaviour and that students needs are being met through an array of classroom, school and extra curricula activities. Parents believe that teachers are committed to teaching, are approachable and have the best interests of the students at the centre of their decision making.

Teachers believe that student management is consistent and that the school climate is conducive to learning. There are clear goals and expectations for staff and students.

Teachers are provided with opportunities for professional learning and developing peer mentoring relationships to support improved classroom practice.

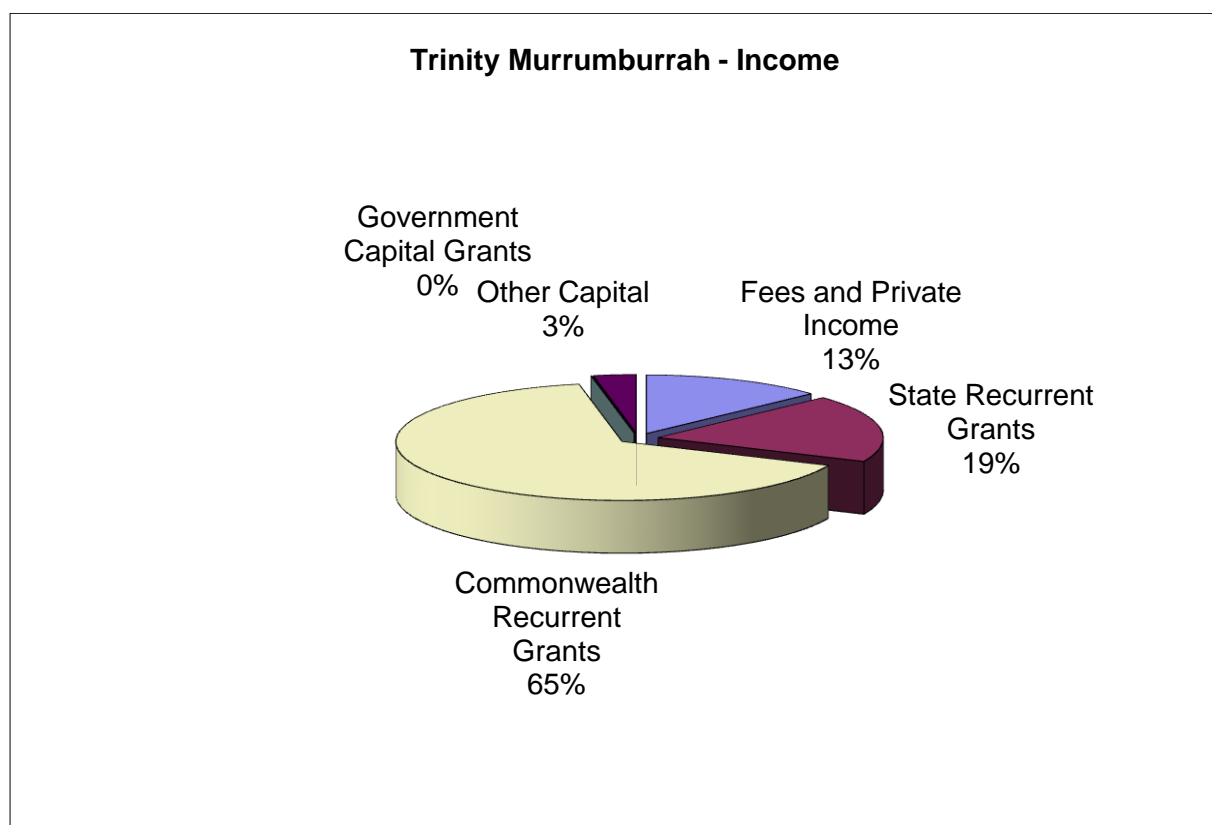
Students agree that teachers have high expectations and are consistent in their approach to behaviour management, with well explained consequences and rewards for behaviour.

Teachers are enthusiastic and well prepared and endeavour to make lessons interesting.

Students also agree that Trinity Catholic School provides a variety of activities both inside and outside the classroom.

Parents, teachers and students agree that school leadership is strong and cohesive. The leadership team is open to change, listens to concerns and acts with care and compassion.

FINANCIAL INFORMATION



Trinity Murrumburrah - Expenditure

