



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

TRINITY CATHOLIC PRIMARY SCHOOL

Murrumburrah, NSW

2012 ANNUAL REPORT



SCHOOL CONTACT INFORMATION

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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 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 curriculum 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 month 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. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 102 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 43.3% male and 56.6% female students; 1.8% indigenous students; and 0% Language Background other than English (LBOTE).

The school employs 16 staff comprising 12 teachers and 4 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 2012 our students have participated successfully in the University of NSW Exams, Murder Under the Microscope and Western Region Public Speaking Competition.

The Trinity Catholic School Community Council and parents have conducted many very successful fundraising events including the Team Penning and Sorting weekend, Harden Picnic Races Calcutta and numerous street stalls, raffles and catering events.

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. We also celebrate with a Focus Assembly each Monday fortnight. These Focus Assemblies help us to introduce a Gospel Value which is integrated into our learning environment throughout the fortnight. 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

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	419	415	414	424	395
School	442	393.4	400.5	431.6	444.7

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	493	476	494	490	488
School	496	497	495	474	493

Proportion of students at or above the National Minimum Standard

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	94%	95%	94%	93%	94%
School	100%	100%	78%	89%	100%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	92%	92%	93%	90%	93%
School	94%	94%	94%	83%	89%

Proportion of students in each Achievement Band

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	33%	11%	11%	22%	22%
Band 5	22%	22%	22%	44%	44%
Band 4	22%	22%	44%	22%	33%
Band 3	22%	44%	0%	0%	0%
Band 2	0%	0%	11%	11%	0%
Band 1	0%	0%	11%	0%	0%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	6%	6%	0%	6%	6%
Band 7	24%	12%	18%	12%	6%
Band 6	35%	53%	65%	30%	59%
Band 5	29%	24%	12%	35%	18%

Band 4	6%	6%	6%	18%	12%
Band 3	0%	0%	0%	0%	0%

The above tables show that 100% of Year 3 students are at or above the National Minimum Standard in Numeracy. 70.5% of Year 5 students are at or above the National Minimum Standard in Numeracy and Writing. A number of initiatives have impacted on these results, including the implementation of a variety 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, Spelling 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.ceog.catholic.edu.au/parents/Pages/GeneralPolicies.aspx>

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

Attendance

Trinity Catholic School Attendance Policy is aligned to the Canberra Goulburn Catholic Education Office Policy "*Attendance at Schools (NSW)*" Jan 2013.

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 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 regulation compliance.

Absence

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

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.

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.

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning

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

The school held four whole staff days and 4 twilight professional development days in 2012. The content of these days was as follows: Whole Staff Days Term 1 – Beginning of the School Year Organisation, Staff Journals, Professional Learning Plans and Goals; Term 2 – Reviewing Practices in English in particular reading and writing; Term 3 – RE Accreditation A Training; Term 4 - Liturgy, Development of the Core Curriculum Document, Alignment of Spelling, Punctuation and Grammar and Scope and Sequence; Twilight Professional Learning Session 1 – cLc Training and Implementation; Session 2 – Whole Approach to Implementing Gospel Values; Session 3 – Training and Implementation of Live Life Well at School Program ; Session 4 – English Review and Development of the Core Curriculum Document.

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 2012 was 97%.

The teacher retention rate from 2011 to 2012 was 82%.

STUDENT ATTENDANCE

The average student attendance for the school during 2012 was 94%.

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

Attendance rates by Year group

Kindergarten	96.2%
Year 1	91.4%
Year 2	95.3%
Year 3	94.4%
Year 4	93.9%
Year 5	96.1%
Year 6	93.8%

PARENT, TEACHER AND STUDENT SATISFACTION

During 2012 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. Concern was expressed once again about the format of the Semester One and Two Reports saying that more information about the students' needs is required. This has been raised at a system level and will be reviewed.

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 is regarded as approachable, open and understanding and they lead change well within the school community. Implementation of more effective communication was discussed by the staff and some different strategies have been trialed during 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.

PRIORITIES AND TARGETS

Targets and Priorities in 2012 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.

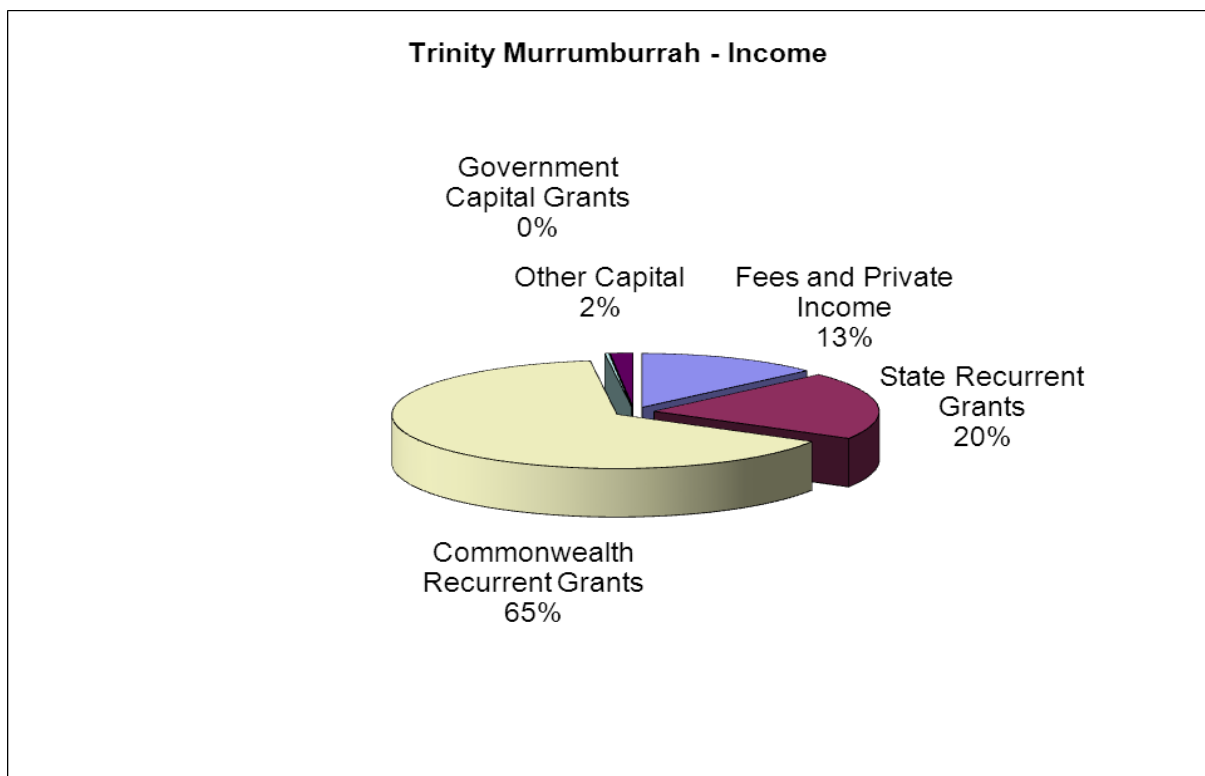
The staff completed several professional development sessions in Integrated Curriculum and backward by design programming. The ICT learning and communication platform cLc - Connected Learning Communities, has now been transferred over to the LIFE platform, all teachers are undergoing in-house professional development to enhance learning outcomes and be connected to

other learners within the school through this platform. We are moving towards LIFE enabling the staff to provide better opportunities to the gifted students and those with learning needs.

In 2013 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. This will review will also incorporate understanding the NSW Australian Curriculum Syllabus which will be in the familiaristaion stage throughout 2013.
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 LIFE to teaching and learning, to assist achievement of individual student outcomes through increased student engagement and individual learning programs.

FINANCIAL INFORMATION



Trinity Murrumburrah - Expenditure

