TRINITY CATHOLIC PRIMARY SCHOOL
Murrumburrah, NSW

2012 School Report to the Community
SCHOOL CONTACT INFORMATION

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This report was prepared by:

Rebecca Cooper (Acting Principal)

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 curricula 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

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>419</td>
<td>415</td>
<td>414</td>
<td>424</td>
<td>395</td>
</tr>
<tr>
<td>School</td>
<td>442</td>
<td>393.4</td>
<td>400.5</td>
<td>431.6</td>
<td>444.7</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>493</td>
<td>476</td>
<td>494</td>
<td>490</td>
<td>488</td>
</tr>
<tr>
<td>School</td>
<td>496</td>
<td>497</td>
<td>495</td>
<td>474</td>
<td>493</td>
</tr>
</tbody>
</table>

### Proportion of students at or above the National Minimum Standard

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>School</td>
<td>56%</td>
<td>33%</td>
<td>56%</td>
<td>67%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>School</td>
<td>53%</td>
<td>71%</td>
<td>53%</td>
<td>47%</td>
<td>71%</td>
</tr>
</tbody>
</table>

### Proportion of students in each Achievement Band

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 6</td>
<td>33.3%</td>
<td>11.1%</td>
<td>11.1%</td>
<td>22.2%</td>
<td>22.2%</td>
</tr>
<tr>
<td>Band 5</td>
<td>22.2%</td>
<td>22.2%</td>
<td>22.2%</td>
<td>44.4%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Band 4</td>
<td>22.2%</td>
<td>22.2%</td>
<td>44.4%</td>
<td>22.2%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Band 3</td>
<td>22.2%</td>
<td>44.4%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Band 2</td>
<td>0%</td>
<td>0%</td>
<td>11.1%</td>
<td>11.1%</td>
<td>0%</td>
</tr>
<tr>
<td>Band 1</td>
<td>0%</td>
<td>0%</td>
<td>11.1%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
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.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx](http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx)

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

**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.

**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 incorportate understanding the NSW Australian Curriculum Syllabus which will be in the familiarisation 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.