



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

TRINITY CATHOLIC PRIMARY SCHOOL

Murrumburrah, NSW

2013 School Report to the Community



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.

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 encouraged to be involved in classroom activities and learning, sports coaching and many other school events.

The Trinity Catholic School Community Council and parents have conducted many very successful fundraising events including the Harden Phone Book, Spring Fair, Harden Picnic Races Calcutta and numerous street stalls, raffles and catering events. Parents have also been involved in renewing the Homework Policy, training of reading tutors and in consultation on changes to the school uniform.

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, St Vincent de Paul, Love Your Sister and Footy Colours Day. Year Six have also organised lunch time interest groups.

SCHOOL FEATURES

Trinity Catholic School is a Catholic Primary School located in the twin towns of Harden Murrumburrah. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 110 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 44% male and 56% female students and 1.8% indigenous students.

The school employs 14 staff comprising 9 teachers and 5 non-teaching staff, the latter being employed in a variety of capacities including learning support, clerical, pastoral care and cleaning.

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 2013 our students have participated successfully in Operation Art, University of NSW Exams, the Da Vinci Challenge, CWA Country of Study Projects and netball, basketball, touch football, rugby league and rugby union carnivals. 2013 has also seen the start of the Active After School Program.

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*.

The students and staff introduce and develop a Gospel value focus each fortnight, which is delivered and explained through a Liturgy of the Word. The Trinity community has the opportunity to celebrate Mass or Liturgy of the Word with Holy Communion every second week and adoration of the Blessed Sacrament each Friday. Celebrations of the Sacraments of Reconciliation and Eucharist occur each year and Confirmation every second year. The Trinity Catholic School community is an integral part of the parish and joins with the parishioners each month on Sunday morning, to celebrate Family Mass. A number of parents and staff are leaders of the Children's liturgy each Sunday morning during the parish Mass. In 2013 the Trinity community has provided the opportunity for adult education in the faith for staff and parents. Trinity hosted a gathering called "Burgers, Beer and the Bible" where the participants gathered in a relaxed atmosphere, over a meal, to discuss and learn about the sacred stories, symbols and history of our Bible. These were well attended by staff, parents and parishioners.

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 | 416 | 411 | 428 | 397 |
| School | 405 | 388 | 392 | 424 | 387 |

| YEAR 5 | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|-----------------|----------------|----------------|-----------------|----------------------------------|-----------------|
| National | 502 | 478 | 494 | 501 | 486 |
| School | 525 | 491 | 500 | 503 | 516 |

Proportion of students at or above the National Minimum Standard

| YEAR 3 | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|-----------------|----------------|----------------|-----------------|----------------------------------|-----------------|
| National | 95% | 95% | 94% | 95% | 96% |
| School | 81% | 87% | 81% | 94% | 81% |

| YEAR 5 | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|-----------------|----------------|----------------|-----------------|----------------------------------|-----------------|
| National | 96% | 92% | 93% | 95% | 93% |
| School | 100% | 93% | 100% | 87% | 100% |

Proportion of students in each Achievement Band

| YEAR 3 | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|---------------|----------------|----------------|-----------------|----------------------------------|-----------------|
| Band 6 | 25% | 0% | 13% | 19% | 6% |
| Band 5 | 12% | 25% | 25% | 31% | 19% |
| Band 4 | 25% | 38% | 31% | 25% | 37% |
| Band 3 | 19% | 25% | 13% | 19% | 19% |
| Band 2 | 19% | 12% | 12% | 6% | 19% |
| Band 1 | 0% | 0% | 6% | 0% | 0% |

| YEAR 5 | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|---------------|----------------|----------------|-----------------|----------------------------------|-----------------|
| Band 8 | 6% | 19% | 19% | 12% | 13% |
| Band 7 | 44% | 12% | 12% | 6% | 19% |
| Band 6 | 31% | 19% | 31% | 56% | 43% |
| Band 5 | 19% | 44% | 38% | 13% | 25% |
| Band 4 | 0% | 0% | 0% | 6% | 0% |
| Band 3 | 0% | 6% | 0% | 6% | 0% |

The above tables show that 81% 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, Spelling and Numeracy. The results reflect 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 writing in Year 3 and writing, grammar and punctuation in Year 5. There will also be a continued focus on literacy, in particular reading, in the early years through Forward Together and MultiLit.

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>

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

Attendance Policy

Procedures

- Class teachers record daily absences according to guidelines in a class roll 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.

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 amendment in 2013.

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

In 2014 the Trinity community will continue its focus on raising standards in reading and writing but also on improving competencies in Visual Literacy. The implementation of First Steps Spelling has seen students' general spelling ability improve, further consolidation of the skills and strategies will be required to see sustained improvement by all students.

Providing extra resources to enhance and improve reading abilities for underachievers has also paid dividends with Year 5 students showing outstanding growth from Year Three. Future priorities will be given to helping students in the middle bands extend their learning, improve their skills and competencies and be placed in the higher bands in future testing.

Implementation of NSW Syllabus for the Australian Curriculum in English and Mathematics will take place throughout 2014. Staff have in 2013 and will continue in 2014, to undertake professional

development in Backwards By Design programming methodology, in order to write units of work for their classes in accordance with the aims and objectives of the Australian Curriculum.

Another focus for 2014 will be the embedding of Cross Curriculum resources of Aboriginal and Torres Strait Islander histories and cultures within the curriculum to develop deeper understanding of different cultures by all students both Indigenous and non-Indigenous.

Further implementation 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 2014.

With the success of Burgers, Beer and the Bible, and requests from Parents, staff and parishioners to provide more adult education in faith, two sessions are planned for 2014; "Casseroles, Crusty Bread and Christ" and "Soup, Sausage Rolls and Spirituality".