



# Trinity Catholic Primary School

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# 2024 Annual School Report



## Introduction

### **About the Annual School Report**

Trinity Catholic Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

## Key Messages

### From the Principal Mrs Cathy Hey

Trinity Catholic Primary School is a Catholic co-educational school and is a place of hospitality and community. Our School's logo symbolises the three persons of God as the three visitors to Mamre whom we are called to serve. This theme of service is continued in our school motto, In Giving We Receive. Therefore, there is a strong commitment to creating a school community where all members experience a sense of welcome and belonging based on genuine Christian hospitality.

Our mission is to:

- Provide learning-centred teaching which is responsive to individual needs.
- Provide creative and innovative structures to support effective learning.
- Value quality relationships which reflect the gospel values of respect, dignity, justice and equity bring our Catholic beliefs to life by caring for each other and our environment.
- Have high expectations of every child and believe that every child can succeed.

Our school is characterised by quality learning and teaching, education in faith and values education. There is a strong sense of community at the school which is focused on building positive relationships.

At Trinity Catholic Primary School we aim to be a learning community where individuals share, help, encourage and support each other's efforts to achieve success.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### From the Parents/Carers

We are committed to our philosophy of the school as a community of learners and encourage active parent and community involvement. Parent involvement opportunities in 2024 included:

- Parent information sessions
- Parent curriculum workshops
- Assemblies
- Mother's and Father's Day stalls
- Attendance at excursions
- Mamre meetings held each term

- Colour Run committee
- The continuation of our weekly playgroup Tiny Tribes.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

### **From the Students**

At Trinity Catholic Primary School all of our students are leaders in the community.

In 2024, the student leadership model continued. This structure included school captains and house leaders. Student leaders represented the school at various events including ANZAC Day, Remembrance Day, Mission Mass and other special events. Student leaders met regularly with school leadership staff to offer suggestions and provide feedback. Student led initiatives included fundraising for Mission Week and the establishment of a chess competition.

There are wonderful facilities, playing spaces, refurbished learning spaces and technological resources to assist them with their learning and leisure at Trinity Catholic Primary School. This included the building and commissioning of a new nature-based adventure playground and yarning circle.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the school

Trinity Catholic Primary School, Kemps Creek, opened in 1993 with an enrolment of 116 children from Kindergarten to Year 2. In 2021 there were 10 learning groups. The majority of our children come from homes where English is their first language. Trinity Catholic Primary School is the second Catholic school within the parish of Holy Spirit St Clair. The school community moved to the permanent site in 1995 when Stages 1 and 2 of the permanent buildings were built. In 1998, the third and final stage of the building program consisting of our Learning and Resource Centre (LARC) and two new classrooms were completed and officially opened. In 2001 seven new demountable classrooms and a demountable toilet block were installed to accommodate the increasing enrolment at Trinity Catholic Primary School.

### Location / Drawing Area

Trinity Catholic Primary School Kemps Creek (formerly Erskine Park), is situated five minutes from the M4 and 15 minutes from both Penrith and Blacktown. Our school is situated in a leafy, rural environment and we often see kangaroos grazing in the early morning and late afternoon in our beautiful surrounds. Sharing the one hundred acre site with us is our feeder high school Emmaus Catholic College and the Emmaus Retirement Village. Our close relationship with Emmaus Catholic College ensures that all Trinity Catholic Primary School students can access a quality, Catholic education from Kindergarten to Year 12.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	46
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	15
Number of part time teaching staff	12
Number of non-teaching staff	19

### Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Trinity Catholic Primary School can be sourced directly from the school.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- Encountering Jesus modules and workshops, which led to the planning of new units.
- Attendance at UFLI (University of Florida Literacy Institute) Professional Learning to learn to implement the UFLI explicit phonics program in Kindergarten, Year 1 and Year 2.
- Attendance at Berry Street Training, a course designed to enhance relationships through trauma informed practice.



## **Catholic Identity and Religious Education**

### **Prayer, Liturgical Life and Faith Experiences**

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### **Social Justice**

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Students initiated a fundraiser for Project Compassion where they made and sold bracelets and origami.
- Students attended the local aged care facility, Emmaus Village, to read, play games and talk with the residents.
- Students collected items for the Vinnies Winter Appeal and Vinnies Christmas Appeal.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### **School, Home and Parish Partnerships**

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### **Religious Education**

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's

teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Staff participated in a formation day with the theme, 'Who do you say I am?'
- Staff participated in workshops and modules on the new syllabus Encountering Jesus.
- Staff engaged in learning around the Understanding Faith resources and the connections to the teaching of Religious Education.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	53%	66%
Writing	76%	77%
Spelling	47%	61%
Grammar and Punctuation	35%	54%
Numeracy	50%	63%

### NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	66%	71%
Writing	71%	67%
Spelling	66%	68%
Grammar and Punctuation	59%	65%
Numeracy	65%	68%

## Student Profile

### Enrolment Policy

Trinity Catholic Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
133	114
Total Enrolments: 247	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	91%	4	89%
1	88%	5	87%
2	91%	6	88%
3	88%	School Average: 89%	

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

### **Characteristics of the student body**

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	58
Students with disabilities (SWD)	78
Aboriginal and Torres Strait Islander	17

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Trinity Catholic Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Implementation of new lunchtime clubs such as crochet club, handball tournament and pickleball.
- Introduction of daily morning gratitude circle in each classroom based on Berry Street model.
- Introduction of The Zone, an area for selected students to attend after recess and lunch for social skills and emotional regulation support.

Trinity Catholic Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

Trinity Catholic Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Rock and Water Program taught in Years 4 and 5.

- The Peaceful Kids Program was implemented in years 3, 4, 5 and 6.
- Berry Street character traits explicitly taught.



## Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Staff are welcoming and accessible.
- The school is a safe and supportive environment.
- There is a strong feeling of community and welcome.

Areas of strength from the student feedback include:

- Students know their teachers care about them and their learning.
- Teachers know the students on a personal level and care about their wellbeing and learning.
- There are many options of activities and clubs on offer at lunch time.

Areas of strength from the staff feedback include:

- Staff know the students well as people and as learners.
- Staff feel supported and acknowledged in their work.
- There are a variety of programs that have been implemented that utilise the strengths and interests of staff.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	By Term 4 2024, seventy percent of students will be able to apply some taught phonic knowledge and/or spelling rules when creating texts independently.	Achieved.
Priority 2	By Term 4 2024, 60% of students will show individual growth in number fluency.	Achieved.

Projected School Priorities		
Priority 1	To improve literacy and numeracy outcomes for students through the use of explicit teaching strategies.	
Priority 2	To improve students' theological understanding of scripture.	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,908,156
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,082,252
Fees and Private Income <sup>4</sup>	\$610,360
Other Capital Income <sup>5</sup>	\$94,632
Total Income	\$5,695,400

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$106,171
Salaries and Related Expenses <sup>7</sup>	\$4,670,124
Non-Salary Expenses <sup>8</sup>	\$1,118,959
Total Expenditure	\$5,895,254

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses