

2024

Annual Report to the School Community



Trinity Catholic Primary School

103-129 Oak Grove Drive, NARRE WARREN SOUTH 3805

Principal: Gerardine Shelton

Web: www.trinitynarre.catholic.edu.au

Registration: 1993, E Number: E4040

Principal's Attestation

I, Gerardine Shelton, attest that Trinity Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 12 Mar 2025

About this report

Trinity Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

During 2024, more than 18,200 students were educated in 43 Catholic schools, owned and operated by Diocese of Sale Catholic Education Limited (DOSCEL).

Across our Catholic schools 2,900 staff were employed nurturing students in their academic, spiritual, physical, and emotional development.

Working with the Bishop of Sale, the DOSCEL Board, DOSCEL Secretariat, schools and parishes, the mission to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best, remained at the forefront of our work.

Investing in school staff and leadership teams to promote expert learning and teaching practices continued to be a priority. Efforts to develop new recruitment strategies against a national teacher shortage were also fruitful.

In 2024, we partnered with Swinburne University of Technology to launch the first Accelerated Bachelor of Education (Primary) degree. The program is tailored for staff working as Education Support Officers (ESOs) in our Catholic schools, providing a structured pathway for them to become qualified teachers. In November 2024, we welcomed 29 ESOs who will commence the program in 2025.

Reflecting on 2024, we have much to be proud of.

Ongoing significant investment in new learning facilities and refurbishments through the Capital Grants Program and school community funding continued across our schools.

In December 2024, we were thrilled to complete construction of the new St Josephine Bakhita Catholic Primary School at Clyde North in preparation for its opening in 2025. This is the 39th primary school within the network of primary and secondary schools owned and operated by DOSCEL. The project was supported by the Victorian Government Capital Funding Program (VGCF) and a loan from the Capital Development Fund (CDF).

We also welcomed capital funding announcements from the Victorian and Australian governments to support continued school infrastructure development.

Most notably we welcomed Victorian Government funding announcements to support the building of two new primary schools in growth areas - St Oscar Romero Catholic Primary School Stage 1 at Drouin and Blessed Carlo Acutis Catholic Primary School Stage 1 at Clyde planned to open in 2027. The funding support recognises the demand for Catholic education in these growth communities.

The care, safety, and wellbeing of children and young people remain a central focus and fundamental responsibility of everything we do. Child Safety Week 2024 was an opportunity for schools to share with their communities their activities and programs to keep young people safe every day.

I extend my deep appreciation to everyone involved in Catholic education within the Diocese of Sale for their commitment to our vocation of Inspiring Faith, Inspiring Learning.

Paul Velten

Director of Catholic Education - Diocese of Sale

Chief Executive Officer - Diocese of Sale Catholic Education Limited

Vision and Mission

Our Vision

Inspired by God's faith, hope and love, Trinity is an aspirational and inclusive learning community.

Our Mission

To provide high quality Catholic education where young people are supported to thrive in the world. At our school they will come to know of the love of God and have the opportunity to engage in a contemporary understanding of faith.

"So faith, hope and love abide, these three but the greatest of these is love".(1 Cor 13:13)

School Overview

Trinity Catholic Primary School was established in January 2000, to meet the rapidly growing demand for Catholic primary school places for children in the west of the Sale Diocese. Trinity is a part of Our Lady Help of Christians Parish Narre Warren, and is governed by Diocese of Sale Catholic Education Limited (DOSCEL).

Trinity is committed to working in partnership with families to make a difference in the lives of our students. We continually strive to nurture an inclusive, safe, supportive, and stimulating environment where every learner can grow, achieve, and thrive.

Child Safety is of utmost importance at Trinity and throughout 2024, we continued to develop our Whole School Approach to Positive Behaviour. Through this, our children are supported in becoming Safe, Resilient, Responsible and Respectful members of the community.

We commenced the 2024 school year with 510 students spread across 21 classes in 3 learning areas - Junior (Foundation to Level 2), Middle (Level 3 & Level 4) and Senior (Level 5 & Level 6). We offered specialist subjects in LOTE (Italian), Visual Arts, Physical Education, Digital Technology and Performing Arts.

At Trinity, we use the Victorian Curriculum which outlines what students in Victoria should learn. It encompasses a common set of knowledge and skills for lifelong learning and active citizenship. We use the Diocesan Religious Education Curriculum *To Live in Christ Jesus* to walk alongside students, listening to their challenges and aspirations, sharing their joy and pain, and helping to create a stillness and an openness in their hearts to the presence and action of God in their lives.

In 2024, Trinity's mantra was "**Growing Together in Faith, Hope and Love**". This inspires the whole community to see learning as a journey over time that brings together the academic, spiritual, and social dimensions of life.

Principal's Report

It is a pleasure to present the 2024 Trinity Catholic Primary School's Annual Report. This report reflects the collective efforts, growth, and achievements of our students, staff, and families over the past year. At Trinity, we continue to prioritise excellence in teaching and learning, wellbeing, and inclusivity in every aspect of school life.

Our teaching teams have worked collaboratively to deliver engaging and evidence-based and informed programs and practices across all curriculum areas, with a focus on differentiated instruction to meet the needs of every learner.

Student Wellbeing remained a key priority in 2024. We continued to explicitly teach the Personal and Social Capabilities, enhanced our peer support programs, and continued to promote our Whole School Approach to Positive Behaviour throughout the school. Our staff received professional development in trauma-informed and inclusive practices, further strengthening our ability to support every student's emotional and social needs.

Our school community has remained actively involved and supportive. We thank our Advisory Board Members, Fundraising Committee, parent volunteers, and community partners for their continued commitment and partnership. This was especially evident in the support we had for the School Carnival. All of your engagement enriches our programs and helps build a stronger, more connected school community.

I would like to express my sincere gratitude to our dedicated staff, who work tirelessly to provide a safe, supportive, and engaging learning environment for our students.

To our families – thank you for your trust, partnership, and ongoing support.

And to our students – thank you for your enthusiasm, kindness, and commitment to learning. You are at the centre of all we do!

Finally, I would like to express my gratitude to Father Michael Willemsen and Father Ajin Albarnas for their ongoing spiritual guidance, care and support of the school and all members of the Our Lady Help of Christians Parish.

Together, we will continue **“Growing Together in Faith, Hope and Love”** as a learning community where every child is known, valued, and inspired to reach their full potential.

Catholic Identity and Mission

Goals & Intended Outcomes

To know, understand and make meaning of the Catholic faith.

A Post Critical Belief is promoted through recontextualising and dialogical communities.

Achievements

Theme: 'And now faith, hope, and love abide, these three; and the greatest of these is love' (1 Corinthians 13:13)

At Trinity, we recognise the importance of maintaining Parish-school partnerships. As our tradition, we gathered as three parish schools at Our Lady Help of Christians Parish to celebrate the beginning of the school year Mass. With the support of our Parish Priest Fr Michael and our Assistant Priest Fr Ajin, we welcomed new staff members and reflected upon the ways in which we are a Christ-centred community, committed to education excellence.

Our Parish and school community joyfully celebrated Trinity Feast Day, deepening our understanding of the Holy Trinity through faith, reflection, and fellowship. We began with a special school Mass, where Fr. Michael beautifully explained the mystery of the Trinity in a way students could grasp. Classroom activities followed, reinforcing their learning. A highlight of the day was the delicious lunch prepared by our parent volunteers. Their generosity and support symbolised the communal spirit of our celebration. Many students and families attended our Family Mass at Our Lady Help of Christians Parish on Saturday evening. It was heartening to see students confidently reading the Word of God, participating in the offertory, and singing in the choir. Their engagement strengthened our connection with the Parish, fostering a deeper sense of belonging.

Students and their families continue to participate in the Sacramental Program, which is family-centred, parish-based, school and catechist-supported. In support of the Sacramental Program, the Religious Education Leaders from each of our Parish schools attended and assisted in running many Parent Formation evenings, Parent-Child Workshops and Celebration Masses. It is wonderful to see parents walking alongside their children as they prepare for their Sacrament, making these milestones a shared spiritual experience.

Prayer is a conversation with God, it is the way we begin every day at Trinity. In our Family Prayer sessions, we gather as a faith community, learning together that prayer involves ritual, symbol, celebration and silence, and is a way of thanking God for life and creation. Inviting

families to be a part of our prayer has enriched this spiritual experience, strengthening the bond between family and school, and further establishing our Catholic identity.

Our annual Religious Education professional learning day was held onsite, where we engaged with Dr Sr Mary Reaburn to delve deeper into the World of the Text when unpacking Scripture from the Old Testament. This built upon staffs' knowledge of utilising the AWES Approach when teaching Scripture within the classroom.

Our staff continue to engage in professional learning around implementing the inquiry approach in teaching Religious Education. We know that students learn best when they have agency as learners, are seen and treated as learning partners and when their learning is centred on their engagement with the world around them (Sharkey, 2015). Inquiry allows students to engage in open dialogue, centred on their understanding of the world, their understanding of faith, and importantly, what they want to explore. Teachers recognise the importance of being a specialist, moderator and witness when teaching Religious Education to guide, challenge and enable students to freely articulate their own intellectual, moral and religious positions.

Value Added

- Through prayer, fasting and almsgiving, supporting Caritas Project Compassion. Each classroom engaged in the Annual Lenten Project Compassion journey.
- Catholic Education Week opportunities to celebrate the wonderful achievements of Trinity Catholic Primary School. Our Social Justice Leaders and School Leaders passionately addressed parishioners during weekend Parish Masses on their educational experiences and their knowledge of Catholic Education Week.
- Whole School ANZAC Remembrance Service.
- Mother's Day and Father's Day breakfasts and gift stalls.
- Annual whole school prayer service celebration and thanksgiving for Grandparents and Friends in our lives.
- Whole school prayer service one week prior to the commencement of the Advent Season to allow for the 4 weeks of Advent to be celebrated in each level or during School Assemblies.
- Our Social Justice Leaders created Christmas treat bags for the elderly Parishoners attending the annual Shepherd's Table Christmas Luncheon.

Learning and Teaching

Goals & Intended Outcomes

To develop every teacher at Trinity into an expert teacher.

Develop expert teacher capacity to accelerate student outcomes.

Achievements

Throughout 2024 expert teacher practice was developed by the commitment of staff to utilising teaching practices that can positively impact student outcomes. Staff engaged in weekly Professional Learning Team Meetings (PLT's) and team collaborative planning to build collective efficacy around implementing best practices.

Teachers have built capacity in the teaching of Mathematics by engaging in staff Mathematical PLT's. The focus has been on the work of the Diocese led by Matt Sexton Professor of Mathematics at ACU. Teachers have explored evidence-based practices to focus on Priority Teaching Concepts in Mathematics to improve student outcomes.

Emphasis was placed on developing learning opportunities that cater to the diversity of learning needs and ensure challenge for all students. Furthermore, teachers developed an understanding of how to support students to share their learning in multiple ways to measure growth.

Familiarisation of the new Victorian Curriculum Version 2 commenced with teachers exploring the key changes to the Mathematics and English Curriculum, in preparation for implementation in 2025.

Professional Learning opportunities for 2024 encompassed English, Little Learners Love Literacy (LLLL), Mathematics, Religious Education, Learning Adjustments and Whole School Approach to Positive Behaviour Support, Macquarie Literacy Program (MacqLit- a small-group reading intervention program) and Developmental Trauma with Dr Billy Garvey.

Student Learning Outcomes

Trinity utilised PAT assessments to measure student growth in Mathematics (F-6), English (F-6) and Vocabulary (2-6). The Digital Assessment Library was introduced in 2024 and teachers from Grades 2-6 used the Achievement Level assessments for English and Mathematics to determine what students currently know and what they need to learn next.

The 2024 NAPLAN was unpacked during Professional Learning Meetings and further explored at team planning meetings.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	415	59%
	Year 5	496	61%
Numeracy	Year 3	415	73%
	Year 5	489	68%
Reading	Year 3	420	72%
	Year 5	498	76%
Spelling	Year 3	409	66%
	Year 5	496	76%
Writing	Year 3	422	83%
	Year 5	494	77%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

To continuously support a child safe culture.

- Improve and sustain an inclusive child safety culture in the school.
- Wellbeing needs of students are promoted and enhanced.
- A common language of child safety and mental health across the school with an emphasis on student voice.

Achievements

Whole School Approach to Positive Behaviour Support

In 2024, we continued to embed our four Whole School Expectations.

Our four Whole School Expectations are:

- **Be Safe.**
- **Be Respectful.**
- **Be Resilient.**
- **Be Responsible.**

Through explicit teaching of the Personal and Social Capabilities, all students learn what it means to be safe, respectful, resilient and responsible. With teacher guidance, students unpacked what each of our expectations mean for all members of our school community.

At the beginning of each school year, all Grade 6 students are given the opportunity to design our Whole School Expectations poster, which is then displayed around the school in all classrooms, as well as in the newsletter. From the designs generated by our Grade 6 students, all students in the school are given the opportunity to vote for the poster which they think best represents our expectations.

As a school community, we were able to celebrate many annual events such as our Mother's and Father's Day Breakfasts and Grandparents' Day. These school events provide opportunities for our many school community members to come together in celebration.

Safety Audit

The Safety Audit is conducted in Week 6 of each term and provides students with an opportunity to identify anything that is making them feel unsafe or uncomfortable. Students' responses are monitored and followed up by their classroom teacher, in consultation with school leadership where required. This may occur through a meeting with the child's parents and/or contacting other professional support organisations such as Orange Door.

Dr Billy Garvey

Dr Billy Garvey is a developmental paediatrician with over 20 years' experience working with children. He is a senior specialist at the Royal Children's Hospital in the world where he sees families, trains clinicians and other professionals working with children and conducts research in child development and mental health.

We were lucky to welcome Billy to our school for two sessions to speak with staff about ways in which we can best support the students in our care.

Mental Health Continuum

Through our implementation of the Mental Health in Primary Schools professional development, staff developed a shared understanding of mental health and wellbeing. This learning highlighted the importance of using consistent language when discussing students' mental health. As a result, the Mental Health Continuum was unpacked by staff and explicitly taught to students to help them better understand and express their emotions.

Life Education

At the beginning of the school year, we were lucky to welcome the Life Education Team who delivered our students age-appropriate, curriculum aligned lessons about how to make safer, healthier choices. Each session focused on students' strengths, empowering them with required knowledge and skills. The sessions focused on the below topics:

- *Foundation* - My Body Matters
- *Level 1* - Harold's Friend Ship
- *Level 2*- Growing Good Friends
- *Level 3*- All Systems Go
- *Level 4*- BCYBERWISE
- *Level 5*- Think Twice
- *Level 6*- Relate Respect Connect

Kids Roar

Kids Roar is a program our children participated in which helps teach students about the importance of personal safety. The program also develops students' strategies to keep themselves safe and empowers them to ROAR:

- **Recognise:** feelings, warning signs, safe/unsafe situations and secrets.

- **Own:** their body and understand it belongs to them.
- **Assert:** have confidence to implement the “No, Go, Tell” strategy.
- **Report:** to their trusted adults and persist in telling them how they feel.

National Child Protection Week

As part of National Child Protection Week, students engaged in a range of age-appropriate activities to learn about the importance of being safe, both online and in the 'real world'. To align with what students learn through Kids Roar, they are taught how to Recognise, React and Report if they feel unsafe or can feel their body clues letting them know that something is not right.

Some other activities students participated in throughout the week were:

- St John's Ambulance First Aid sessions – We had St John's Ambulance visit to teach students vital, life-long first aid skills.
- Australia's Biggest Child Safety Lesson – Students participated in Australia's Biggest Child Safety Lesson, which is run through The Daniel Morcombe Foundation. Its focus in 2024 was to give children an age-appropriate understanding of consent.

Day for Daniel

On Friday 25th October (Day for Daniel), we were fortunate to have some members of our school community come to school to teach our junior and middle students about how they keep people in our community safe through their work as police officers.

Our senior students participated in the Federal Police's ThinkUKnow program, which focuses on facilitating meaningful discussions around online safety tailored to their age group.

As part of our acknowledgement of the day, students also wore red and participated in a Walk for Daniel, which commemorates the walk Daniel was unable to complete himself.

Personal & Social Capabilities (PSC) Groups

In 2024, some students from Foundation – Grade 6 were again offered the opportunity to participate in small-group based activities which focus on developing students' Personal & Social Capabilities. This includes communication skills, listening skills, problem-solving, turn taking, collaboration and developing students' confidence when working with peers.

Lunchtime Clubs

Throughout the year, Trinity offered students an opportunity to express their creative talents through the following clubs: Discovery Centre (opportunity to play with Lego, colour/draw,

play board games etc), Sports/Run Club, Art and Robotics. The clubs were run at lunchtime and provided an opportunity for students to showcase their many different talents.

Extracurricular Opportunities

Camps:

- Year 6 City Camp
- Year 5 Phillip Island Camp
- Year 4 Oasis Camp
- Excursions and incursions
- Sporting Events (including Trinity's Athletics Carnival, Interschool Sports, Interschool Athletics, etc)

Value Added

- Camps:
 - Year 6 City Camp - two nights
 - Year 5 Phillip Island Camp - two nights
 - Year 4 Oasis Camp - one night
- Excursions and incursions supporting the teaching of their learnign in various areas of the Victorian Curriculum.
- Sporting Events (including Trinity's Athletics Carnival, Interschool Sports, Interschool Athletics, Cross Country, etc)
- Harmony Day celebrated with students invited to dress in the colour orange or cultural dress. A special assembly was held on this day with student performances.
- ANZAC Day and Remembrance Day were honoured wth prayer services.
- Fortnightly Assemblies, Liturgical and Cultural Celebrations, Mother's Day, Father's Day and Grandparent's Day, Graduation Ceremony for Year Six Students, were all well attended by students, parents and family members.
- Overall there was a genuine sense of community and positive feedback from all sectors.

Student Satisfaction

Students in Grades 5 and 6 were surveyed through the Insight SRC Survey. The students' data showed that they are learning in a context where they feel safe, where their relationships with other students are positive and that they are confident in their ability to learn. The results also indicated that our students feel that they are understood by their teachers and that they like school and feel connected.

Student Attendance

Trinity has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from school or class:

- Parents are responsible for ensuring that they notify the school to explain the absence of their child/children on any particular school day. Notification is provided via the Parent Access Module (PAM) and should be made prior to the start of the school day.
- Parents may also submit a notification of student absence via email to the classroom teacher or call to the school administration.
- The teachers take the roll twice daily as per compliance obligations (8:45am and 2:15pm).
- Administration passes are issued for students arriving late to school, leaving early and sick students going home.
- In the event that no explanation is received, an SMS is sent communicating unexplained absence. Where no response is received, it is a requirement that the school then contacts parents (or emergency contacts where parents cannot be contacted) as soon as practicable on the day of absence.
- If a family has planned an extended period of absence due to holiday or other commitments, parents are asked to notify the principal in advance in writing.

Average Student Attendance Rate by Year Level	
Y01	88.9
Y02	90.7
Y03	91.3
Y04	89.5
Y05	89.5
Y06	91.1
Overall average attendance	90.2

Leadership

Goals & Intended Outcomes

To create the conditions that support and drive excellence.

School leaders create the conditions in which a team based culture is developed.

Achievements

At the beginning of the year, leadership roles and positions of responsibility were shared amongst the staff of Trinity as we employ a team-based approach. The Deputy Principal carried out the role of Learning and Teaching Leader. The Religious Education Leader was appointed as was the Student Support Leader. Working closely with the Deputy, two staff members were appointed to the the roles of Curriculum and Learning Adjustment Leaders (Foundation to Level2 and Level 3 to Level 6). These members of the Leadership Team attended the Diocesan Learning and Teaching Network meetings throughout the year. After each meeting, time was allocated to determine a plan to transact the outcomes with the school community.

The Leadership Team meet fortnightly to monitor and discuss the progress of the school and to guide future direction in alignment with the Diocesan Improvement Agenda. The 2024 Team consisted of the Principal, Deputy Principal, Religious Education Leader, the Curriculum and Learning Adjustment Leaders, the Student Support Leader and four Lead Teachers. The Curriculum and Learning Adjustment Leaders met individually with the Lead Teachers on a fortnightly basis to support the Learning and Teaching Improvement agenda, sponsored by the Principal and Deputy Principal.

Work continued on identifying and developing emerging leaders and opportunities were created for staff to be part of initiatives such as the Child Safety Champions and the Whole School Approach to Positive Behaviour Support teams.

The Religious Education Leader undertook the Diocese of Sale Leadership Program and was supported on her journey by the Principal and Deputy Principal. The Student Support Leader commenced the Masters of Evidence Based Practice Degree. One Graduate Teacher provided evidence that she had met the Australian Professional Standards for Teaching at the Proficient Teacher Level using VIT's Inquiry process and became fully registered.

At the commencement of Term 3, the Principal accepted a new position within the Diocese as the inaugural Principal of a school. This meant that the Deputy Principal became the Acting

Principal and one to the curriculum leaders was appointed Acting Deputy. During Term 4, these people became permanent in the positions.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • First Aid • Asthma • Anaphylaxis • Mandatory Reporting eLearning • Learning & Teaching Network Days • Curriculum Planning Day • Gippsland Primary Principal Conference • Staff Planning Day • Learning Adjustment Day with Allied Health Professionals • Little Learners Love Literacy • Training Collectives • Principal Formation • Mathematics – DOSCEL Matt Sexton • SIMON Learning • Emergency Management Training • OHS Training • Whole School Approach to Positive Behaviour Support • English as an Additional Language • Religious Education Formation- Old Testament • Religious Education- Curriculum • OHS in Schools training • Stop-Go training • Deputy Principal Formation • Analysing NAPLAN through ACARA • Mental Health in Primary Schools- Training and Staff Professional Learning • Macquarie Literacy Program (MacqLit)- Small-group reading intervention • Developmental Trauma- Doctor Billy Garvey • Attention-deficit/hyperactivity disorder (ADHD)- Stewart D'Silva • Intellischool Training • DAL Assessment Platform Training • Religious Education Accreditation 	
Number of teachers who participated in PL in 2024	37
Average expenditure per teacher for PL	\$682.31

Teacher Satisfaction

The Insight SRC survey conducted during Term 2 indicated that staff continued to feel supported by the school's leadership which was reflected in the Empathy Pillar being the highest. The data indicates that staff are personally enthusiastic and passionate about their work and that they are intrinsically on board with the goals and objectives of the school.

Teacher Qualifications	
Doctorate	0
Masters	13
Graduate	3
Graduate Certificate	2
Bachelor Degree	31
Advanced Diploma	2
No Qualifications Listed	3

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	39
Teaching Staff (FTE)	31.54
Non-Teaching Staff (Headcount)	31
Non-Teaching Staff (FTE)	19.42
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To engage all families in school activities that will enhance student learning.

Build connection and work in partnership with parent/carers.

Achievements

During 2024, we welcomed our community into the school on many occasions.

It was heartwarming to see so many parents/carers and grandparents supporting the school at the following events:

- School Carnival
- Shrove Tuesday
- Student led Family Learning Conversations
- Parent Support Group Meetings
- Mother's and Father's Day Breakfasts
- Fortnightly Assemblies
- Trinity Feast Day Celebrations
- Athletics Carnival
- Cross Country Event
- School Excursions
- Grandparents' Day
- Colour Run School
- School Disco
- Family Prayer
- Little Learners Love Literacy Parent information Sessions
- Camp Parent Information Online Sessions
- Easter and Christmas Play Liturgical Celebrations
- Sacramental Programs
- Harmony Day Celebrations
- Assisting in the School Canteen
- Sporting Events - Netball, Basketball
- Inter-school sports
- Sharing of student learning through Seesaw
- Grade 6 Graduation
- Christmas Carols
- Scholastic Book Fair
- Book Week Dress-up Parade

Trinity has engaged with community organisations to enhance student learning through the following initiatives and events:

- YMCA Leadership Programs for Levels 5 and 6
- Casey 360 Youth Bus
- Transition meeting with Secondary Schools
- SFX preparation for secondary school
- Parish Cup Sports event
- Trinity School Family Mass at Parish Church
- Robo Cup Competition
- St Margaret's Netball
- Interschool Sports
- Parish Initiatives- Online Rosary
- Casey Youth Services- AMP/Y Girls

Parent Satisfaction

Ongoing parent engagement through parent–teacher interviews, information sessions, and community events has further strengthened our partnership with families and contributed positively to student learning and wellbeing.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.trinitynarre.catholic.edu.au