



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



Trinity Catholic College

Park Avenue, ADAMSTOWN 2289

Principal: Mr Robert Emery

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About this report

Trinity Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the College's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

Trinity Catholic College is an intentional Catholic faith community, valuing learning, respecting the dignity of all and leading and serving with courage. The college aims for excellence, providing a range of opportunities to enable all students to experience success.

Through the implementation of our Pastoral Care system we endeavour to make our college specifically Catholic in philosophy and practice and to foster community through student, parent, staff and parish involvement. The school's Connect Group classes and House System ensure that students experience high quality pastoral care and that parents are genuine partners in their children's education. The school has a strong school spirit. Our students love their school.

In 2025, Trinity accepted its first cohort of Year 11 students and in Term 4 of 2025, those students became the first cohort of Year 12 students. Our Year 11 Accelerated Maths class of 4 students sat their HSC Maths Exam in Term 4 and their results were excellent: one Band 6, two Band 5's and a Band 4 that was one mark away from a Band 5. We look forward to 2026 when our first full cohort of Year 12 students will sit their HSC Examinations.

Parent Body Message

Trinity runs a Family & Community Engagement Group which meets once per term. These feature reports from the Federation of parents as to important happenings in education. They also feature input from college staff on topics of interest to parents eg how to study for Year 7 students.

We have moved to running some of these sessions online to facilitate parent & carer attendance.

The school is well-organised and well-run and provides a safe, student focused educational environment. Parents are very happy with the school. These statements are supported by the results of our TTFM surveys and informal feedback.

The school is in an exciting phase of transitioning to a 7 to 12 College. Parents & Carers have been active participants in the various operational reviews of the school over the last 3 years. Parent & Carer voice has been invaluable in establishing the new Trinity Catholic College.

Student Body Message

Students have a very strong school spirit and enjoy their time here at Trinity. They appreciate and respect the safe and inclusive environment the college provides. Students highly value the teachers' engaging & diverse teaching methods and supports offered, the excellent facilities, the many opportunities for student leadership, variety of electives, great resources, extensive sporting opportunities and equipment, top class canteen service, and music & drama performances.

Students are able to participate in numerous externally run competitions across a variety of fields of endeavour. Several of these competitions are STEM-based and specifically designed to encourage more girls into STEM fields.

Excursions, overseas immersion, Year 9 & 11 Retreats, Year 9 Snow Trip, Year 8 Canberra Science Trip and Year 7 Camp are also valuable extra-curricula activities that are greatly appreciated at St Pius.

School Features

History

On January 27 1959, St Pius X College, staffed by Diocesan Priests, commenced at Tighes Hill. In 1960, the then Bishop of Maitland, Bishop Toohey, exercised tremendous courage and vision in acquiring the old Lustre Hosiery Factory in Adamstown and converting the existing building into a school. The School opened at this new site on 5 December 1960. The official opening of the College and the blessing of the new building was performed by Bishop Toohey on Sunday, 19 March 1961.

In 2025, we were in the third year of our transition to **Trinity Catholic College**, a 7-12 college. In 2025 our name changed to **Trinity Catholic College**.

Location

Trinity is located in Park Avenue, Adamstown, and is part of the Blackbutt South Parish of the Diocese of Maitland-Newcastle. Our expansive grounds allow our students to enjoy a huge range of sports and activities and plenty of areas to spread into and enjoy at break times.

In 2025 Trinity drew pupils from our Pathway Primary Schools including St Therese's Primary School, New Lambton, St John's Primary School, Lambton, St James' Primary School, Kotara South, St Columba's Primary School, Adamstown and from many other catholic and non-catholic primary schools.

Facilities

Trinity is blessed with excellent educational facilities. Together with modern contemporary classrooms, we have a beautiful new Library, several new science laboratories, including a specialist Marine Science lab, modern Stage 6 TAS & VET facilities, excellent TAS Workshops for Stages 4 & 5, a 573 seat Theatre, a specialist Recording Studio, specialist Music Rooms and a Band Room, a large top class Hospitality Kitchen, a beautiful Learning Hub, the Sr Marie Centre and new basketball courts. Our college is certainly well-equipped to provide students with an enjoyable and fruitful educational experience.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 11. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
407	442	116	849

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy.

Student Attendance Rates

The average student attendance rate for 2025 was 86.91%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
88.94	87.21	85.68	86.07	86.66	0.00

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carers are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2025	
% of students undertaking vocational training or training in a trade during the senior years of schooling	12.4 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	0 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

Our first cohort of HSC students will occur in 2026. Until then, we cannot comment on post-school destinations.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	117
Number of full time teaching staff	62
Number of part time teaching staff	28
Number of non-teaching staff	27

Total number of teaching staff by NESA category

Teachers 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 following table describes the accreditation status of teachers at Trinity Catholic College in 2025:

Conditional Teachers	4
Provisional Teachers	1
Proficient Teachers	81
HALT Teachers	2

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

Trinity Catholic College is an intentional Catholic faith community, valuing learning, respecting the dignity of all and leading and serving with courage. Our motto is Faith Hope Love.

Our school exists as part of the Mission of the Church to provide top class education for our students through the lens of Catholic faith and tradition. Everything we do at Trinity has its foundations in the life and teachings of Jesus Christ. We aim to help every student to develop respectful and ethical ways of relating to people and the world around them. We aim to help every student become the best person they can be. We provide every student with many opportunities to experience lived Catholic faith.

We are a proudly Catholic school. During the year students and staff experience many beautiful Liturgies celebrating significant school and Church events. Prayer is said every day in Connect Group, at assemblies, House Meetings and at all staff briefings and meetings.

Every Tuesday & Friday morning, staff members meet for prayer. Post-graduate study in theology and education is both encouraged and subsidized at CSO level, such as MA at ACU, BBI/SCD. Several staff are completing Graduate Certificates & Masters Degrees in various aspects of Religious Education and Theology.

Academically, our students perform exceptionally well in the Diocesan Religious Literacy tests in Years 8 & 10. Trinity often achieves the top average mark and top student(s) in these exams. This success is a testament to the professional excellence of our Religious Education Teachers.

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools in the Diocese.

The Key Learning Areas (KLAs) are English, Mathematics, Science, Technological and Applied Studies, Human Society and its Environment, Personal Development, Health and Physical Education, Creative Arts, Languages, and Vocational Education and Training. The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

Trinity has designed a program of study that allows students to meet mandatory NSW Education Standards Authority (NESA) requirements while also providing them with the flexibility to follow their own program of study to meet their future employment requirements. Students study a range of courses in Year 7 and 8 (Stage Four) in addition to the core subjects, to enable them to make informed elective choices for Years 9 to 12. Students at Trinity are required to study across eight areas of study over Years 7 to 10. Five of these areas of study are studied in each of Years 7 to 10. These are:

- English
- Mathematics
- Science
- Human Society and Its Environment (HSIE)
- Personal Development/Health/Physical Education (PDHPE)

At some time during Years 7 to 10 students are also required to study courses in Creative Arts (Music and Visual Art), Languages other than English, and Technological and Applied Studies.

As a Catholic school, Trinity requires all students to complete courses in Religious Education each year.

We offer an excellent Accelerated Mathematics program starting in Year 7 and timetabled into the normal day. We offer extensive opportunities in STEM education within our Science, TAS and mathematics courses and our specialist iSTEM Elective in Years 9 and 10. We are

also currently training teachers in Virtual Reality and Augmented Reality educational applications.

We cater for gifted students within the existing curriculum, every lesson, every day. Our Gifted Education program is extremely well researched and implemented.

We have a very experienced learning support team which provides both direct assistance to students needing extra help with their learning in our spacious Learning Hub and support to the teachers of these students.

Our Pedagogical Mentor Teacher is much sought after by our teachers to assist them in fine tuning their pedagogy.

Our school offers a huge range of opportunities and experiences for students apart from the mandated syllabuses. Our curriculum includes Indigenous education and sustainability programs. Our Retreat and Reflection day programs are greatly appreciated. Our representative and internal sports programs are extensive. We have a well-structured external tutor program in Music that enables students to learn almost any musical instrument. Our Music and Drama performances, our Choir and vocal group, our various bands, our debating and public speaking and participation in Mathematics, Science and Engineering competitions offer students a wealth of options.

In 2025 our first cohort of Year 11 students completed their Year 11 courses and then, in Term 4, commenced their HSC courses. We look forward with excitement to 2026 when our Year 12 students will sit their HSC Examinations.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- 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 percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Trinity Catholic College for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	67%	62%
	Reading	73%	69%
	Writing	72%	64%
	Spelling	76%	72%
	Numeracy	78%	69%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	70%	56%
	Reading	76%	65%
	Writing	70%	61%
	Spelling	84%	72%
	Numeracy	81%	66%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

Our first HSC students will sit their examinations in 2026.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The College is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The College's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the College. The College does not permit or condone the use of corporal punishment by any College personnel or non-College individuals, including parents, as a means of discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

The College implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the College's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the College and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Extensive parent surveys conducted during the 2020 COSI (Continuum Of School Improvement) External Review, clearly indicated a very high level of parent satisfaction with the school. This is confirmed by the parent data from the "Tell Them From Me Surveys" conducted during 2021, 2022 and again in 2024. The survey will run again in 2026.

Also, we involved parents in many consultative processes over 2022 to 2025 in relation to our transition to a 7 to 12 college. Parents took part in panels & committees and answered surveys in connection with the positives & areas of improvement for our school. Parents made suggestions and played an invaluable part in our transition - especially in relation to the new school uniforms and the wellbeing and discipline framework. Informal feedback from these processes indicated that parents appreciated being given a voice and were pleased with both the service currently offered by the college and the direction in which the school was heading.

Student satisfaction

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Teacher satisfaction

Extensive teacher surveys conducted during the 2020 COSI (Continuum Of School Improvement) External Review, clearly indicated a very high level of teacher satisfaction with the school. This is confirmed by the staff data from the "Tell Them From Me Surveys" conducted during 2021, 2022 and again in 2024. The survey will run again in 2026.

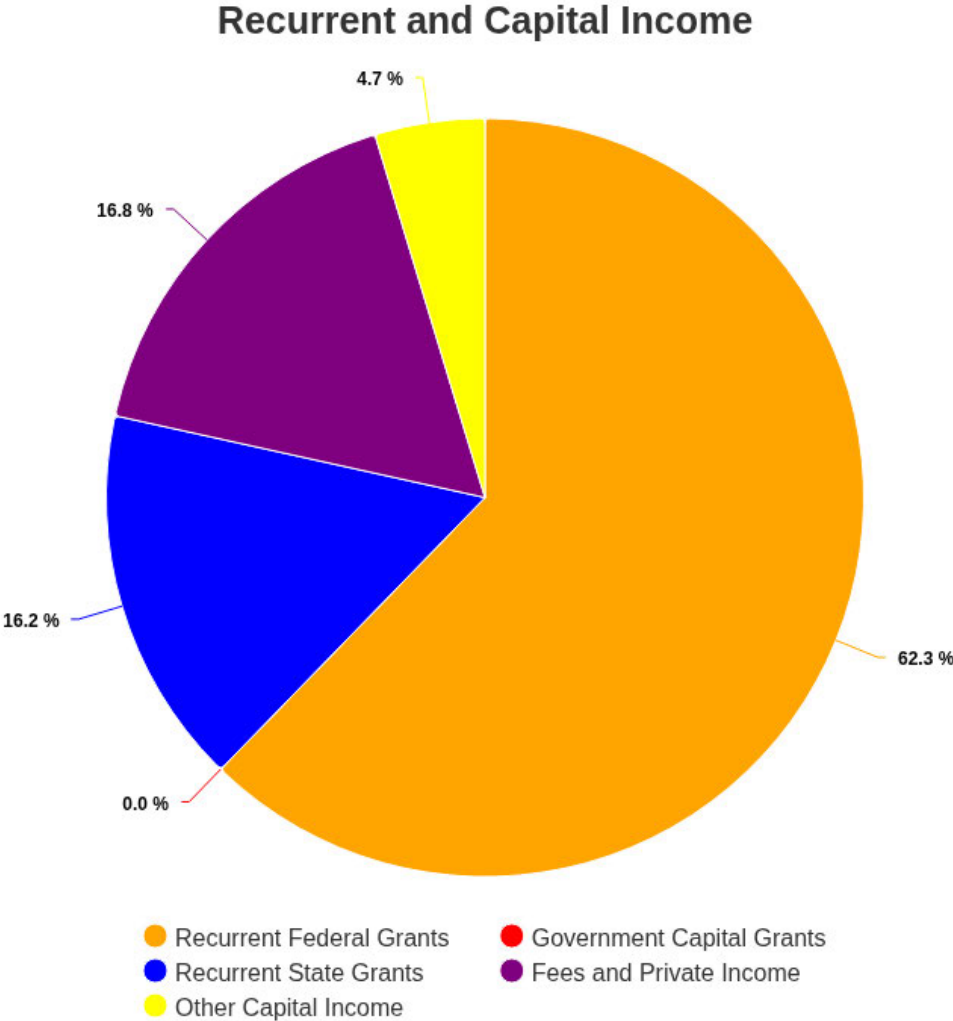
Also, we involved staff in many consultative processes over 2022 to 2025 in relation to our transition to Trinity Catholic College.

There is also very good collaboration and team work on staff that suggests that teachers are satisfied with the school.

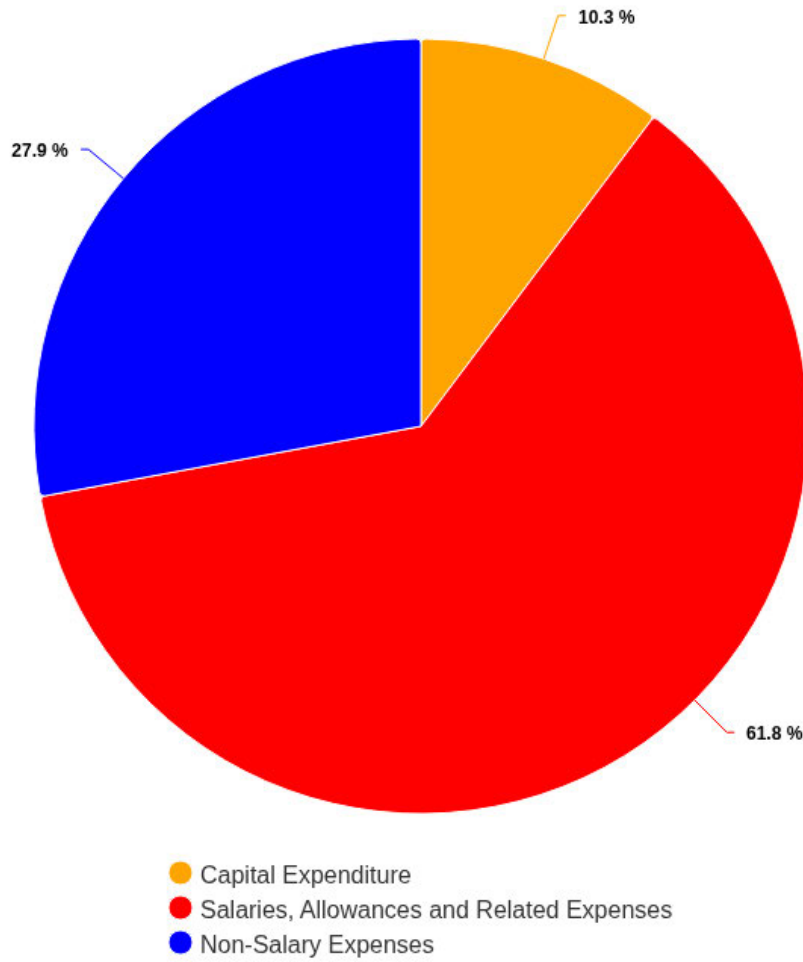
Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT