

ANNUAL REPORT TO THE SCHOOL COMMUNITY



HOLY TRINITY CATHOLIC PRIMARY SCHOOL
SUNBURY

2019

REGISTERED SCHOOL NUMBER: 1408



HOLY TRINITY
Catholic Primary School

Contents

| | |
|-------------------------------------|----|
| Contact Details..... | 2 |
| Minimum Standards Attestation | 2 |
| Our School Vision | 3 |
| School Overview | 4 |
| Principal's Report..... | 5 |
| Education in Faith | 7 |
| Learning & Teaching..... | 9 |
| Student Wellbeing | 11 |
| Child Safe Standards | 13 |
| Leadership & Management | 15 |
| School Community | 20 |
| Future Directions | 23 |

Contact Details

| | |
|---------------|---|
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| E NUMBER | 1408 |

Minimum Standards Attestation

I, *Krystine Hocking* attest that HOLY TRINITY CATHOLIC PRIMARY SCHOOL is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

APRIL 26 2020

Our School Vision



As a school community all stakeholders were involved in creating a **school vision** that articulated to the whole **school** community its values and desired future achievements.

Holy Trinity Catholic Primary School School Vision

Holy Trinity Catholic Primary School is a successful community of learners inspired by the faith in Jesus' teachings.

We are collaborative, adaptable empowered learners who collectively shape the world around us, for the good of all.



School Overview

Holy Trinity Catholic Primary School, is the newest school in the Sunbury Catholic Learning Community and is the third Catholic Primary School in the Parish of Our Lady of Mt Carmel. The school is located approximately 40 kms north west of Melbourne.

In 2016, Archbishop Denis Hart on the advice of the Catholic Education Office and the Our Lady Mt Carmel Parish, approved the building of a new primary school. The School Steering Committee comprising of Catholic Education Staff, parents and teachers from the other Catholic primary schools in Sunbury, building advisors and Fr. Kevin McIntosh, chose the name Holy Trinity in the light of Pope Francis saying “to love is to live the trinity”.

In 2017, LAW Architects were appointed to design the school and the first Principal of Holy Trinity was appointed. Construction of the school, by Searle Bros began June 2018.

Holy Trinity Catholic Primary School a co-educational learning community opened in 2019 in response to the growing demand for places at the parish’s two existing Catholic Primary schools in Sunbury. Stage 1 was complete for the opening of the school in 2019 and included 8 flexible classrooms, different learning and community spaces, a multipurpose court for activities such as netball, basketball and other fun games, a grassed play area and a much-anticipated adventure playground!

Holy Trinity began the 2019 school year with an enrolment of 47 children from Prep to Year 5 and 8 staff members. Enrolments were slow as many families were concerned the school would not be ready for the start of the school year. However, by the end of the school year we had an enrolment of 73 children and 12 staff members.

One of the main highlights was the official opening and blessing of Holy Trinity Catholic Primary School by Archbishop Peter A Comensoli. Around 100 people were in attendance at the ceremony, consisting of school staff, students, family, and special guests as Parish Priest Rev Kevin McIntosh welcomed the Archbishop of Melbourne to tour the school and bless the classrooms, teachers, students and families as they embark on their learning journey at our newly opened school. Special guests also included Cr Jack Medcraft, attending on behalf of the Mayor of Hume Council and representatives of Catholic Education Melbourne including John Mills and Fergus Chisholm.

Holy Trinity is a vibrant place, providing a welcoming, positive learning environment that reflects a contemporary approach to education in the twenty first century. As a school we integrate our curriculum (Victorian Curriculum) through the inquiry approach to learning, we are committed to providing an environment where faith is nurtured through authentic relationships. We have a strong focus on social justice and foster students to become active agents of positive change and appreciation and understanding of others. We support the wellbeing of every child and recognise that each person is different, and we continue to love and respect one another, and encourage our children to be the best they can be. We also acknowledge that all members of our school community are learners and therefore we provide opportunities for all community members to become successful learners.

The name Holy Trinity represents community, unity, diversity and inclusion the values we uphold amongst our school community.

Principal's Report

It is my pleasure to present to you Holy Trinity Catholic Primary School's first ever Annual Report to the School Community. The information in this report is a comprehensive overview and insight into the work involved in establishing a new learning community as well as the learning opportunities for the children entrusted in our care.

2019 was a significant year as Holy Trinity Catholic Primary School opened the doors for the very first time on Monday, 4 February, with 47 children. It was a time of excitement, of expectations, of hard work, of nervousness, of hope and of many 'firsts' as we began to build relationships with the children enrolled at Holy Trinity and their families. Many of the children enrolled at Holy Trinity joined our school community after transferring from different primary schools, including Catholic, Government and Private schools and/or having recently moved into the area. For many joining our school community, a lot of learning about our Catholic tradition took place with the support of Fr Kevin McIntosh and the parish of Our Lady Mt Carmel.

As a new school, ensuring that the staff and children have a sense a belonging, feel connected and are valued members of our school community has been a priority. An open night was organised for all families to come along and have a look at the school the Friday night before we opened. This was particularly important for the children as many of them were quite anxious about starting at a brand-new school. We were overwhelmed with the support we received on this open night and it was a great opportunity to start building relationships with the families who trusted Holy Trinity with the education of their child/ren.

Starting a new school also had its challenges and we were extremely fortunate to open when we did. A lot of sweat and tears went into setting up our school, putting together a number of flat packs and we would not have completed this had it not been for the support of a number of volunteers from our parish, who gave up their time to help us. The foundation staff were also instrumental in helping to ensure our school opened on time.

One of the biggest challenges we continued to encountered was that we had no internet for Term One. This was problematic for all staff, especially in the office as our administration procedures were all online and rely on the internet, including our phone system. There was also a need to create many templates and structures to assist us in the organisation of our school.

Although our building was completed there was still a lot of activity happening in the yard and we were excited to see the progress taking place. "Spray on" grass was laid, seating around the school was installed, as well as a letterbox as we discovered our postie was not delivering our mail! Temporary fencing around the basketball court was removed with more permanent fencing erected and construction of an adventure playground begun. We also had significant works undertaken out the front of the school such as landscaping, new signage and lights were installed to ensure our entrance to the school was more inviting.

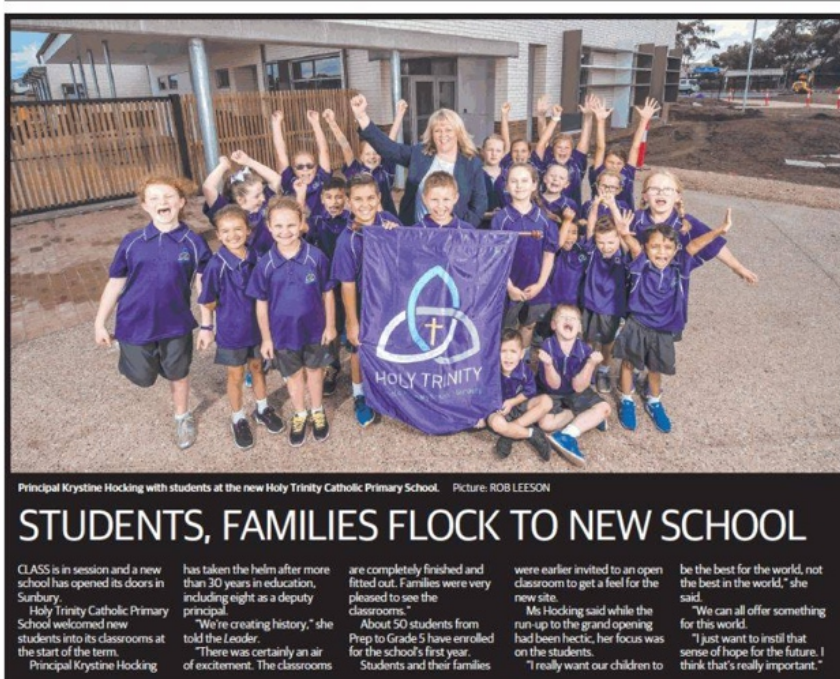
Throughout 2019, our school continued to grow and we welcomed many children across all year levels into our school. This meant there were changes in the structure of one of our classrooms and we welcomed new staff into our school including a number of Learning Support Officers.

It became evident to us that as we continued to grow in numbers, we needed to start planning Stage 2 of our school. Therefore, the Steering Committee undertook the process of interviewing architects in the hope of redeveloping a new Master Plan before the end of this year. We appointed Clarke Hopkins Clarke as our new architects. Their passion and willingness to work with us as a community on Stage 2 was very evident. Wayne Stephens is one of Victoria's most

celebrated architects of contemporary educational facilities and he will work closely with Liz Kuiper, a senior associate, to design and oversee the construction of our Stage 2 building. In the meantime, we applied for a State Government grant and were successful in receiving \$4.95 million to fund the next stage of our development.

We ended 2019 with 73 children and 12 staff, and in 2020 we began the year with approx 140 children and a staff of 18.

Our Foundation staff members, children and their families are to be commended for their commitment in building our school community. Holy Trinity is fortunate to have a highly skilled, talented and dedicated staff, for which I am very grateful. Thank you to our families for trusting us with your children, a big thank you to the children of Holy Trinity for their hard work and willingness to be so supportive of one another, adaptable and patient as our school continues to grow.



Holy Trinity was a brand-new school in 2019 and did not undergo a formal review. Therefore, as no formal reviews were conducted. The goals listed in each sphere were created by staff of what we prioritised as important in our foundation year.

Education in Faith

Goals & Intended Outcomes

To build and enhance our identity as a Catholic faith community.

- Personal and communal commitment be improved through relationships and behaviour based on faith values and social justice.

Achievements

Our focus for 2019 was building and enhancing our Catholic identity. Many of the children who had enrolled to attend Holy Trinity came from government schools where the Catholic faith is not practiced. It was very evident early on that the children had very little knowledge or no knowledge of the Catholic traditions and stories. Therefore, as a staff, we spent a lot of time teaching the children simple traditions e.g. the sign of the cross, responses at Mass and learnt many prayers.

Iconology was also very important for the children so we ensured that every room within the school had a symbol in the form of a cross displayed, even art work of the Trinity.

Through consultation with staff, we also developed our school vision as well as our school motto, Faith, Hope and Unity; that is reflective of our educational approach. All stakeholders had the opportunity to provide feedback and give suggestions regarding our school vision.

The development of a prayer culture that is reflective of our Vision Statement was important. We decide to start the school week by providing an opportunity for us as a school community (parents, grandparents, parishioners) to gather together one day a week for prayerful reflection and celebration of feast days, and other important events. Our inaugural Mass was celebrated by Fr. Kevin McIntosh at Holy Trinity. Father Kevin drew comparisons between our first Mass held in our community space, to the very first Mass at the Last Supper. A remarkable comparison as we begin our faith journey together as the community of Holy Trinity.

St Patrick's Day Mass, at St Patrick's Cathedral, was a significant occasion for us as we were officially welcomed as a new Catholic Primary School in the diocese. We were part of the procession where we proudly held up our school banner. We were also fortunate to be asked to have one of our students read and another to be involved in the offertory during this Mass.

Social Justice Houses were also established and named after significant faith filled people, in honour of the work and servant ship witnessed. Children are allocated a house when enrolled and the Social Justices Houses consist of children from Prep to Year 5.

Our Social Justices houses are:

- MacKillop: Australia's first Saint
- McIntosh: Our Lady of Mt Carmel Parish Priest
- Gallivan: First Catholic Priest in Sunbury
- Glowrey: Dr Mary Glowrey

The ideals and values of these significant people have guided us and helped us to understand what it means to be a servant of Jesus. Our students have been involved in a number of initiatives that were designed to reflect the vision of each of these significant people.

The Sacraments of Eucharist and Reconciliation were a wonderful celebration for our children in Year 4 and 5. Much of their preparation was in partnership with the Parish.

VALUE ADDED

- Whole school prayer every Monday morning
- Beginning Year Mass
- Official Blessing of Holy Trinity Catholic Primary School
- Ash Wednesday Liturgy
- Year 5 children attendance at St Patrick's Day Mass
- Easter Liturgy
- Holy Trinity Feast Day celebrations
- Sacramental Workshops
- Introduction of Social Justice House Teams
- Social Justice Initiatives such as Justice in June, Family Week, Christmas appeal, Support of Caritas and St Vincent de Paul
- Connection with the Parish of Our Lady of Mt Carmel
- Faith nights
- Professional development with Marg Carswell



Learning & Teaching

Goals & Intended Outcomes

To create a consistent understanding of learning and teaching, where the learning environment is stimulating and contemporary.

Achievements

At Holy Trinity, much of our focus was on co-creating and developing a rigorous learning community and providing a curriculum that engaged all students with the highest quality pedagogy and where teaching is intentional and purposeful. Through conversation and collaboration, time was spent on best practices, as we all came from different schools with different experiences. Teachers planned collaboratively based on evidence of student learning and the needs of the students. These evidence-based teaching strategies were employed to create engaging experiences that promote deep learning.

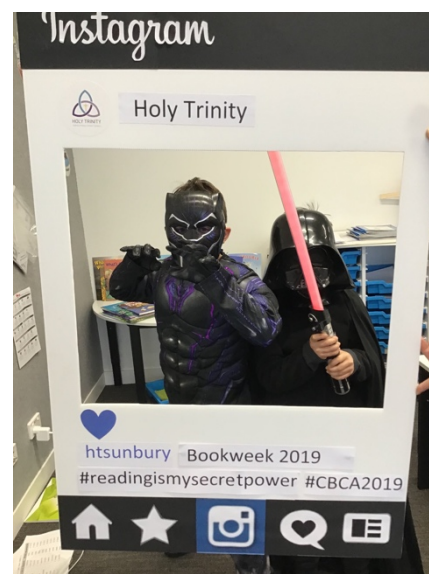
Our school curriculum is based on the Victorian Curriculum and shared experiences of learning and teaching. As part of our professional learning, we unpacked the document Horizons of Hope, as well as the Religious Education Guidelines, to assist in co-creating and the delivery of a rich curriculum that is engaging, stimulating, challenging and caters for a wide range of abilities and interests. This has been a strong learning and teaching vision for our school.

At Holy Trinity Catholic Primary School, we certainly acknowledged the important role that parents play as their children's first and primary teachers and value and foster positive partnerships with parents. Therefore, we introduced a digital portfolio, Seesaw, a means of sharing student learning with families.

Developing the whole child is paramount and the children at Holy Trinity are enriched by a range of specialist programs including Physical Education and Performing Arts (mixture of music, dance and drama). This gives children the opportunity to 'shine' especially if they are not academically inclined. Opportunities were also provided for the children to build on and foster their sense of belonging. These included whole school incursions e.g. their participation in Volunteer's Week, Green Hat, Melbourne Water, and excursions to Lego World, Melbourne Zoo and the Sink or Swim Program.

Learning & Teaching Highlights include:

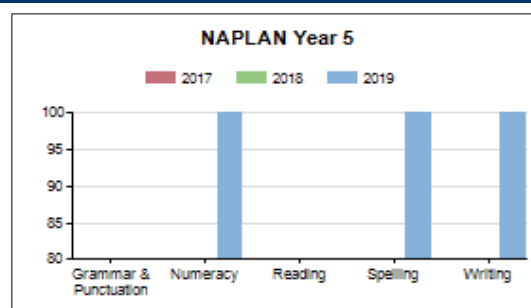
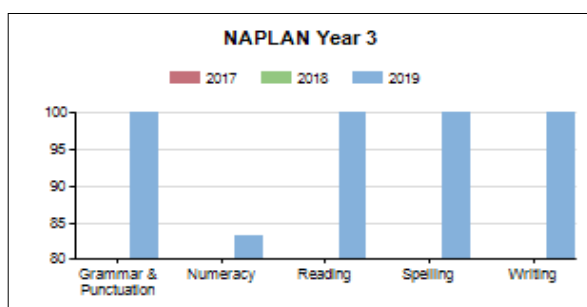
- 100 days of school learning celebrations in Foundation
- Discovery Learning in Prep - 5
- Inquiry Learning Showcase Days E.g. Prep Expo
- Book Week
- Literacy & Numeracy Week
- Visual Arts Exhibition
- Languages Program
- Holy Trinity's library opened



Student Achievement

Holy Trinity measures success in many different ways and data and evidence is utilised to assist teachers in providing learning and teaching opportunities that is differentiated to meet the student's needs.

| PROPOTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | |
|---|--------|-----------------------------|--------|
| NAPLAN TESTS | 2019 % | NAPLAN TESTS | 2019 % |
| YR 03 Grammar & Punctuation | 100.0 | YR 05 Grammar & Punctuation | 50.0 |
| YR 03 Numeracy | 83.3 | YR 05 Numeracy | 100.0 |
| YR 03 Reading | 100.0 | YR 05 Reading | 80.0 |
| YR 03 Spelling | 100.0 | YR 05 Spelling | 100.0 |
| YR 03 Writing | 100.0 | YR 05 Writing | 100.0 |



STUDENT LEARNING OUTCOMES

As a new school, the data that has been collected is still minimal and does not give us a true indication of student outcomes. All of the children who completed NAPLAN in 2019 originated from a number of different schools and the results cannot be attributed to teaching at Holy Trinity.

It is difficult to make judgements on the NAPLAN results, as we had minimal students sit the test in 2019. These numbers do not allow us to make judgements about the effectiveness of our teaching program.

As a staff, data and evidence were analysed for the 2019 year and have identified reading as an area to assist in further achievement.

Student Wellbeing

Goals & Intended Outcomes

To create and sustain a positive, caring and safe Catholic learning community where the social and emotional health of each child is supported and nurtured.

- That students feel safe and included in all aspects of school.
- That students demonstrate greater resilience and develop an enhanced sense of confidence and self-efficacy.

Achievements

Holy Trinity Catholic Primary School is a vibrant place, providing a welcoming, positive learning environment. Much of our focus for 2019 was on co-creating an environment and conditions where the children attending Holy Trinity can flourish. The values and spirit of Jesus guide the learning experiences, support the wellbeing of every child and encourage our children to be the best they can be. Ensuring the wellbeing of our children and teaching our children to be adaptable is very much a part of our school vision and given us a clear direction in creating our school culture. All children have a strong sense of self and this is nurtured by our caring and dedicated staff.

As our focus was on co-creating the conditions for the children to flourish, we engaged Project Thrive and Andrea Downie to work the staff to help co-create these conditions helping children achieve their true potential. Many of our children had very negative experiences of school and did not see themselves as learners. Building a 'growth' mindset and developing good dispositions such as adaptability and persistence was of a high priority.

Building authentic relationships with each individual child and their families was a priority and as a small school, we had the opportunity to really get to know them. We recognised a number of our children required adjustments to their learning. Therefore, individual needs of children were planned for and tracked. Children's needs were identified through observation, testing, feedback, goal setting, collaboration between students and teachers as well as families. Adjustments were made to the learning opportunities presented to them and where required Individual Learning Plans were developed, implemented, tracked and evaluated on a regular basis by teachers and Learning Support Officers. Parent Support Group Meetings are also conducted where required to assist with the tracking of progress against agreed goals.

VALUE ADDED

- Introduction to Project Thrive and co-creating conditions for children to flourish
- Implementation of Social Justice Teams (House Teams)
- Child Safe Policies developed and made available
- Grievance and complaints Policy sent home
- Walk to School Day participation
- Fire Safety – CFA school visit
- Excursion to Woolworths
- St John's Ambulance Kids First Aid Training
- NCCD data collection

STUDENT SATISFACTION

Catholic Education Melbourne School Improvement Surveys were completed by a total of 15 children. The survey indicates a positive outlook and the data indicates that they feel that they are valued members of our school community. Their perceptions of the social and learning climate of our school is also a positive one.

The children would like more opportunities to have an impact on their school so more opportunities for student voice will be planned going forward. In 2020, we will introduce School Captains as well as Social Justice House Leaders whereby they will have more of an opportunity to have a voice and share ideas.

| CEMSIS STUDENT SURVEY DOMAIN | DOMAIN DEFINITION | School % positive endorsement (n=15) | CEM average PRI school comparison % positive (n=29,768) |
|---------------------------------------|--|---|---|
| 1. Rigorous expectations | How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance. | 68% | 78% |
| 2. School engagement | How attentive and invested students are in school. | 61% | 59% |
| 3. School climate | Perceptions of the social and learning climate of the school. | 79% | 65% |
| 4. Teacher-student relationships | The strength of the social connection between teachers and students, within and beyond the school. | 72% | 73% |
| 5. School belonging | How much students feel they are valued members of the community. | 78% | 75% |
| 6. Learning disposition | Students' mindset about themselves as learners. | 74% | 78% |
| 7. Student safety | Perceptions of student physical and psychological safety while at school. | 53% | 55% |
| 8. Student voice | The extent to which students feel they have opportunities to have an impact on their school. | 40% | 60% |
| 9. Catholic identity | Student perceptions about the Catholic identity of the school. | 60% | 62% |

STUDENT ATTENDANCE

All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent. Parents/Caregivers have a responsibility to ensure that their children attend school regularly and are only absent if ill or if absolutely necessary. Student non-attendance requires notification from parents (note or phone call to absentee line) explaining the reason for absence. Parents/Caregivers are contacted each day to find out the reason for their children's absence if the school has not been informed.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|---|------|
| Y01 | 94.1 |
| Y02 | 92.5 |
| Y03 | 93.0 |
| Y04 | 89.6 |
| Y05 | 91.7 |
| Overall average attendance | 92.2 |



Child Safe Standards

Goals and Intended Outcomes

Holy Trinity Catholic Primary School holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of Catholic education. This commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.

Holy Trinity Catholic Primary School has a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard and where they are safe and feel safe. This involves active participation and a shared responsibility from all within the school community.

Achievements

- Staff updates to ensure that all members of the Holy Trinity School community are aware of their responsibilities to meet the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No 870.
- All adult members of school community, all employees, contractors, visitors and clergy visiting the school in any capacity are requested to read and sign the Holy Trinity Child Safety Code of Conduct and the *Acceptable and Unacceptable Behaviours* Statement
- All adults working directly with children and required to hold a Working with Children Check.
- All staff have access to our Child Safe Policies via the Safesmart Portal
- Each staff member completed the Mandatory Child Safe Module in Term One
- Child Safety agenda items were mentioned at Professional Learning Meetings and Parish Leadership
- The school newsletter highlighted Child Safety regularly
- All families were given a copy of the 'Child Safe' Policy
- A 'Risk Assessment' was completed prior to attending excursions, or works being conducted at the school
- Discussions with children on a regular basis enabling student voice and to discuss any safety concerns
- Students completed fortnightly feedback to the teacher including communication about how they are feeling at school
- All adults new to the workplace will participate in induction.
- All visitors to the school will complete an online visitor registration (V-PASS) requiring proof of identity (WWCC), completion of Child Safety Code of Conduct Compliance and must wear an identifiable Visitors lanyard.
- All new staff employed by Holy Trinity School will be subjected to thorough and rigorous screening processes.
- The Principal and Deputy participated in professional development in the Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Staff were in serviced on PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools
- We are committed to proactively and systematically identifying and assessing risks to student safety across our whole school environment, and reducing or eliminating (where possible) all potential sources of harm. We document, implement, monitor and periodically review our risk management strategies for child safety and ensure that the strategies change as needed and as new risks arise.

- As part of our policy review cycle we are reviewing all school policies and procedures in light of the Child Safe Standards.

All at Holy Trinity Catholic Primary School believe that children have the right to feel safe and be safe. Our staff ensure that all students receive the highest possible standard of care and protection at all times.



Leadership & Management

Goals & Intended Outcomes

To cultivate and sustain a learning community that is characterised by shared vision, professional dialogue, teamwork and supportive leadership.

- Provide strong shared leadership that articulates a clear vision

Achievements

In 2019, cultivating a learning environment and developing a shared vision was important. As we were a small staff consisting of a Principal, a Business Manager, 4 full time classroom teachers, 1 part time classroom and specialist teacher, 1 specialist teacher (one day a week) and one Learning Support Officer, there was no leadership team. All decisions were made as a team during our Professional Learning Meetings which were held weekly. Building this culture of collaboration and shared decision making helped to cultivate a learning community and develop a shared vision.

Communication protocols such as a Staff Desktop and a Google Calendar were created to ensure that all staff knew what was going on as things changed daily for us as we continued to grow. Professional Learning Meeting minutes were created on Google Drive to ensure everyone had access to the minutes.

The development of a school vision engaging all stakeholders of Holy Trinity was also instrumental in developing a shared vision for our school.

Other achievements:

- Development of a staff handbook
- Setting up of school reports in NForma
- Working with CEM staff to develop a Philosophy of Learning and Teaching
- Development of protocols and structure around Learning and Teaching
- Providing coaching for emerging leaders
- Further development and update of school website to reflect the learning and teaching at Holy Trinity
- Participation in the Sunbury Community Network re transition for Prep
- Discussions with CEM Wellbeing Leaders to discuss Project Thrive and co-creating conditions for children to thrive
- Applied and accepted to be a part of the Agile Leadership Program
- Exploration of Languages Program to be introduced in 2020

| EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING | |
|--|-------|
| DESCRIPTION OF PL UNDERTAKEN IN 2019 | |
| <p>Most of the professional learning that took place was undertaken as a staff group.</p> <ul style="list-style-type: none"> • Project Thrive: co-creating the conditions for children to thrive • Development of School Vision • Level II First Aid-EAM-Anaphylaxis-Asthma-Defibrillator training • Mandatory Reporting • Reportable Conduct – PROTECT • Leading Languages - LOTE Program • STEM/Sustainability • OH&S Training with Safesmart • Occupational Health and Safety was discussed weekly at staff meetings • Nationally Consistent Collection of Data • ICON Training • Emergency Management Training (Dynamic) • RE Curriculum Framework • Principal's Network & Conference - Northern Region • Deputy Principal's Network - Northern Region • Religious Education Leader's Network – Northern Region • CEM – Emerging Leaders Network • Learning Diversity Network • Student Well Being Leaders Network • CEM Nationally Consistent Collection of Data Briefing • Sunbury Parish School Staffs PL Day • Staff Curriculum Planning for 2020 <p>The principal (Krystine Hocking) took part in a study tour to London which focussed on Educational Leadership and Stronger Communities. Krystine worked with Maggie Farrar (ex. Director National College for School Leadership, Educational Leadership and Community Leadership) and other school leaders in inner London.</p> | |
| NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019 | 6 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | \$600 |

TEACHER SATISFACTION

Catholic Education Melbourne School Improvement Surveys were completed by a total of 8 staff. The survey indicates a very positive outlook and the data indicates that we are consistently above the CEM average. The perception of the quality of relationships between staff and the leadership team were exceptionally high.

Although we worked collaboratively as a whole staff, being a foundation school working in collaboration as part of a teams did not occur due to our classroom structures for 2019. As our school grows there will be more opportunities to collaborate in teams across year levels.

| CEMSIS STAFF SURVEY DOMAIN | DOMAIN DEFINITION | School % positive endorsement (n=8) | CEM average school comparison % positive (n=13,985) |
|--|---|-------------------------------------|---|
| 1. Student safety | Perceptions of student physical and psychological safety while at school. | 85% | 69% |
| 2. School climate | Perceptions of the overall social and learning climate of the school. | 79% | 76% |
| 3. Staff-leadership relationships | Perceptions of the quality of relationships between staff and members of the leadership team. | 91% | 76% |
| 4. Instructional leadership | The extent to which the school leaders set the conditions for improving teaching and learning at the school. | 81% | 56% |
| 5. Feedback | Perceptions of the amount and quality of feedback staff receive. | 63% | 40% |
| 6. School leadership | Perceptions of the school leadership's effectiveness. | 88% | 57% |
| 7. Staff safety | Perceptions of staff safety in the school. | 77% | 65% |
| 8. Psychological safety | How safe it feels to take risks and make mistakes in this school. | 86% | 63% |
| 9. Professional learning | Perceptions of the quality and coherence of professional learning opportunities. | 82% | 57% |
| 10. Collaboration around an improvement strategy | Perceptions of the coherence of the school's improvement strategy. | 68% | 58% |
| 11. Collaboration in teams | How well teachers work together in teams to improve teaching and learning. | 67% | 67% |
| 12. Support for teams | Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively. | % | 65% |
| 13. Collective efficacy | Teachers' perceptions that staff at the school have what it takes to improve instruction. | 83% | 70% |
| 14. Catholic identity | Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life. | 73% | 78% |

Teacher qualifications for 2019 are as follows:

| TEACHER QUALIFICATIONS | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 9.1% |
| Graduate | 9.1% |
| Graduate Certificate | 18.2% |
| Bachelor Degree | 36.4% |
| Advanced Diploma | 0.0% |
| No Qualifications Listed | 45.5% |

Staff Composition, Attendance and Retention

The staff at Holy Trinity is comprised of a number of different characteristics. These characteristics for 2019 are detailed below:

| STAFF COMPOSITION | |
|---------------------------------------|-----|
| Principal Class (Headcount) | 1.0 |
| Teaching Staff (Headcount) | 7.0 |
| Teaching Staff (FTE) | 5.6 |
| Non-Teaching Staff (Headcount) | 4.0 |
| Non-Teaching Staff (FTE) | 3.5 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

Staff attendance rate is shown in the table below:

| TEACHING STAFF ATTENDANCE RATE | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 98.7% |

The teaching staff retention rate at the end of 2019 was 100%. This indicates the number of teachers who have continued service at Holy Trinity from 2019 into 2020.

School Community

Goals & Intended Outcomes

To create and sustain authentic partnerships between the school, families, parish and wider community to enhance connectedness.

- That families will become active learning partners in the school community.
- Opportunities are created to welcome all stakeholders into the school community.

Achievements

Building a school community and creating authentic relationships/partnerships with our families was paramount. This began before we even opened the school as all families were invited to attend a twilight barbeque where staff, students and their families had the opportunity to have a tour of our school and meet one another informally.

As a school, we endeavoured to create an environment that is warm and welcoming. The architecture of the school promotes an openness and transparency that we embedded into our practice. There were many opportunities for families to be involved in our school, including school celebrations and we continued to build this throughout the year. Many of these school celebrations provided families with the opportunity to connect with other families in different year levels. This included the official opening and blessing of Holy Trinity Catholic Primary School, Mother's Day afternoon tea, Blokes' and Kids' night, our Arts Showcase and School Carols night. This has allowed stakeholders to make connections beyond their child's classroom.

Informing our school community of what was happening around the school and in their child's, classroom was successful through a number of different platforms. Our SkoolBag APP was used to deliver whole school messages and our fortnightly newsletter. The class teachers used Seesaw to share the children's work, send whole class messages and communicate directly with parents. The development of our Facebook page was also successful in informing the wider community of what Holy Trinity had to offer.

Developing relationships in the wider community were also just as important. We celebrated WOW day in recognition of our volunteers and were fortunate to have the SES come to our school to share with the children the important work they do in our community. We were also invited to sing the National Anthem at the opening of Woolworths in Rosenthal Shopping Centre and this was the start of an ongoing relationship.



One of the main highlights for the year was the Arts Showcase, which showcased all the talents of our wonderful students. Our Arts Showcase truly did enable many of our children to shine and share their talents. We were also fortunate to be able to engage in having a speed artist, Brad Blaze, showcase his talents and paint several portraits for our school. This proved to be a very popular event of the night. Following on from the Arts Showcase, a number of children had their artwork chosen to be a part of the Catholic Schools Showcase in 2020. My sincere thanks to the children, their teachers and the rest of the staff for their hard work and dedication in ensuring that our Arts Showcase was a success.



PARENT SATISFACTION

Catholic Education Melbourne School Improvement Surveys were completed by a total of 17 families which equates to 33% of our families. Overall our parents were generally happy with Holy Trinity Catholic Primary School as our data is sitting above the CEM average.

Family engagement where families are partners with their child's school continues to be an area to develop e.g. Parents and Friends committee.

| CEMSIS FAMILY SURVEY DOMAIN | DOMAIN DEFINITION | School % positive endorsement (n=17) | CEM average PRI school comparison % positive (n=8,679) |
|-----------------------------|---|--------------------------------------|--|
| 1. Family engagement | The degree to which families are partners with their child's school. | 53% | 57% |
| 2. Barriers to engagement | Factors that can hinder a family's interaction or involvement with their child's school. | 93% | 89% |
| 3. School fit | Families' perceptions of how well a school matches their child's developmental needs. | 85% | 79% |
| 4. School climate | Families' perceptions of the social and learning climate of the school. | 94% | 86% |
| 5. Student safety | Perceptions of student physical and psychological safety while at school. | 85% | 73% |
| 6. Communication | The timeliness, frequency, and quality of communication between the school and families. | 76% | 72% |
| 7. Catholic identity | Families' perceptions of and engagement with the overall Catholic identity of the school. | 81% | 70% |

Future Directions

It is anticipated that Holy Trinity will continue to grow steadily over the next five years. In 2020, we will commence Stage 2 which will consist of an additional 6 learning spaces including breakout areas, a community hub and external works to expand the play area. The project will partially funded by State Capital Grants and Catholic Education Melbourne.

Additional staff will need to be employed, so the focus will remain on developing staff culture and team skills, and developing our shared pedagogy of learning. With children, we will continue to focus on developing our culture of faith, adaptability and inclusivity.

NOTE: *The School's financial performance information has 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*