

Holy Trinity Catholic Primary School Sunbury

2022 Annual Report to the School Community



Registered School Number: 2225

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

29/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

FAITH | HOPE | UNITY
TOGETHER AS ONE

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

We are empowered learners who are inclusive and adaptable, collectively shaping the world around us for the good of all.

School Overview

Holy Trinity Catholic Primary School is the third Catholic Primary School in the Parish of Our Lady of Mt Carmel. Holy Trinity Catholic Primary School is 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 and Diggers Rest.

Building a strong community foundation has helped Holy Trinity to thrive and this is reflected in the growth of our school, which has grown from an initial 47 students in 2019 to 234 students as reflected in the February 2022 census, and 268 students by the conclusion of 2022.

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 where we continue to co-create an environment and conditions, where the children attending our school can flourish.

In 2022:

- The grade structures included: two Prep classes, two Grade 1 classes, two Grade 2 classes, three Grade 3/4 classes and two Grade 5/6 classes.
- Specialist classes for all year levels included: Italian or Oral Language, Visual Arts and Physical Education.
- Class teachers have an additional specialist teaching role of either Digital Technologies, Library or Performing Arts, to ensure that all students experience broad and engaging learning.

Holy Trinity Catholic Primary School is highly committed to delivering excellence through teaching and learning. We promote a "growth mindset" and foster the development of key student dispositions across the school. These are known as our Touchstones and are explicitly taught and are further developed to help our students to be the best they can be. Because at Holy Trinity we believe thinking, learning and innovation can take place anywhere, anyhow, anytime, because we can...

- Have Integrity
- Be Optimistic
- Be Persistent
- Be Creative
- Be Collaborative
- Be Reflective

Holy Trinity strives to be a Catholic community where God's love is experienced, shared and celebrated as all members of the school community have the opportunity to discover God's presence in their daily lives. We aim to provide an environment where faith is nurtured through authentic relationships. Children are challenged and nurtured to build relationships with others and with God through faith education which includes stories, teachings, rituals, prayer and social action.

We are committed to the development of the whole person; spiritually, socially, intellectually, emotionally and physically. Children in our school community are valued, respected and encouraged to reach their true potential. This philosophy is embedded in all aspects of the

curriculum and in specific programs designed to promote well-being of all children at Holy Trinity Catholic Primary School.

We have a strong focus on social justice and encouraging children to become active agents of positive change with an appreciation and understanding of others. We support the well-being 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 understand that children flourish in a learning environment where they are known, valued and affirmed.

Principal's Report

It is my pleasure to present to you our Annual Report to the Community for the 2022 school year. This Report provides the school community with an overview of the key initiatives and events which have occurred throughout 2022. It provides an opportunity for the community to reflect on Holy Trinity's achievements and experience a sense of collective pride.

The 2022 school year started with optimism, excitement and hope as we continued to feel the impact of COVID-19. We saw our Grade 2 cohort spend a whole year at school onsite, for the very first time since starting school. Amidst all the challenges, Holy Trinity underwent its first formal school review, a cyclical School Improvement Review, for both Victorian Registration Qualifications Authority (VRQA) and Melbourne Archdiocese Catholic Schools (MACS).

The staff at Holy Trinity spent time reviewing current practices, collating evidence and ensuring that all school policies were updated to ensure that they reflected new MACS policies. Our school reviewer spent time with the leadership team to look at the overview of our school improvement agenda (with a focus on core capabilities and school specific capabilities), focus areas, data and progress of key elements. He also spent time with focus groups that included admin staff, education support officers, parents and children in Years 3-6.

Following this audit, our reviewer confirmed that all standards for the VRQA and the Child Safety Standards have been met and there was much to celebrate throughout our review.

The report highlighted Holy Trinity's strengths:

- Leadership team is committed to a devolved model of operation
- Learning and Teaching approach is based on the use of high impact teaching strategies such as the high reliability classroom, informed by consistent and valid student performance data
- A strong and highly visible caring environment for students
- Social and Emotional Learning (SEL) is increasingly used throughout classes to support student wellbeing

Over all the review was a great opportunity for us to stop and reflect on our first 4 years as a school. Our reviewer also gave the leadership team some great insights and were presented with some exciting opportunities for the future of the school, its students, and all staff and other stakeholders.

In 2022 we were pleased to be able to appoint a Mathematics Leader as well as a Learning Diversity Leader to support and help lead our teachers. The sharing of new skills and knowledge gained helped to contribute to whole school improvement in the area of learning and teaching, as well as being professionally rewarding for all staff.

We were thrilled to be able to hold the Official Blessing and Opening of Stage 2; a project that included: six general learning areas, and a number of meeting rooms including teacher-planning areas, our playing field and basketball courts, new playground including the sandpit as well as our community hub, thanks to the generosity of the Victorian Government. A number of distinguished guests attended this special occasion including our Member for Sunbury: Mr Josh Bull, Chief Financial Officer: Mr David Wilkes, General Manager Infrastructure Services and Capital Delivery, Mr Fergus Chisholm, Regional General Manager: Mr John Mills, Architects from Clarke Hopkins Clarke: Wayne Stevens and Amy Fitzpatrick, members of our School Advisory Council and Parents and Friends Association, as well as the Foundation Students of

Holy Trinity. It was a great opportunity for us to showcase our school, especially the learning opportunities we provide and facilities we have to offer.

With the change of Governance every school was asked to establish a School Advisory Council (by the end of Term 1, 2022) as a way of giving parents and guardians a chance to be involved in the school and to support the Principal, Parish Priest and leadership team of Holy Trinity. After a lot of preparation and planning our very first Holy Trinity's School Advisory Council met for the first time in March 2022. It is with appreciation that I thank each School Advisory Council member for their contributions, discussions around planning for the growth and sustainability of our school.

Our Parents and Friends Association (PFA) has offered significant support in enabling our continued improvement. This included our very first Trivia Night, Easter Raffle and Twilight Market.

Thanks to their tireless efforts and generous donations from parents and the wider community, we were able to purchase new bike and scooter racks for the children of Holy Trinity as well as prepare another space for the children to park their bikes and scooters at our Lighthorse Crescent entrance. I thank them for their hard work and commitment in raising funds to make a difference for the children at Holy Trinity.

Holy Trinity is once again fortunate to have a highly skilled, talented and dedicated staff. I thank them for their unwavering support, dedication and professionalism towards the teaching, learning and wellbeing of our students.

I would also like to extend a special thanks for Holy Trinity's leadership team of Dave Munslow (Deputy Principal, Education in Religious Education Leader), Kelly O'Neill (Student Well-being Leader), Olivia Hodgetts (Learning and Teaching / Literacy Leader) and Michael Bairstow (Mathematics Leader) for their commitment in leading the learning at Holy Trinity.

The children of Holy Trinity are to be commended for the way they enthusiastically take part in all aspects of school life and inspire us every day.

Finally, thank you to our families for your support and trusting us with your children.

School Advisory Council Report

2022 saw the successful formation of our very first School Advisory Council. We came together amidst the challenges of COVID-19 and aimed to support our principal, teachers and school staff, on a plan to address the impacts the pandemic had on our students, in particular their emotional well-being and their learning.

The year provided an opportunity for our School Advisory Council to gain a comprehensive understanding about;

- Our roles as members in partnership with MAC
- The range of speciality programs that are provided at our school, and how they aim to meet the needs of all our learners
- The development of our school's action plan and how it aligns with our school's vision and values
- The responsibility our school has to child safe standards and how these are currently addressed
- The promotion of the fathering project and how our families can benefit most from this initiative.

Our goals for 2023 include

- Visible representation of who we are and our children that attend to be accessible to our school community
- Advocacy for community engagement opportunities
- Continued to work with our outlined goals in partnership with MAC
- Provide an avenue for our community to be engaged in issues they would like discussed at council level that align with, "Fostering a community that works in partnership to promote a culture of welcome, inclusivity and support".

Having spent 2022 gaining a deeper understanding of what our school is working towards, and how we can support and aid these goals, has given us momentum as a group to work towards our goals.

Claudia Barriga

SAC Chairperson

Catholic Identity and Mission

Goals & Intended Outcomes

To enhance our identity as a Catholic faith community

- That staff and students develop deeper knowledge of Catholic traditions and rituals
- That prayer and liturgy provide opportunities to express faith and encounter the sacred
- That a shared understanding of CST and the call to act with compassion for all is developed

Achievements

The continued engagement in both the Partnering to Learn and Encountering the Sacred Collectives helped to enhance learning and teaching in Religious Education, particularly providing opportunities and an environment for dialogue to develop within the Religious Education classroom. Teachers continued to grow in confidence to plan engaging learning and teaching opportunities in Religious Education. Opportunities for professional learning in Religious Education supported teachers to enhance their understanding of scripture and to plan opportunities to utilise scripture, including old and new testament texts with students.

Throughout the year, we were able to begin to gather again as a community for prayer and liturgy. Prayer and Liturgy at Holy Trinity focussed on supporting students and families to become more familiar with and deepen their understanding of Catholic Church traditions, rituals and symbols, while making relevant connections between faith and our local and global contexts. This was evident through the highly successful support of the Asylum Seeker Resource Centre, where thousands of dollars worth of vital groceries and supplies were donated. This experience was further enhanced by a visit and incursion from the Asylum Seeker Resource Centre which helped students to understand how and why the donations made were so important. Similarly, Holy Trinity continued our connection with the St Vincent de Paul Society, both through supporting the Christmas Appeal as well as the development of the Holy Trinity Mini Vinnies Group. The Mini Vinnies Group provides further opportunities for students to be leaders within the school and highlight social justice issues both at school and in the community

VALUE ADDED

- More intentional planning of Religious Education concepts which aligned with learning in other curriculum areas, particularly Discovery
- Facilitation of regular staff Professional Practice Meetings (PPM) each term focusing on enhancing staff knowledge and understanding of a recontextualised approach to Religious Education and to plan for relevant and engaging learning opportunities
- Regular facilitated planning sessions for teachers from Year Prep - Year 6 with the Religious Education Leader

- Investigated strategies for more effective differentiation and assessment for and of learning in Religious Education
- Staff professional learning focussing on understanding and interpreting scripture
- Continued engagement in Partnering to Learn and Encountering the Sacred Prayer Collectives, working in partnership with local primary and secondary Catholic schools
- Opportunity to hold school Masses and Liturgies with the school community, including Holy Trinity Feast Day at school and at our local parish Church, St Anne's
- Family Faith Nights for students and families from Prep to Year 6 in conjunction with the parish
- Engagement in parish Sacramental Program, including providing opportunities for children to complete Sacraments who have not been able to over the past two years as well as the first group of Holy Trinity Year 6s to complete the Sacrament of Confirmation at St Patrick's Cathedral
- Reintroduction of weekly Whole School Prayer, involving the whole school and parent community in the Community Hub and via video link
- All classes having the opportunity to prepare and lead Whole School Prayer
- Introduction and commissioning of the Holy Trinity Mini Vinnies Group
- Engagement with social justice initiatives inline with Catholic Social Teaching (CST) including supporting the Asylum Seeker Resource Centre and the Vinnies Christmas Appeal

Learning and Teaching

Goals & Intended Outcomes

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

- That a shared understanding of how data is used to inform learning and teaching is developed.
- That students are provided with engaging learning opportunities that positively impact student outcomes.

Achievements

In 2022, there was significant focus on the science of reading to improve student outcomes across the English curriculum. Using data from individualised assessments, teachers were able to tailor the explicit teaching of phonemic awareness to meet the needs of their students. For example, the use of synthetic phonics in Prep.

Promoting home reading was a focus in 2022. The MacKillop House Book Swap was highly successful and also allowed the school community to donate texts to the Fiji Book Drive. The Home Reading Award was another successful initiative. Across Prep to Year 6, 176 students were able to achieve the Bronze level of reading.

During the 2022 school year Mathematics continued to be an important focus at Holy Trinity Primary School. A significant priority was the continued development of the school's Number Blast sessions. This was a focus of a school closure day midway through the year and included the development of a learning progression for addition that can be used to identify the next steps for students in their learning. This progression of learning was supported by the creation of an assessment used to identify students current point of need and the development of new resources to utilise during these sessions.

Teachers worked to develop their understanding of and ability to use the 5E model during Mathematics sessions. During facilitated planning with the newly appointed Mathematics Leader teachers developed learning opportunities that emphasised problem solving and open learning tasks and the opportunity to explore Mathematical ideas before explicit teaching to build student engagement, retention, use of dispositions and ultimately achievement. Students continued to be provided the opportunity to complete pre and post assessments in Mathematics so that teachers could track growth and identify students strengths, challenges and plan learning opportunities accordingly. Holy Trinity also introduced the PAT Maths adaptive assessment and the SINE Whole Number Screening Test across all year levels.

A variety of events in the Learning and Teaching sphere, provided students with the opportunity to showcase and actively engage in their learning. These include, but were not limited to:

- Book Week
- Science Week
- Carnivale Day
- STEM Aviation Project
- Year Level Incursions & Excursions

- Classroom Learning Expos and/or Celebrations of Learning

The students were also given the opportunity to participate in a number of competitions, such as:

- Kidsafe Farm Safety Competition
- Shorebirds Art Competition
- Maths Olympiad

STUDENT LEARNING OUTCOMES

In May, children in Year 3 and Year 5 participated in the National Assessment Program - Literacy and Numeracy (NAPLAN). The strongest results were in Spelling and Writing at the Year 3 level.

There was a 7% growth between Semester 1 and Semester 2 for the number of students reaching the reading benchmark. In addition, four year levels were either equal to or above the National mean for reading on the PAT Reading Assessment. Both of these notable improvements followed the implementation of the above mentioned Reading initiatives.

There was an average 10 point growth from Semester 1 to Semester 2 according to the SINE internal assessment which is consistent with the expected growth.

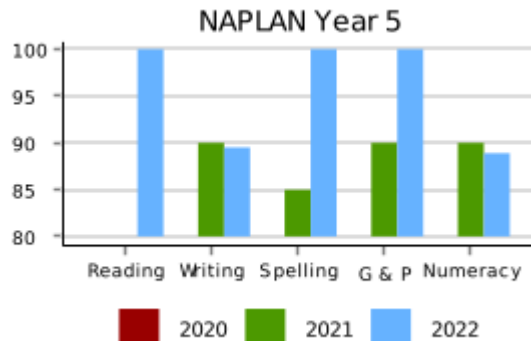
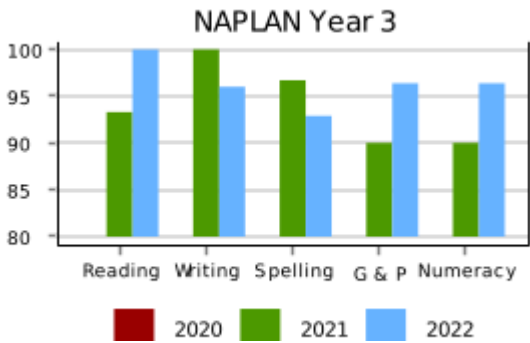
A Year 5 student was awarded the Creative Arts Committee Highly Commended Arts Award on behalf of MACS Schools.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	90.0	-	96.4	6.4
YR 03 Numeracy	-	90.0	-	96.4	6.4
YR 03 Reading	-	93.3	-	100.0	6.7
YR 03 Spelling	-	96.7	-	92.9	-3.8
YR 03 Writing	-	100.0	-	96.0	-4.0
YR 05 Grammar & Punctuation	-	90.0	-	100.0	10.0
YR 05 Numeracy	-	90.0	-	88.9	-1.1
YR 05 Reading	-	78.9	-	100.0	21.1
YR 05 Spelling	-	85.0	-	100.0	15.0
YR 05 Writing	-	90.0	-	89.5	-0.5

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To create a positive, caring and safe learning community with a focus on the social and emotional health of each child

- That a consistent whole school approach to student wellbeing is established.
- That students continue to develop positive dispositions as learners.
- That authentic opportunities are given for student voice.

Achievements

Despite extensive periods of remote learning throughout 2021, Holy Trinity Catholic Primary School has remained welcoming and a positive learning environment where the wellbeing of all students is at the forefront of everything we do. We continued to provide lunchtime clubs, supporting documentation too upskill our parents/carers in the school newsletters as well as staff professional development opportunities. However, a considered focus on student social and emotional wellbeing remained a priority. The support varied upon the needs but consisted of social stories and daily explicit social and emotional learning.

Work continued on the implementation of a whole school wide initiative Positive Behaviours for Learning (PBL). Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children.

All staff continued to be involved in professional development to further their knowledge and implementation of PBL across all year levels of the school. A behavioural matrix was developed and promotion of our PBL values; Safe, Inclusive and Respectful, that were developed with all stakeholders took place. Explicit teaching of these values was also introduced as a whole school approach. A school wide PBL acknowledge system was really added value to our PBL approach and was enthusiastically received by all in our school community. Students received raffle tickets when displaying positive behaviours and these raffle tickets went into a draw weekly.

The appointment of a Speech Pathologist 3 days week was important as we were able to offer a social skills intervention program for students who we required extra support socially.

VALUE ADDED

- The continued implementation of school wide Implementation of Positive Behaviour for Learning (PBL).
- Continued professional development to further our knowledge and implementation of PBL across all year levels of the school.

- Implementation of school wide daily PBL acknowledgement system.
- Social skills intervention in the year 5/6 by Speech Therapy in Schools (STS)
- Positive Behaviour for Learning explicit weekly lessons
- Mandatory reporting completed by all staff
- Positive Behaviour Support coaching for teaching staff
- Student voice short on Positive Behaviour for Learning (PBL) acknowledgement rewards
- 2023 Transition Program: Step Up Day - this was offered to our Prep 2022 families for the first time
- Regular Program Support Group Meetings with parents to support adjustments and NCCD funding
- Clearly documented processes overseen by the Learning Diversity Leader are in place for the referral of students with academic, behavioural, social or emotional needs
- Collaboration with external allied health professionals to support student Learning and engagement.
- Our Buddy Program within our House teams, strengthened student relationships building positive relationships with all children from prep to year 6

STUDENT SATISFACTION

The Data Snapshot from the Melbourne Archdiocese System & School Improvement Survey (MACSSIS) from the students perspective indicates that we have remained consistent or there has been a slight improvement in many areas of the school including Rigorous Expectations, School-Teacher-Student relationships, School Belonging and Student Safety.

Students feel they are valued members of the school community and have strengthened their social connection with their teachers. This was reflected in their perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school.

STUDENT ATTENDANCE

School attendance is a priority and processes are in place to promote student connectedness. It is a legal requirement that all student absences are recorded. In line with our Attendance Policy, all attendances was monitored twice daily and absences were

recorded in the nForma program – nRoll. All absences were recorded and notes/emails/Skoolbag communications from parents and caregivers were kept and submitted for archiving at the end of the year. Teachers, including specialist teachers, recorded absences.

At Holy Trinity Catholic Primary School, the following guidelines are used to assist in the implementation of the policy:

- The Electronic Roll is to be completed by 9:30 a.m. each morning and before 2.30 pm each afternoon by the supervising teacher.
- Students arriving at school after 9 a.m. must report to the School Office with their parent/caregivers and sign in using V-Pass on the ipad in the office as well as collect a late pass
- The school will send an SMS notification to parent/guardian each day when a student absence has remained unexplained by 9:30am on that day
- Where a child has missed numerous days of school (3 or more days) for no valid reason initially contact should be made with the parents to ascertain why this is happening
- The number of absentee days are recorded on each child's mid-year and end of year school reports, and teachers are encouraged to make a statement at reporting times when attendance has been unsatisfactory
- Leadership are informed where absenteeism becomes habitual
- Parents/Caregivers collecting students at any time during the day must report to the School Office to sign out their child using V-Pass

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	90.0%
Y02	87.2%
Y03	88.2%
Y04	91.1%
Y05	85.3%
Y06	84.1%
Overall average attendance	87.7%

Child Safe Standards

Goals & Intended Outcomes

Throughout 2022, our school sought to further embed its Child Safe strategies through the ongoing review and implementation of policies and procedures. Ongoing Professional learning continued for all staff members to ensure that we meet our obligations regarding the protection and reporting of allegations or disclosures of abuse.

- To continue to create and maintain a child safe school environment.
- To be fully compliant with the new Victorian Child Safe Standards.

Achievements

All students & young people attending Holy Trinity Catholic Primary School have the right to feel safe and be safe. The wellbeing of children in our care will always be our priority, and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety.

Our policies and procedures take into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in the new 11 Child Safe Standards in line with Ministerial Order No. 1359, that were fully implemented by July 1, 2022.

The ongoing implementation and review of Holy Trinity child-safe strategies include:

- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards
- Strategies that ensure equity is upheld and diverse needs are respected
- Strategies that promote safety and wellbeing in the physical and online environments of the school
- Child Safe Standards remained a regular agenda item at staff and leadership team meetings where the effectiveness of the school's Child Safety strategies and risk management processes were monitored and reviewed
- Regular briefings and presentations for all staff on the school's Child Safety strategies with a focus on classroom and student management, duty of care, and reporting requirements
- Members of the School Advisory Council (SAC) discussed, monitored and reviewed Child Safety strategies
- Updating all Child Safe policies in line with MACS compliance requirements and embedding them into everyday practice
- The continuation of the school's Leadership Team as the Child Safe Team, regularly reviewing and disseminated information regarding school policies and procedures, and staff legal obligations, including the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' document
- Continued implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

- A new online program called Sam4Schools was engaged to monitor WWCC for volunteers and contractors
- Child Safe Policy is distributed to all School Helpers and worker including the Child Safe: Acceptable and Unacceptable Behaviour Statement that is signed by all staff, workers and volunteers
- Student participation and empowerment strategies, developing a child-friendly Code of Conduct and Child Safety Policy document for the school community
- Identifying strategies addressing the principle of inclusion, diversity, and vulnerability
- Inclusion of a statement about the care, safety and wellbeing of every child as part of our email signature

Human Resources Practices

(recruitment, supervision, performance review)

Holy Trinity Catholic Primary School continues to implement robust Human Resources practice ensuring the suitability of any staff member or volunteer permitted participate in "Child Connected Work".

To achieve this the school implements rigorous screening processes, which have a child safety focus and include:

- Position advertisements
- Position descriptions
- Referee checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks and National Criminal Record Checks

Leadership

Goals & Intended Outcomes

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

- That a professional culture of learning and teaching is developed and enhanced.
- That Holy Trinity continues to grow and build as a school community.
- That Holy Trinity establishes a School Advisory Council to guide strategic directions for improvement in student outcomes and the financial health of the school.

Achievements

2022 was another year where we focused on promoting Holy Trinity and placed much emphasis on increasing enrolment numbers as we continued to establish ourselves in the Sunbury/Diggers rest community. It was also a year of reflection as we underwent our very first School Review. In Victoria, schools are reviewed to make sure they are meeting the minimum standards and other requirements for registration. The review process has two dimensions; Improvement and Compliance.

All staff were involved in the review process as we completed the School Improvement Framework Rubric (SIF) on the following areas:

- Religious Dimension
- Learning and Teaching
- Leadership and Management
- Student Wellbeing
- School Community

The reviewer visited classrooms and met with key groups and individual members of the school community including leaders, teachers, students and parents and engaged in professional dialogue to learn more about Holy Trinity's improvement journey.

Key elements identified as strengths through the Melbourne Archdiocese Catholic Schools – School Improvement Survey (MACSSIS) staff survey were in the domains of instructional leadership and feedback; both areas were found to have been supported through purposeful and consistent action by school leaders.

- Staff and student wellbeing were important areas for leaders to focus on during the uncertainty accompanying the pandemic.
- Parent, student and staff focus groups confirmed that Holy Trinity had ensured leadership actions, decisions and communications were effective.
- The leadership team modelled and conveyed strong messages of care and concern for the students, staff and broader community.
- The positive climate created and maintained by the work of the leadership team provides fertile ground for the next areas of development including mentoring, feedback from peer observation and data literacy.

- Students held a generally positive view of the school.

In summary Holy Trinity's strengths were:

- Leadership team is committed to a devolved model of operation
- Learning and Teaching approach is based on the use of high impact teaching strategies such as the high reliability classroom, informed by consistent and valid student performance data
- A strong and highly visible caring environment for students
- Social and Emotional Learning (SEL) is increasingly used throughout classes to support student wellbeing.

The Leadership Team consisting of the Principal, Deputy Principal/Religious Education Leader, Learning and Teaching Leader/Literacy Leader, and Learning Diversity Leader and was enhanced by the appointment of a Mathematics Leader. As a team we met regularly to discuss and complete operational items as well as to plan for future direction. This included our work with the Agile Leadership Program that MACS offered, improving the organisational health of our school to enable sustainable outcomes and effectively lead school improvement through evidence based ideas.

Our focus continued to be on building positive reading habits and attitudes (inclusive of staff, students and school community, improving student outcomes in reading comprehension as well as refining what we want Highly Predictable Learning Environments to look like; identifying the many non-negotiables to ensure consistency across the school.

The Leadership Team also continued to work together to ensure that as many events as possible that were postponed/cancelled in 2021 due to remote learning periods and COVID restrictions, were once again held throughout the year, providing positive and engaging activities for our students and families to enjoy, and to help build community during another very challenging year. The introduction of The Fathering Project that the Hume Council offer, was a huge success and really brought families together.

Holy Trinity was also very fortunate and grateful to the State Government who pledged \$5million dollars towards our much needed Stage 3 build that will consists of 6 new learning areas plus break out area and learning booths, landscaping and the extension and refurbishment of our administration building.

- A new School Advisory Council was established
- All members of staff attended an Annual Review Meeting which enabled them to reflect on 2022 and share the positives that encountered during the year, the challenges they navigated as well as present ideas for future direction.
- Opportunities for PBL mentoring for all staff with a PBL coach
- Appointment of a Speech Therapist 3 days a week
- Successfully applied for a \$25,000 shade sail grant that was installed near our Discovery Room, capitalising on creating an outside learning space.
- Our Physical Education teacher successfully applied for a number of Sporting Schools grants
- Employment of a Maintenance/ Grounds Person and a School Nurse
- A MACS appointed Business Manger

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Effective professional learning focuses on developing the core attributes of an effective teacher. It enhances teachers' understanding of the content they teach and equips them with a range of strategies that enable their students to learn that content.

MACS supported activities included:

- Principal Network
- Principal Enhancement Collective
- Deputy Principal Network
- Religious Education Network
- Learning Diversity Network
- Administration and Network

Other professional Learning include:

Religious Education- Catholic Identity and Mission

- Build teacher knowledge when engaging in the Pedagogy of Encounter
- Redesign of planner to facilitate deeper reflection and encourage dialogue
- Analysis of RE data from the staff and students using Pedagogical Reflection Tool, planning for future using current data
- Applying and exploring Advent scripture in classroom, re-contextualising using the Pedagogy of encounter

Learning and Teaching

- Numeracy and Literacy Data Analysis and Moderation Processes
- Digital Pedagogies- Seesaw
- Speech Pathology for Schools: Colourful Semantics
- Review process: Compliance and School Improvement

Leadership and Management

- Review process: Compliance and School Improvement
- Building Leadership capabilities in the area of instructional learning
- Data Analysis- MACSSIS: Student, parent and staff
- Data collection using the School Improvement Framework Rubric
- Introduction and understanding of the 11 child safe standards
- Agile Leadership

Staff and Student Wellbeing

- Positive Behaviours for Learning (PBL)
- PBL Coaching
- Disability Standards eLearning Modules
- Nationally Consistent Collection of Data
- First Aid: CPR, Asthma, Anaphylaxis, Epilepsy annual training and briefings

Child Safety

- Introduction and understanding of the 11 child safe standards
- Mandatory Reporting Module

OHS

- Safe Smart Portal: OHS induction modules
- First Aid Training including Anaphylaxis and Asthma training
- Dynamiq Emergency Management Training Online Modules

Number of teachers who participated in PL in 2022	18
Average expenditure per teacher for PL	\$710

TEACHER SATISFACTION

The Data Snapshot from the Melbourne Archdiocese System & School Improvement Survey (MACSSIS) were completed by a total of 17 staff. The survey indicated that staff are significantly satisfied with many areas of the school. This includes; Student Safety, School Climate, Staff-Leadership Relations, Psychological Safety, Professional Learning, Collaboration Around an Improvement Strategy, Collaboration in Teams, Support for Teams, Collective Efficacy and Catholic Identity.

The MACSIS data identified that staff feel supported through:

- the trusting, inclusive and supportive relationships between staff members
- professional dialogue about student growth and achievements - academically, socially, emotionally and spiritually
- ongoing support by leadership team members
- meeting and planning in teams
- sharing resources and ideas

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	77.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	16.7%
Graduate	5.6%
Graduate Certificate	5.6%
Bachelor Degree	50.0%
Advanced Diploma	5.6%
No Qualifications Listed	27.8%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	22.0
Teaching Staff (FTE)	18.2
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	9.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

To create partnerships between the school, families and wider community to enhance connectedness and promote authentic student learning.

- That partnerships are formed to provide opportunities for engagement with the local community.
- That families will be reengaged as active partners in the school community.

Achievements

Holy Trinity continued to welcome additional members of staff, as well as many new children and their families. However, the continued creation of a community connection to the school is still in an early stage of development mainly thanks to the past two years, where there were many restrictions in place. Despite this, it was evident that the parent focus group highlighted the current positive connection between the school, parents and the broader community. All were encouraged to be involved in the life of the community and a range of initiatives were planned. It was also acknowledged that we have continued to build an environment that was warm and welcoming to everyone.

Holy Trinity's PFA (Parents and Friends Association) continued to evolve and a number of events were planned to bring the community back together e.g. a Trivia Night, Mothers Day afternoon tea, Twilight Market.

Connections within our local community were also a highlight and helped to strengthen our relationships in the wider community. All students had the opportunity to visit the Hume Global Learning Centre (Library) to discover what the library has to offer and everyone was given the opportunity to join the local library. We were also invited to attend a Writers workshop with an author during Book Week. Opportunities for our local kinders to visit our school was also extended and many took up the opportunity to come and see our school in action, to use our library and explore the playground.

Other achievements also included:

- Open Day
- Carnevale Day
- Harmony Day
- National Walk to School Safely to School Day
- WOW Day
- Book Week Dress Up
- Footy Day
- Prep Orientation and transition (Small Groups)
- Vinnies Christmas Appeal
- Guard of Honour for families moving on from Holy Trinity
- ANZAC Day Commemoration

- Remembrance Day Commemoration (at the Sunbury RSL)
- The Fathering Project
- Fire Education Program
- Specialist Sporting clinics including Hockey and Softball

PARENT SATISFACTION

The Data Snapshot from the Melbourne Archdiocese System & School Improvement Survey (MACSSIS) were completed by a total of 22 families only. The survey indicated that overall our families are significantly satisfied with many areas of the school. As part of our School Review process, the parent focus group highlighted the current positive connection between the school, parents and the broader community.

We continued to see growth in a number of areas due to our whole school approach of PBL: Positive Behaviours for Learning. This was evident in the following areas:

- Student Safety
- School climate

The introduction of our first School Advisory Board was seen as a positive one.

Future Directions

Our focus for this four year improvement cycle is on student wellbeing and learning, within the context of an active and prayerful contemporary Catholic faith community.

To that end we will strive to create safe, positive and enabling learning environments, supported by a well-known and consistently implemented Holy Trinity instructional model and a planned and strategic approach to school improvement.

SCHOOL IMPROVEMENT PLAN 2023-2026

To create a safe, positive and enabling learning environment.

To embed a Holy Trinity instructional model.

To enact a planned and strategic approach to school improvement.

- To enrich and deepen personal and communal engagement in a contemporary understanding of Catholic faith across the whole school community.