

Holy Trinity Catholic Primary School Sunbury

2020

Annual Report to the School Community



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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 2020 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.

20/05/2021

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

Our School Vision

Vision Statement

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 and is located approximately 40 kms north-west of Melbourne. 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. It was also built to cater for the growing needs in the Sunbury and Diggers Rest area as new housing estates are being built and many families moving into the area.

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 135 students as reflected in the February 2020 census, and 142 students by the conclusion of 2020.

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 creating 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 understand that children flourish in a learning environment where they are known, valued and affirmed.

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.

Principal's Report

It is my pleasure to present to you our second Annual Report to the School Community. This Report provides the school community with an overview of the key initiatives 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. It also provides an opportunity for the community to reflect on our achievements and experience a sense of collective pride.

The start of the 2020 school year saw bushfires raging across our great country that resulted in far-reaching devastation for local people, communities, ecosystems, businesses and infrastructure. We witnessed great adversity and a show of empathy from people all over the world.

However, 2020, will be remembered historically as the year of COVID and presented us with many challenges and new learnings. We could not have anticipated what the year would bring, and often, we had almost no warning. It was a year that affected every single one of us, and a year that brought us together while forcing us apart. The directive from the Victorian Government was that if you can work from home then you must, this also included schools as schools were only opened for children of essential workers. Staff had to completely turn around their planning and preparation to deliver remote learning to their students which included tackling new technology, systems and programs to stay connected with students. Parents and carers have also been brilliant. For those working from home it was a real challenge to supervise remote learning programs and look after confined kids missing their friends.

A new norm was created as the only connection we had with one another was through programs like Google Meets and Zoom as we continued to work, in partnership with all stakeholders to ensure continuity of learning. The wellbeing of all the children during these challenging times was also of the utmost importance, but we needed to remember that the children may not have remembered what they had learnt during the pandemic but how we made them feel during these unprecedented times.

This pandemic had a huge impact on Holy Trinity as events were cancelled or postponed in 2020: Sacraments; our very first Year 5/6 camp; NAPLAN; Grandparents Day; Parent Information evenings, Christmas Carols, Mother and Father's Day celebrations, establishing a Parents and Friends Association and much more.

Despite these many challenges we continued to grow in enrolments, and it became paramount that there was an urgency to begin the next stage of our Capital Works program as soon as possible. In 2019, we appointed Clarke Hopkins Clarke as our new architects to design and oversee the construction of our Stage 2 building. A process to start this build saw us go to tender in July 2020 and appoint Melbcon as our official builders for Stage 2.

Our stage 2 build consists of 6 General Learning Areas, break out spaces, a community hub, outdoor pavilion, two basketball courts, landscaping and a synthetic turf oval with running tracks. Construction began in November 2020 and is due to be completed mid-July 2021.

Holy Trinity is fortunate to have a highly skilled, talented and dedicated staff, who certainly demonstrated their ability to be adaptable during unprecedented times, for which I am very grateful. Thank you to our families for your support and trusting us with your children. I also thank all the children of Holy Trinity for their persistence and willingness to be so adaptable during the many challenging times we experienced. We certainly showed that "Together As One", we can achieve so much more.

Education in Faith

Goals & Intended Outcomes

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

- That the school community (staff, students and parents) are empowered to engage and participate in prayer and liturgy.
- That practices are build upon to enhance and express our Catholic identity.

Achievements

Throughout 2020, our focus was on continuing to build our Catholic Identity as we grow as a school community. From a learning and teaching perspective, this included continued implementation of the Renewed Religious Education Framework to help plan and implement rich learning opportunities that connected the Catholic faith, its rituals and traditions with the experiences and world in which our children live. As a school community, this included continuing to celebrate Weekly Whole School Prayer as a community as well as working closely with the Our Lady of Mount Carmel Parish to prepare for and celebrate the Sacraments.

The pandemic impacted our ability to gather and to celebrate faith together as a school community. To maintain connection as a community and to provide opportunities for engagement with prayer and liturgy, we adapted Weekly Whole School Prayer. Throughout the periods of Remote and Flexible Learning, 'virtual' Whole School Prayer was prepared and shared with the school community via Seesaw. Throughout this period, different children and classes had the opportunity to lead prayer.

Promotion of and participation in Social Justice initiatives remained a priority. Each of our school House Teams had their first student leader representative who helped to lead and promote initiatives focussed on supporting the local community as well as the wellbeing of the Holy Trinity community. Initiatives included a Holy Trinity Art Competition to engage and promote wellbeing within the Holy Trinity community and raising funds for the St Vincent de Paul Society Christmas appeal. During Remote and Flexible Learning, year levels also engaged in activities to support people, including the year preps connecting remotely with the Goonawarra Nursing Home.

Staff were provided with opportunities for professional development. Staff engaged in a series of professional learning sessions with Catholic Education Melbourne staff around prayer as relationship and conversation with God and recontextualising prayer for children. Resources, including classroom prayer boxes were developed to support teachers and children during prayer and Religious Education classes.

We were very fortunate to be able to finish the year with a celebration of our first graduating year 6 class. The graduation provided an opportunity to farewell and give thanks for the journey of the year 6s time at Holy Trinity and included a special virtual message from Fr Kevin McIntosh.

VALUE ADDED

- Beginning of Year and Ash Wednesday Mass
- Virtual Whole School Prayer
- Holy Trinity Feast Day celebration
- Sacrament Preparation with Our Lady of Mount Carmel Parish
- Social Justice initiatives including connection with Goonawarra Nursing Home and St Vincent de Paul Christmas Appeal
- Staff Professional Development with Catholic Education Melbourne
- Development of school resources
- Year 6 Graduation Ceremony and Liturgy

Learning & Teaching

Goals & Intended Outcomes

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

- That students learning will be personalised, purposeful, rigorous and engaging.
- That staff use data to inform their teaching and make regular adjustments to differentiate teaching and learning.

Achievements

At Holy Trinity, much of our focus was on continuing to develop a rigorous learning community and providing a curriculum that engaged all students with the highest quality pedagogy and where teaching is intentional and purposeful. Our school curriculum is based on the Victorian Curriculum, the Religious Education Curriculum Framework and shared experiences of learning and teaching. This assists in co-creating and delivering a rich curriculum that is engaging, stimulating, challenging and caters for a wide range of abilities and interests. However, our goals were significantly impacted by the COVID-19 pandemic and the introduction of Remote and Flexible Learning for a significant portion of the school year.

In 2020, we progressed with developing shared expectations and understandings that aligned with our school vision and engaged in professional development to continue to build pedagogical practice and quality teaching practices. As a staff we explored quality teaching practices in effectively teaching Reading Comprehension the Literacy Learning Consultant from Catholic Education Melbourne.

Assessment practices and programs were explored for both Literacy and Numeracy to assist teachers in adjusting learning and teaching for more accurate differentiation.

We also introduced CLIL (Content and Language Integrated Learning), an integration of a content based program with a language other than English. It is an approach to language teaching and learning combining teaching content for a curriculum area while simultaneously learning and using a target language. After surveying the school community, Italian was chosen as our language and this is taught through a Science lens. We even had our very first 'Carnevale Day', where the staff and children showed much excitement by dressing up and getting involved. It was a day of fun and laughter, learning about the many games and customs of Italy and a great way to celebrate learning another language.

Professional development of online learning platforms took precedence as we moved to Remote and Flexible Learning. Our online digital portfolio platform, Seesaw, became paramount to the success of Remote and Flexible Learning. This provided an ideal way to post videos explaining learning tasks, upload work to be completed as well as provide feedback to the children about their learning. Keeping a connection with the children was also important so we scheduled regular Google Meets to ensure we maintained the connection and this assisted us in being able to explicitly teach. Our challenge was knowing that the experiences teachers design at school cannot be simply replicated through distance learning. In particular, the learning that occurs through social interactions and between teachers and students which cannot be recreated in the same way remotely. It required staff to think differently and adapt when responding to the challenging circumstances we were confronted with, whilst maintaining the continuity of learning

for the children and embracing new opportunities for children to learn in authentic and meaningful ways.

There were also opportunities for children to become involved in competitions that they never would have entered, as many school based agencies were unable to come on site. For example Kidsafe Victoria launched their Farm Safety Creative Competition for all Victorian primary school students. This provided a fun and interactive way for primary school children to learn about potential injury hazards that exist in farm environments and steps to reduce the risk of injuries. Due to the authentic learning opportunities provided by one of our Prep teachers, one of our prep classes took this challenge on and the children created a video demonstrating safety on a farm. Their video was so effective and informative that they were awarded first prize in the state of Victoria, in their age group.

Developing the whole child and providing the best opportunities to maximise the learning for the children at Holy Trinity are centred around powerful and authentic teaching.

Learning & Teaching Highlights include:

- Introduction of a LOTE program using the CLIL approach
- Accreditation as an E-Smart School
- The Australasian Problem Solving Mathematical Olympiad Competitions for Year 3-6 children
- Introduction of online programs such as Wushka and Essential Assessment
- Discovery Learning in Prep - 6
- Book Week
- Online incursions
- Seeds for Prep children representing their growth at school
- Celebrations for 100 days of Prep, celebrated with special donut packs

STUDENT LEARNING OUTCOMES

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.

Staff tracked student progress using a number of assessment tools, both formative and summative. Over the course of the year running records, letter identification assessment, Essential Assessment in Reading comprehension, teacher professional observation and judgement, demonstrated an improvement in student reading ability and engagement in various types of texts. Essential Assessment, teacher professional observation and judgement was also used in Mathematics

Our students engagement on a digital platform, Seesaw during remote and flexible learning was very high and samples of work were uploaded to assist teachers in assessing learning outcomes.

At Holy Trinity, we recognise that students learn at different rates, have different strengths, and need support in different areas. Therefore, we measure success in many ways and such data is used to assist teachers to provide curriculum and learning that is differentiated to students' needs.

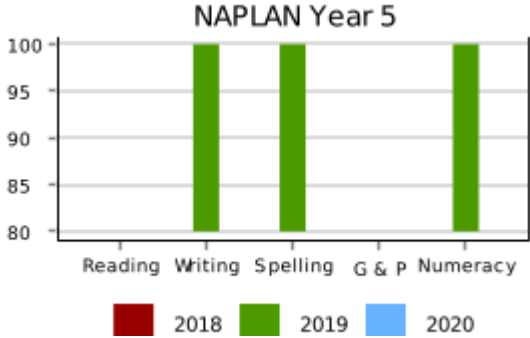
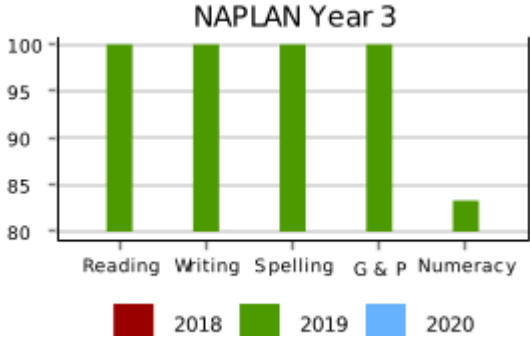
Holy Trinity Catholic Primary School, acknowledges that Remote and Flexible Learning proved to be a challenge in collecting unbiased and accurate data and that this form of learning did impact on student outcomes. Some of our students flourished with this style of learning, however some of our students were challenged by it.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	***	100.0	***		
YR 03 Numeracy	***	83.3	***		
YR 03 Reading	***	100.0	***		
YR 03 Spelling	***	100.0	***		
YR 03 Writing	***	100.0	***		
YR 05 Grammar & Punctuation	***	50.0	***		
YR 05 Numeracy	***	100.0	***		
YR 05 Reading	***	80.0	***		
YR 05 Spelling	***	100.0	***		
YR 05 Writing	***	100.0	***		

* 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 an engaged and purposeful Catholic learning community where students are safe, engaged and connected to the school community.

- That students feel connected and empowered learners.
- That staff develop a shared understanding of the importance of connectedness and adaptability to create a safe and positive learning community.

Achievements

Holy Trinity Catholic Primary School is a vibrant place and in light of our rapid growth in enrolments, continuing to provide a welcoming and positive learning environment and building Holy Trinity's culture was a high priority. This was of particular importance as many of our new enrolments were from children who already had experience in another school setting and needed to adapt to the expectations of Holy Trinity Catholic Primary School.

Much of our focus has been on co-creating an environment and conditions where the children attending Holy Trinity can flourish. Ensuring the wellbeing of our children and teaching our children to be adaptable is a central part of our school vision and gives us a clear direction in creating our school culture. Therefore, a Student Wellbeing Leader was appointed to ensure that this remained a priority for us. This also provided pastoral support for all stakeholders at Holy Trinity, especially given the year we had.

A focus on positive behaviours was vital as we developed six school wide expectations to ensure consistency across the school. These expectations were developed and shared with all stakeholders and further unpacked with the children. To ensure consistency around the language of these expectations, posters were created for each classroom to display and a sign was made for outside.

Throughout the year, staff were introduced to the Excel Framework. This framework highlights the importance of wellbeing to children's spiritual, cognitive, physical, emotional and social growth. It explores the nature and importance of wellbeing, strengthening the learning outcomes for all. The core dimensions of enable, connect, engage and learn highlight the integral link between wellbeing, engagement and lifelong achievement. As this encompasses what Holy Trinity is about we unpacked all aspects of the framework.

Work on the Excel Framework also highlighted the need for a better understanding of the processes involved in NCCD (National Consistent Collection of Data) and the adjustments many of our children require in their learning. Adjustments were made to the learning opportunities and if required, Personalised Learning Plans were developed, implemented, tracked and evaluated on a regular basis by teachers and Learning Support Officers. Parent Support Group Meetings were also conducted as we continued to work in partnership with families.

Resources were also bought to assist staff in catering to the needs of the children. This included Sensory Play equipment in the yard to support the children who are often overwhelmed in the yard.

Online safety was particularly important and highlighted during Remote and Flexible learning. Holy Trinity worked hard to attain eSmart status. eSmart, an initiative of the Alannah & Madeline Foundation, uses a cultural change approach to improve cyber safety, increase digital literacy

and reduce cyberbullying across Australia. Schools are also provided with a framework to create a safe cyber environment for students. We were fortunate to engage in the services of a Detective from the Cyber Safe unit, who spoke to our children in Years 3- 6, via Zoom, about the risks of being online. A parent information session was also held online however it was disappointing to see that only a handful of parents chose to be a part of this.

The pandemic certainly challenged us as we continued to build authentic relationships, a strong sense of connection and belonging to our school community. Our Google Meets during Remote and Flexible learning certainly helped staff to connect with families and build relationships. A number of initiatives were implemented to assist us in building our connection with one another such as Fun Friday's, Holy Trinity Virtual Movie Night. Year 5/6 Virtual Camp etc.

VALUE ADDED

- Wellbeing Google Meets
- Transition program for children in Year Prep and year 6
- Social Skills sessions
- Superhero Day
- Mindfulness
- Friday Theme Days
- Friendship benches
- Weekly Google Meet for all staff
- Wellbeing Days (device free day)
- Sensory Playground

STUDENT SATISFACTION

The CEM SIS survey was not conducted in 2020 due to COVID 19.

As we are aware, 2020 was challenging however as a school we are very proud of the way we stayed connected with our students and their families during the lock-downs. As well as providing learning and teaching for our families, we assisted many families who had limited access to technology or internet. We provided over 100 devices for families, a contact to assist in troubleshooting technological issues, made phone calls to every family.

Throughout 2020, Remote Learning provided unique opportunities for students to learn a vast range of new technological skills, eSafety and online protocols. Student satisfaction was also evident in responses provided through student self assessments.

As well as providing learning and teaching for our families, we assisted many families who had limited access to technology or internet. We provided over 100 devices for families, a contact to assist in troubleshooting technological issues, made phone calls to every family.

Our students and our families expressed gratitude and appreciation for all that we did for their children.

STUDENT ATTENDANCE

School attendance is a priority focus with early intervention processes in place to promote student connectedness. It is a legal requirement that all student absences are recorded. All absences are recorded on the electronic roll by the classroom teacher. The electronic attendance roll is a legal document. It is completed twice daily and all attendees are registered accordingly.

Due to COVID-19, student attendance requirements were modified for students learning remotely. Attendance was marked once a day. This was monitored by noting whether the students had logged into See-saw, accessed the Google slides, submitted work via Seesaw or attended Google Meets. Staff were in constant communication with all families, particularly those who did not access available content from day to day.

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.
- 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
- 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.
- 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	94.2%
Y02	93.7%
Y03	92.1%
Y04	95.1%
Y05	86.4%
Y06	85.6%
Overall average attendance	91.2%

Child Safe Standards

Goals & 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.

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.

Therefore our goal is to implement the child safe standards into 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
- Clear procedures for engaging volunteers and informing the community of the implications of the Child Safe Standards. All volunteers and contractors are required to have a current Working with Children Check
- Policies have been formulated on Child Safety Code of Conduct, Child Safety and Protection Policy, Respectful Relationships Policy, and Parent Code of Conduct. These are on the School website and available to parents and community members
- Information about Child Safe Standards is also mentioned in our school newsletters.
- Child safe policies and commitments are embedded into everyday practice
- Each staff member completed The Mandatory Child Safe Module in Term One
- Child Safety agenda items were mentioned at Professional Learning Meetings
- 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
- 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.
- Professional Development with staff has been conducted in relation to: Child Protection-Reporting Obligations; "PROTECT"- responding to Incidents, Disclosures and Suspicions of Child Abuse; Victorian Reportable Conduct.
- Promoting Student participation, empowerment strategies and practices

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

Human Resources practices (recruitment, supervision, performance review)

- Holy Trinity Catholic Primary School continues to implement robust Human Resources practices ensuring the suitability of any staff member or volunteer permitted to 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
 - Screening of Casual Relief Teachers, Contractors and Volunteers

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

- That staff professional learning becomes explicitly aligned with school and individual needs, focused on improving student outcomes.
- That staff wellbeing will be enhanced through improved role clarity, empowerment and supportive leadership.

Achievements

In 2020 much emphasis was placed on increasing enrolment numbers, promoting the Catholicity of our school and continuing to cultivate a welcoming and positive learning environment. We continued to build a shared vision for learning and teaching, strengthening teacher capacity and confidence to deliver the Victorian curriculum particularly online. It was certainly a challenge to promote our school given the infamous lock down. As schools were also in lock down, it required us to be creative in promoting the great things that were happening in our school through social media platforms. This included our Trinity Talks as leaders shared information about learning, recreating Book covers etc.

A distributed leadership model was encouraged as opportunities were given for staff to take on positions of leadership in the areas of Learning Diversity, Literacy and Mathematics. This resulted in opportunities for staff to develop their skills, knowledge and understanding especially in the area of Literacy as we engaged in professional learning and worked with a Literacy coach from Catholic Education Melbourne. Staff were also encouraged to build their capacity through other professional development (online especially due to pandemic) and collegial planning.

There was also a commitment to participate in CEM network meetings as this helped to build the capacity of all leaders. The leadership team were accepted into the Agile Leadership Program that CEM were offering, focusing on improving the organisational health of our school to enable sustainable outcomes and effectively lead school improvement through evidence based ideas. As a result, our focus was on creating "Highly Predictable Classrooms" that are not only consistent throughout the school but assist with the wellbeing of all children.

We were also very proud to have our very first Year 6 class and Graduating Class of 2019 consisting of 10 children. Our very first School Leaders were also elected and were instrumental in organising special events for the rest of the children at Holy Trinity, during remote and flexible learning.

Other achievements included:

- Applying for funding to commence Stage 2 build
- Development of a communication system 'COMMS', to share information in a timely manner (due to COVID-19)
- e-Smart accreditation
- Providing coaching for emerging leaders
- Implementation of a Languages Program - Italian

- Wellbeing calls to staff during remote and flexible learning
- Participation in the Sunbury Community Network re transition for Prep and Year 7
- Prep 2021 Interviews online via ZOOM
- Renewed partnership with Out of School Hours Care provider, Big Child Care
- COVID-19 training

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Due to the implications of the COVID-19 our Annual Action Plan and staff Professional Learning Plan for 2020 continually evolved and was adjusted throughout the year in order to keep up with the needs of the school community. In 2020, staff at Holy Trinity participated in professional learning to assist in the effective implementation of remote learning tools and strategies. This included the use of both Zoom and Google Meet for class interactions as well as parent-teacher interviews.

Staff Professional Learning:

- Project Thrive - Student Wellbeing
- First Aid - Anaphylaxis / Asthma training
- Mandatory Reporting
- Disability Standards for Education
- COVID-19 Training
- OH&S Training with Safe Smart
- Nationally Consistent Collection of Data (NCCD) - reflecting on inclusive practices
- English - Exploring Reading Strategies
- Online Safety PL by E Safety Commissioner
- Trauma Informed Practice - Berry Street Foundation
- Emergency Management / Warden Training
- Staff Curriculum Planning for 2021

Catholic Education Melbourne activities included:

- Principal Network
- Deputy Principal Network
- Religious Education Networks
- Student Wellbeing and Student Diversity Networks
- Administration and Finance Networks
- Principal Enhancement Collective
- Recontextualising Prayer

- Agile Leadership

Number of teachers who participated in PL in 2020	18
Average expenditure per teacher for PL	\$400

TEACHER SATISFACTION

Due to the disruption caused by COVID-19, the CEMISIS survey for was not conducted.

2020 provided opportunities for teachers to seek their own Professional Learning based on their own needs to suit the demands of the time, due to remote and flexible learning. Teachers networked with each other in their own team and between levels to navigate this brand-new platform of learning none of us had ever considered, trained for or practised in any way, shape or form.

Teachers immersed themselves filming learning videos, scheduling work and exploring tools on Seesaw, learning to use Google Meet and other tools to ensure the continuity of engaging learning experiences at home.

The Leadership Team strived to ensure staff wellbeing was a priority during this time as it was a challenging year for parents, students and staff.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	100.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.0%
Graduate	10.0%
Graduate Certificate	10.0%
Bachelor Degree	50.0%
Advanced Diploma	0.0%
No Qualifications Listed	30.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	12.0
Teaching Staff (FTE)	9.4
Non-Teaching Staff (Headcount)	5.0
Non-Teaching Staff (FTE)	4.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

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

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

Achievements

As a growing school, in its second year of operation, we endeavoured to continue to build an environment that was warm and welcoming to everyone. All were encouraged to be involved in the life of the community and a range of initiatives were planned. Unfortunately, a high number of events was cancelled due to COVID. We were very fortunate however to have our very first Graduation and Disco. The other initiatives that we were able to continue included; our Open Day, Carnevale Day, Book Week Dress Up and Book Fair and a Guard of Honour for families moving on from Holy Trinity.

Keeping the connections with our families was particularly challenging due to remote and flexible learning but remained a high priority for us. Our online platforms became instrumental during this time as it was an opportunity for us to be connected through the use of Seesaw and Google Meets. Many fun activities were planned and children and their families were encouraged to be take part in these activities:

- Virtual Art Show
- Virtual Whole School prayer
- Virtual Year 5/6 Camp due to government enforced restrictions
- Guess the staff member
- Book cover recreation
- Movie Night - 'tickets' and a bag of popcorn were sent home to each family
- All children received a hands on activity to complete at home through the post, during remote and flexible learning
- Prep 2020 children received seeds and a letter welcoming them to our school community
- 'Superhero' Day to promote Anti bullying
- Movie Night with popcorn
- Fun Fridays led by our School Leaders (2 Year 6 students)
- Prep orientation and transition in small groups took place
- A partnership was established with St Vincent de Paul for the Vinnies Christmas Appeal
- Remembrance Day - laying of wreath at the Sunbury RSL

PARENT SATISFACTION

The CEMIS survey was not conducted in 2020 due to COVID19.

However during the pandemic we received a lot of correspondence from our families through Seesaw. Much of the correspondence was related to learning and how we as a school were catering for the learning needs of our students.

The parents expressed their satisfaction for the online learning, and the data showed that parents/caregivers were very grateful for the opportunity to borrow devices from the school and other learning packs and resources that were available for any family that needed them. Parents/caregivers also appreciated the scheduled Google Meets and the flexibility of completing tasks online. The online learning tasks provided opportunities for our students to continue to learn as many families had to juggle working from home as well as support their child during home learning.