



Holy Trinity Catholic Primary School Sunbury

2021
Annual Report to the School Community



Registered School Number: 2225

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report.....3

Our School Vision4

School Overview.....5

Principal’s Report7

Education in Faith.....9

Learning & Teaching11

Student Wellbeing14

Child Safe Standards.....18

Leadership & Management20

School Community24

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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 2021 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 Schools.

04/04/2022

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

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

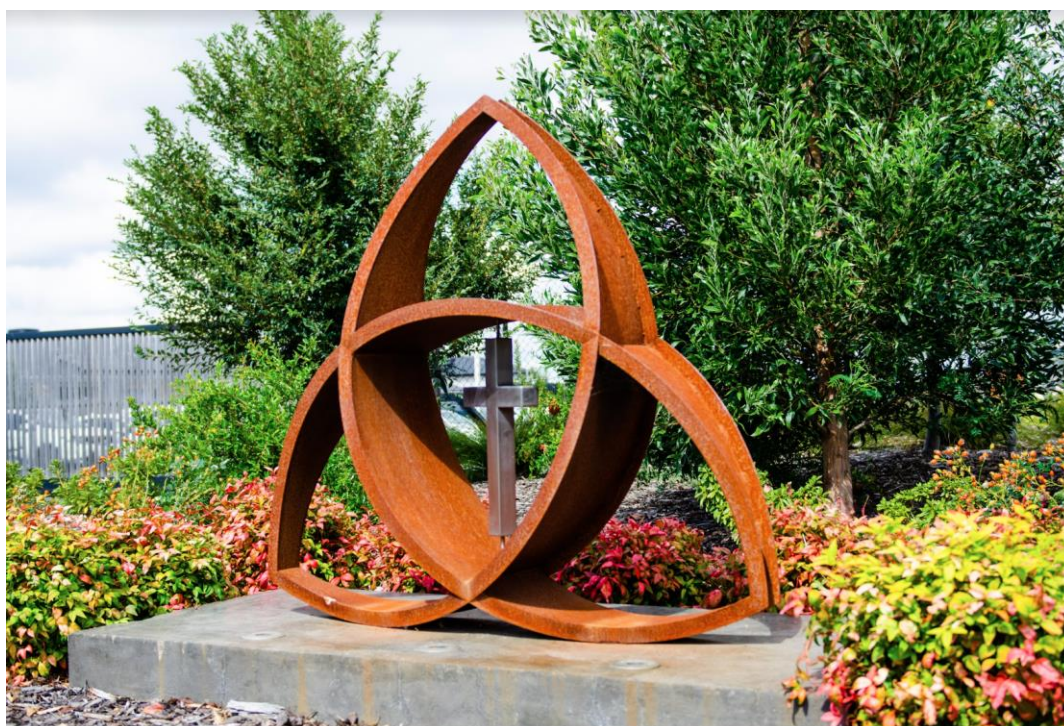
FAITH | HOPE | UNITY

TOGETHER AS ONE

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 km 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 not only in Sunbury but the Diggers Rest area, as new housing estates are being built and many families are 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 198 students as reflected in the February 2021 census, and 208 students by the conclusion of 2021.

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.

Holy Trinity Catholic Primary School is highly committed to delivering excellence through teaching and learning. We want our children to know how to take charge of their own learning and to 'know what to do when they don't know what to do'.

We also 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, any-time, because we can...

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

To help embed and reinforce these touchstones, children received Touchstone Tickets when displaying these dispositions.

We acknowledge that all members of our school community are learners, and therefore we provide opportunities for all community members to become successful learners.

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 creating 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 2021 school year. This Report provides the school community with an overview of the key initiatives and events which have occurred throughout 2021. It provides an opportunity for the community to reflect on Holy Trinity's achievements and experience a sense of collective pride.

After a challenging 2020 school year, we entered 2021 full of optimism and hope. However, within four weeks of Term 1, we had already entered our first period of remote learning due to the COVID-19 pandemic and the challenges continued for Holy Trinity, and schools in Victoria. The pattern continued for the remainder of the year and staff, students and parents are to be acknowledged and appreciated for the way they were able to pivot, sometimes with minimal notice, between remote and face to face learning environments. Amidst the ongoing COVID-19 mandates were placed on us all, as we were all expected to wear masks in so many more settings, follow hygiene protocols, maintain social distance, conduct meetings including Prep interviews via ZOOM as well as the restrictions of parents on site, especially once we returned to face to face teaching. Fortunately, despite the mandated restrictions we were able to conduct our Prep transition program as well as celebrate Year 6 graduation.

The well-being of all the children during these challenging times continued to be of the utmost importance as for many of them this was their second year of being adaptable and reverting to remote learning. Although this was not what we hoped for, it was important to remind ourselves that the children may not have remembered what they had learnt during the pandemic but how we made them feel during these challenging times.

Unfortunately the uncertainty surrounding COVID-19 restrictions and lockdowns, had a huge impact on us as a community. We were fortunate to have many parents who volunteered to be a part of our inaugural Parents and Friends Association and in Term 2, we were able to hold our very first meeting where plans were well under way to map out possible activities for our school community to come together and ideas of ways to raise funds. One of the many events we had planned and were fortunate to follow through only one of our planned events, and that was our very first Mother's Day stall, that proved to be a huge hit with the children.

With the change of Governance, Holy Trinity Catholic Primary School, like all the Catholic parish and diocesan schools in the Melbourne Archdiocese, was now under the guidance of Melbourne Archdiocese Catholic Schools (MACS), 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 the School. Therefore, there was a lot of preparation and planning in establishing Holy Trinity's first School Advisory Council. However, due to the many challenges we continued to navigate, we were unable to establish this council in 2021.

We were very fortunate that despite the many challenges we encountered, we continued to grow in enrolments and, we were able to begin and complete the next stage of our Capital Works program, our Stage 2 build thanks to the generosity of the Victorian Government. Our building project was exempt from many of the restrictions the Victorian Government had put in place. Therefore, we were able to move our Year 3-6 children into the new building when they returned to face to face teaching late Term 4.

Stage 2 of the building project included:

- A further six general learning areas, and a number of meeting rooms including teacher-planning areas commenced, to cater for our increasing enrolments,

- A community pavilion that is the heart of our school and a place where we can gather as a community,
- A community hub that has provided much needed space for Before and After School Care, a meeting area that provides opportunities for parents to gather, a canteen and community kitchen
- A playing field and basketball courts

In 2021 we also introduced a number of perpetual awards that complimented our existing Salesian College Scholarship Award:

- Touchstone Award: this award is in recognition of a Year 6 student who shown a growth mindset over their years in primary school
- Winning House Team Award

Holy Trinity is once again fortunate to have a highly skilled, talented and dedicated staff, who continue to demonstrate their ability to be adaptable during these challenging times, for which I am very grateful. They have also shown a growth mindset and have continually reflected on the delivery of remote and flexible learning for the children of Holy Trinity.

Special thanks to the administration staff, Nicole, Kerry-ann and Angela for being at the forefront and available for all members of our school community in particular during the lockdown.

I would also like to extend a special thanks for Holy Trinity's leadership team of Dave (Deputy Principal, Education in Religious Education Leader, Kelly (Student Well-being Leader) and Olivia (Learning and Teaching / Literacy Leader), who have been unending in their dedication, throughout this very challenging year.

The children of Holy Trinity are to be commended for their persistence and willingness to be so adaptable as we continued to navigate the many challenges we once again encountered in 2021.

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

Our motto of Faith - Hope - Unity: "Together As One" certainly demonstrated that we can overcome adversity and together as a community we can achieve so much more.

Education in Faith

Goals & Intended Outcomes

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

- That personal and communal commitment is improved through relationships and behaviour based on faith values and social justice.
- That an understanding of prayer and rituals provides opportunity to encounter the sacred.
- That staff develop a consistent understanding and implementation of the Religious Education Curriculum Framework and Pedagogy of Encounter

Achievements

Throughout 2021, the Holy Trinity community continued to grow both in number and diversity. Our school community welcomed new children and families from different cultural backgrounds who enriched our community. Consequently, there was a focus on how our Catholic faith community embraced the diversity of views while continuing to develop a living and authentic Catholic identity. This was supported by participation in two collective partnerships offered by Melbourne Archdiocese Catholic Schools; Encountering the Sacred and Partnering to Learn.

The Encountering the Sacred Collective supported our school to reflect upon and develop an understanding about prayer as an opportunity to experience prayer in a variety of forms and settings to develop an openness to possible encounter with God and to develop personal spirituality. Through the Partnering to Learn collective, a partnership was developed with other parish schools within the Sunbury Catholic Learning Community to consider effective strategies to enhance learning and teaching of Religious Education with a focus on ensuring Religious Education is both purposeful and relevant to the lives of the children of Holy Trinity and authentically Catholic.

Throughout the year, staff had the opportunity to engage in professional learning as well as regular facilitated planning in Religious Education. This supported their personal spiritual development and the planning of opportunities for relevant and engaging prayer and learning and teaching in Religious Education that supports the spiritual and faith development of all children at Holy Trinity.

While opportunities to gather in person as a school community were limited, we celebrated a variety of Masses, liturgies and celebrations both in person and online throughout the year. These included the Beginning of Year Mass, Holy Week Liturgies, Mother's and Father's Day and Holy Trinity Feast Day. We were then fortunate to finish the year by celebrating the Graduation of our Year 6s with a special liturgy in our new Community Hub.

The connection between Holy Trinity and the Our Lady of Mount Carmel Parish remains a vitally important connection and relationship. In collaboration with the parish children and their families were able to prepare for and celebrate the Sacraments of Reconciliation and First Eucharist. Furthermore, children who had missed out on celebrating the Sacraments of First Eucharist and Confirmation in 2020 had the opportunity to celebrate the Sacraments with the school and parish communities. The connection with the parish community also supported our social justice efforts, specifically support of the parish Winter appeal and the Vinnies Christmas Appeal which provided stationery and colouring packs for approximately 40 children in need from the Sunbury area.

2021 also provided the first opportunity for children, families and staff to participate in the Enhancing Catholic School Identity (ECSI) surveys. These surveys provide information about the Catholic Identity of our school community and will support us in continuing to develop and enliven the Catholic Identity of the school community in the coming years.

VALUE ADDED

- Participation in MACS Collectives
 - Encountering the Sacred
 - Partnering to Learn
- Regular team facilitated planning with Religious Education Leader
- Preparation and celebration of Sacraments of Reconciliation and First Eucharist
- Celebration of Sacraments of First Eucharist and Confirmation for children who were unable to celebrate in 2020
- Face to Face and Virtual Liturgies including Holy Week, Holy Trinity Feast Day and Graduation
- Continued engagement in Social Justice initiatives supporting agencies including St Vincent de Paul and the Asylum Seeker Resource Centre
- Participation in Enhancing Catholic School Identity Surveys

Learning & Teaching

Goals & Intended Outcomes

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

- That staff develop a consistent understanding and implementation of the teaching and learning of English and Mathematics at Holy Trinity.
- That staff know how to use data to inform their teaching and make regular adjustments to differentiate teaching and learning.

Achievements

In 2021, a significant focus was on English and Mathematics, with the aim to develop a consistent understanding of the curriculum and pedagogy at Holy Trinity. The appointment of a Learning and Teaching Leader as well as a Literacy Leader, enabled the staff to engage in facilitated planning on a regular basis and receive continuous professional development and learning to work towards the intended outcome. Using the Victorian Curriculum as the content framework, staff worked collaboratively to develop a whole school inquiry based pedagogical approach to teaching. This involved providing learning experiences for the children to explore, investigate and make real life connections in their learning.

In Mathematics, the inclusion of the daily 'Number Blast' enabled the children to participate in an activity each day that was differentiated and targeted at the students' individual level. In English, the daily interactive read aloud, provided children with the opportunity to listen to modeled reading from the teacher and develop their oral language and comprehension skills.

The implementation of a school Assessment Schedule enabled staff to collect timely data on their students and make adjustments in the curriculum to cater for the range of learning needs in the classroom. The establishment of a longitudinal database will assist in the ongoing tracking of student performance and the ability to introduce more intervention and extension groups in the future. 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.

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:

- 'Together As One' Day
- Book Week
- Science Week
- Carnivale Day
- Partnership with the Royal Botanical Gardens
- Year Level Incursions & Excursions

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

- Kidsafe Farm Safety Competition
- Write4Fun

- Maths Olympiad for Primary Schools

A considerable portion of the year was again spent in Remote and Flexible Learning. Remote learning took on a different process after consultation with the parent community and children were invited to two Google Meets per day, where explicit teaching was delivered. In addition, children were invited into small focus groups based on their individual needs. Seesaw activities were provided for the children to complete throughout the day and staff provided feedback in an ongoing and timely manner.

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.

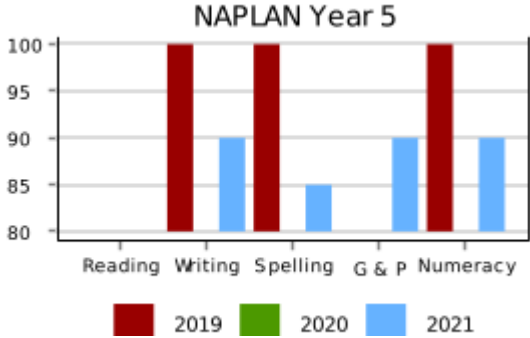
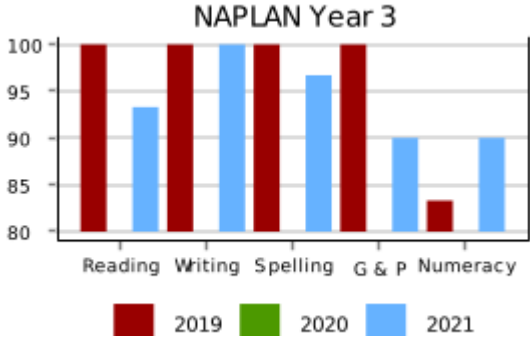
The school set a Mathematics Annual Goal to have a 70% improvement from pre to post assessments, which was successfully achieved. In addition, 86% of the students in the school improved their reading level from Semester 1 to Semester 2.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	90.0	-
YR 03 Numeracy	83.3	-	-	90.0	-
YR 03 Reading	100.0	-	-	93.3	-
YR 03 Spelling	100.0	-	-	96.7	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	50.0	-	-	90.0	-
YR 05 Numeracy	100.0	-	-	90.0	-
YR 05 Reading	80.0	-	-	78.9	-
YR 05 Spelling	100.0	-	-	85.0	-
YR 05 Writing	100.0	-	-	90.0	-

* 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 a positive, caring and Safe Catholic learning community with a focus on the social and emotional health of each child.

- That students demonstrate greater resilience and develop an enhanced sense of confidence and self-efficacy.
- That a positive and safe learning community where all are valued is established.

Achievements

Holy Trinity Catholic Primary School is a vibrant place and despite our rapid growth in enrolments, we strive to continue to provide a welcoming and positive learning environment.

Following on from the work we did in 2020, on focusing on positive behaviours and our school wide expectations, it was decided that in 2021 Holy Trinity would implement 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 were involved in professional development to further their knowledge and implementation of PBL across all year levels of the school.

During remote and flexible learning, our key curriculum areas of English and Mathematics were of the up-most importance, as we continued to prioritise wellbeing and adjust our teaching and learning, and school practices, accordingly. As a result, wellbeing became a key component of the daily schedule across all year levels. Teachers provided one on one conferences with students and even some families, followed by online social catch-ups with a small group of students. Whole class wellbeing conferences enabled the students to connect with each other and foster positive teacher-student relationships.

The wellbeing of staff was also just as important and staff meet once a week as a whole staff as we were all in this together. Members of the leadership team also made wellbeing calls or touched base with all staff, especially during remote and flexible learning.

A conscious effort was also made to ensure that regular Program Support Group Meetings with parents took place, via Google Meets, to support adjustments that children required to assist them in their learning. By having these meetings on Google Meet, we were fortunate that a number of Allied Health specialists were able to join the meetings and share their expertise.

Support was provided for all the children as they transitioned back to face-to-face learning. This support varied upon the needs but consisted of social stories and daily explicit social and emotional learning. A clear focus was on re-establishing friendships, how to be and make new friends and how to play together in the yard. Lunchtime activities were also provided to assist with the transition back to school and allow the children time and space to reconnect with their peers after a prolonged absence. The lunchtime activities that were provided included; mindfulness colouring, quiet reading, Lego club etc. proved to be popular with children from Prep through to Year 6.

As mandated, Holy Trinity also wrote a Covid-Safe plan, and revised this in accordance with the changing guidelines from the Victorian Government and the Catholic Education Office (Melbourne).

VALUE ADDED

- Maths Olympiad for Primary School
- Wellbeing Days
- Social Skills sessions in the classroom
- Sports activities on the new playing field
- Swimming Awareness program
- Incursions online
- House Team Activities

STUDENT SATISFACTION

For many of the children at Holy Trinity the return to remote and flexible learning was not a popular one and many of our children were challenged by this. Therefore ensuring safe environments during remote learning were established was of the up-most importance.

The MACSIS data indicated:

- Student safety had increased by 3% however there was a 9% gain for enabling safety which is students perception of access to and quality of staff support in order to feel connected, safe and respected while at school.
- The students positive endorsement for student voice also increased by 8%

The children also reflected on their experiences of remote learning and they identified positive outcomes for themselves and areas of challenge:

- Missed their friends greatly
- Missed playing sport and playing on the playground
- Had improved their organisational and time management skills
- Needed the structure of the classroom routine to help them with their learning

STUDENT ATTENDANCE

School attendance was 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 Seesaw, 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	90.5%
Y02	93.5%
Y03	93.8%
Y04	88.0%
Y05	87.9%
Y06	83.1%
Overall average attendance	89.5%

Child Safe Standards

Goals & Intended Outcomes

We aspire to further develop our commitment to Child Safety:

- Embedding culture through leadership
- Managing risks
- Responding to and reporting suspected child abuse
- Empowering our community
- Selecting, monitoring and engaging our people.

To be fully compliant with Victorian requirements in relation to Child Safe School requirements

Achievements

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 Ministerial Order No. 870. It is important that all members of the Holy Trinity School community are aware of their responsibilities to meet these specific requirements of the Victorian Child Safe Standards. Many of our policies have been formulated on Child Safety Code of Conduct, Child Safety and Protection Policy, Respectful Relationships Policy, and Parent Code of Conduct and these are on the School website and available to parents and community members. Information about Child Safe Standards is also mentioned on a regular basis in our school newsletters.

There are seven minimum child safe standards with an overarching principle of inclusion that applies to each of the Standards. The intention of these Child Safe Standards is to ensure that Holy Trinity Catholic Primary School, considers and addresses child abuse situations and risks in an integrated and proactive fashion. Child Safety agenda items are a part of our Professional Learning Meetings and gives opportunity for all staff to contribute and clarify any concerns around child safe. This was particularly important especially as many of our children were at home doing remote learning.

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

- The embedding of policies and commitments into everyday practice. Staff complete the Code of Conduct and Child Safe Standards
- Professional learning for all staff twice-yearly including the Reportable Conduct module; Child Protection- Reporting Obligations
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' in scheduled staff meetings
- Student participation and empowerment strategies - Holy Trinity worked with a number of children to develop 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

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

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

Leadership & Management

Goals & Intended Outcomes

To create and sustain a school culture that is characterised by shared vision, professional dialogue, teamwork and supportive leadership.

- That staff capacity will build.
- That a professional learning community is established.
- That a shared vision is cultivated and provides opportunities for the growth of Holy Trinity

Achievements

In 2021 much emphasis was placed on increasing enrolment numbers, promoting Holy Trinity and co-constructing a shared vision for learning and teaching, following the appointment of a Learning and Teaching / Literacy Leader. Although the key improvement strategies guided our work in achieving our intended outcomes for Leadership and Management, the implications of COVID-19 and the subsequent lock-downs did have an impacted on our plans to build strong partnerships for learning. We continued to strengthen teacher capacity and confidence, to deliver the Victorian curriculum in an engaging way, online through the digital platform Seesaw.

Therefore, strong and supportive school leadership was vital in navigating the many challenges 2021 presented us with, in particular the return to remote learning and revisiting the new pedagogy around online learning. Clear communication to all stakeholders staff, student and parents were maintained which helped to ease the anxiety that many experienced, especially in this second year of lock-downs.

It was imperative that the Leadership Team's goal was to focus on building staff capacity and focusing on creating and providing opportunities for strengthening Holy Trinity's learning environment. Therefore, leaders were involved in planning with teams remotely or when on site, assisting with the supervision of the children of essential workers. Staff were also encouraged to build their capacity through other professional development (online). Other initiatives included:

- Online Professional Learning Meetings for all staff
- Online Parent/Teacher Conversations to ensure ongoing the ongoing partnership with the home

The leadership team continued with the Agile Leadership Program that MACS offered, 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 :

- Building positive reading habits and attitudes (inclusive of staff, students and school community)
- Improving student outcomes in reading comprehension.

Holy Trinity was also involved in a Mathematics collective run by MACS called 'Get in2 Maths'. The main focus of this collective was to improve the experience of learning mathematics for all students. Opportunities were provided to develop and implement a plan for sustainable, high quality mathematics learning and teaching practices across the school. Therefore, our focus was on introducing explicit number based activities, or 'Number Blasts' for every student, every day.

All staff were also given the opportunity to attend an Annual review Meeting with the Principal, which enabled them to reflect on 2021 and share the positives that encountered, during the year, the challenges they navigated as well as present ideas for future direction.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Due to the implications of the COVID-19 our staff Professional Learning Plan for 2021 continually evolved and was adjusted throughout the year in order to keep up with the needs of the school community. In 2021, 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.

We were fortunate to begin professional development on our whole school initiative PBL (Positive Behaviours for Learning). This involved all staff including learning support and administration staff. This PD was conducted over a number of Google Meet sessions where staff had the opportunity to interact with the presenter.

In 2021 we also had the opportunity to participate in a number of Religious Education Collectives working with staff from Salesian College and Our Lady of Mt Carmel in Sunbury, that were supported by MACS. As a result of the work with these collectives, staff had the opportunity to engage in professional learning.

The leadership team continued to be active participants of the Agile Enhancing School Leadership initiative through MACS. As a result of the learning obtained from these sessions, a number of PLM were held in line with the schools' goal of improving reading outcomes.

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

Other staff professional learning included:

- First Aid - Anaphylaxis / Asthma training
- Mandatory Reporting
- Infectious Disease Training
- OH&S Training
- Nationally Consistent Collection of Data (NCCD) - moderation / reflecting on inclusive practices
- Agile Leadership: Schema Read Aloud / Guided Reading
- Emergency Management / Warden Training
- Staff Curriculum Planning for 2022

- Emotional Resilience

MACS supported activities included:

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

and Finance

Number of teachers who participated in PL in 2021	18
Average expenditure per teacher for PL	\$700

TEACHER SATISFACTION

Catholic Education Melbourne School Improvement Surveys were completed by a total of 13 staff. The survey indicated that as a staff that has grown, we were able to begin, to put in support structures to ensure that staff worked collaboratively in teams. While this was challenged by working and teaching remotely, times was given to staff to work collaboratively to plan engaging activities.

Support structures for staff had begun to be put in place due to the appointment of a Learning and teaching leader as well as a Literacy Leader and Learning Diversity Leader. This support helped to bring about a consistency in our documentation/planning, an opportunity to discuss the pedagogy in all subject areas.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.5%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	88.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.3%
Graduate	7.1%
Graduate Certificate	7.1%
Bachelor Degree	57.1%
Advanced Diploma	0.0%
No Qualifications Listed	28.6%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	18.0
Teaching Staff (FTE)	15.6
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	8.3
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

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

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

Achievements

Holy Trinity welcomed an additional 7 members of staff, as well as many new children and their families. After experiencing many challenges in 2020, we wanted to welcome all stakeholders back into our school community and continue to build on our relationships with one another. 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.

A priority for us was to establish a PFA (Parents and Friends Association) and we were fortunate to have a number of volunteers who wanted to be a part of this committee. Unfortunately, a high number of events was cancelled due to COVID-19 and it proved to be very challenging to conduct the meetings online via Google Meet.

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 continued to be instrumental during our mandated lockdown, 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 the following initiatives:

- Open Day
- Carnevale Day
- Book Week Dress Up
- Socktober Day
- 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)

Our fortnightly newsletters, the Holy Trinity Facebook and Instagram page were platforms that helped to keep our families and the wider community connected and informed of the learning and teaching at Holy Trinity. We also introduced a 'Hive Time' newsletter that went home once a fortnight showcasing the great work the children of Holy Trinity completed.

PARENT SATISFACTION

Catholic Education Melbourne School Improvement Surveys were completed by a total of 18 families. Overall our parents were generally happy with Holy Trinity Catholic Primary School as our data is sitting above the CEM average.

There were many barriers in being able to engage in families and the life of the school due to the many mandates that we encountered due to COVID-19. While the data dropped, it still remained above average.

The area we saw strong growth overall included:

- Communication
- Students Safety
- School Climate

Our inaugural PFA (Parents and Friends association) was introduced however due to the restrictions they were limited on what they could archive throughout the year.

Family engagement is a priority for Holy Trinity therefore there was a lot of planning and organising to find innovative ways to keep families connected.