



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community

Holy Trinity Catholic Primary School

145 Mitchells Lane, SUNBURY 3429

Principal: Krystine Hocking

Web: www.htsunbury.catholic.edu.au

Registration: 2225, E Number: E1408

Principal's Attestation

I, Krystine Hocking, attest that Holy Trinity Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 24 May 2024

About this report

Holy Trinity Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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. Located in the North-West suburbs of Melbourne, Holy Trinity Catholic Primary School is a co-educational learning community that opened in 2019 on land originally inhabited by the Wurundjeri people of the Kulin Nation, in response to the growing demand for places at the parish's two existing Catholic Primary schools in Sunbury and Diggers Rest. Holy Trinity Catholic Primary School has continued to thrive and this is reflected by the growth of the school with an enrolment of well over 300 students in 2023.

Holy Trinity Catholic Primary School strives to be a Catholic community where God's love is experienced, shared and celebrated as we have the opportunity to discover God's presence in our daily lives. We are committed to developing the whole person; spiritually, socially, intellectually, emotionally and physically.

Holy Trinity is a vibrant place, providing a welcoming, positive learning environment that reflects a contemporary approach to education in the twenty-first century where students are taught a comprehensive curriculum based on the Victorian Curriculum, as well as Religious Education in the Catholic Faith as set by the Archdiocese of Melbourne. As a school we integrate the 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. We believe that the child is at the heart of all learning and teaching and that the promotion of their well-being is necessary to achieve success. All programs aim to create a strong culture of well-being within the classroom and across the school to maximise learning and teaching.

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. Known as our Touchstones, they are explicitly taught and 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 and be reflective.

Curriculum features of our school also include:

- A Religious Education Program based on the Religious Education Framework
- Specialist classes including Visual Arts, LOTE - Italian, Physical Education, STEM
- Inquiry Based Learning
- Positive Behaviours for Learning
- Personalised Learning Plans
- Speech Pathologist

- School Counsellor
- Lunchtime Activities

Principal's Report

It is my pleasure to present to you our Annual Report to the School Community for the 2023 school year. This annual report will give you an insight into how our school has continued to grow as well as share key initiatives and events that occurred throughout 2023. It provides an opportunity for our school community to reflect on Holy Trinity's achievements and experience a sense of collective pride.

In 2023 we introduced straight grades which included; three prep classes, two Grade 2 classes, two Grade 3 classes and two Grade 5 classes and one Grade 6 class. We also welcomed a number of new staff who joined us for the 2023 school year. We continued to offer a number of specialist classes for all year levels included: Italian or Oral Language, Visual Arts and Physical Education. For the first time, we were also able to offer a new specialist class to assist with our growing enrolments, STEM (Science, Technology, Engineering and Mathematics).

As a staff we continued to work on the recommendations put forward following our 2022 school review; To continue to develop staff capacity in learning and teaching. We engaged Shane Crawford from *Corwin Australia* to work with us on the Impact of our Teaching and the importance of Feedback, as well as Kate Korber from the *Inquiry Project* to work with staff around the engagement of children in their learning focusing on Discovery.

We also saw a change in our leadership team as we farewelled our Learning and Teaching Leader who took on a role as a Deputy Principal in another Catholic Primary School. We appointed a Student Wellbeing Leader/ Mental Health Leader, a new Literacy Leader and a Religious Education Leader to support the learning and teaching and build staff capacity, after making internal changes in our current leadership team. Due to the increase in enrolments, we also increased support in the office and employed another Administration/ First Aid officer.

It was with mixed emotions that we farewelled Fr. Kevin McIntosh, our Parish Priest, who announced his retirement. I thank him for his dedication, spiritual guidance and support he continually showed to us all throughout the last five years.

Due to increasing enrolments an application to build 3 relocatable classrooms was submitted to MACS Planning Committee to seek approval as we did not have enough classrooms to cater for the number of children enrolled at Holy Trinity for the 2024 school year. Fortunately our application was granted and we saw the construction of these relocatables. In the meantime, we were fortunate that the Victorian Government allocated a grant to Holy Trinity to begin Stage 3 of the school build.

After much planning with the schools architects Clarke Hopkins Clarke, consultation with the School Advisory Board as well as discussions with staff and children, the proposed Stage 3 development included:

- A new **Learning Building** with 6 general learning areas, quiet reflective spaces, a meeting room including teacher-planning area; in keeping with the current design
- **Administration** addition that is welcoming and has a visible street presence
- **Landscape works** to the south-west corner of the site to combat the drainage and run off from the property

Thank you to the School Advisory Council chair and members who have supported myself, the staff and children throughout the year. Your time and commitment as parent representatives is very much appreciated. Thank you also to our PFA for their hard work and dedication.

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

Holy Trinity is once again fortunate to have a highly skilled and dedicated staff. The staff are passionate about making a difference to each child, and each and every staff member has truly demonstrated their ability to be adaptable in any situation. I would like to extend my sincere thanks to Holy Trinity's leadership team for their commitment in leading the learning at Holy Trinity. To the administration team, your organisation, reliability and careful management never goes unnoticed; thank you.

Finally, thank you to the children of Holy Trinity Catholic Primary School who take part in all aspects of school life and inspire us every day.

FAITH - HOPE - UNITY

Together As One

Catholic Identity and Mission

Goals & Intended Outcomes

Goals and Intended Outcomes

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

- That the school enacts justice through policies, structures and practices that are consistent with the themes of Catholic social teaching underpinned by respect for the dignity of the human person.
- That the capacity of staff is built to plan for and participate in authentic, meaningful, relevant RE Curriculum.

Achievements

Throughout 2023, as a school community we had a strong focus on enlivening our Catholic Faith by living out Jesus' example of love and compassion through Social Justice actions. Our actions targeted support and awareness raising for social justice causes locally, in our Australian community and internationally. This was evidenced through the expansion and growth of our Mini Vinnies Group who engaged with the One Heart Foundation to raise awareness of and funds for their work supporting children in Kenya. In addition to this, we continued to support the work of Caritas Australia as well as the Asylum Seeker Resource Centre (ASRC). The support for the ASRC included a visit to the centre by our Year 6 children where they learned more about the vital work they do to support our community.

Prayer and liturgy continued to play an important role in the life of the school. Whole School Prayer continued to be planned and led by different classes and groups across the school each Friday. Parent community engagement with Whole School Prayer increased throughout the year with more than 20 parent and family members attending Whole School Prayer. Prayer and Liturgy was also enhanced by the introduction of a Holy Trinity school choir who performed Masses and Whole School Prayer as well as at different school events including Christmas Carols and Grandparents Day.

Teachers had the opportunity to reflect on and deepen their own spirituality as well as their knowledge and understanding of Religious Education through professional learning opportunities. Professional learning focussed on connecting with and interpreting scripture and making connections between the world of the Bible and our contemporary Australian Catholic community.

Value Added

- New REL attended the Fanning the Flames Workshop: Art in the R.E classroom, Bibliodrama, Creating Liturgical Spaces and Liturgical Music
- Transition of a new REL Leader and opportunity to attend REL Network Meetings facilitated through MACS
- Continuation of weekly Whole School Prayer with greater staff input and empowerment
- Success in involving the whole school and parent community in Whole School Prayer using the Community Hub space with some classes attending while the other classes connected through Google Meet
- Increase in attendance of families at Weekly Whole School Prayer through promotion in newsletter, Seesaw and Compass
- Development of a Holy Trinity School Choir
- Continued staff professional learning around scripture with an external facilitator
- Regular facilitated planning sessions for teachers from Prep - Year 6 with the Religious Education Leader
- Integration of Religious Education in Discovery and other learning areas areas showing the connectedness
- Continued 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 families and students in Prep to Year 6 in conjunction with the parish
- Continued engagement in parish Sacramental program
- Growth and development of the Mini Vinnies group with children from Year 5 showing interest and becoming commissioned.
- Sharing of the work of the Mini Vinnies group through Kids' Conference Australia
- Mini Vinnies Group working with the One Heart Foundation established by Clarke, Hopkins, Clarke, our school architects, to develop fundraising ideas and to raise awareness about the work of One Heart.
- Growth and engagement with social justice initiatives including the activities planned to raise money for One Heart, supporting the Asylum Seeker Resource Centre and the Vinnies Christmas Appeal
- Farewelled Rev. Kevin McIntosh and welcomed our new parish priest, the very Rev. Denis Stanley

Learning and Teaching

Goals & Intended Outcomes

Goals and Intended Outcomes

To embed a Holy Trinity instructional model.

- That literacy and numeracy data improve.
- That consistent teaching practices are being enacted.

Achievements

In 2023, there was a focus on reviewing and further developing Holy Trinity's instructional model to support consistent teaching practices across the school and curriculum with the aim to improve learning outcomes for students as the school continues to grow. The school engaged an external learning consultant who immersed all staff in professional learning with a focus on evidence based high impact teaching strategies including the effective use of learning intentions, success criteria and feedback to support all learners to experience success.

Teachers were further supported via professional development in specific curriculum areas. In Mathematics, teachers engaged with professional development with Dr Angela Rogers around the different skills and understandings that make up Place Value. Following this work, teachers implemented the PVAT assessment and developed sequences of learning incorporating the six aspects of Place Value. In Literacy, teachers continued to unpack a synthetic phonics approach to reading via scheduled staff professional learning meetings. Deepening teachers' understanding about the inquiry process was also a focus. The school engaged Kate Korber from the Inquiry Project to work with teachers to strengthen knowledge around planning for learning in Discovery and integrating learning across the curriculum. This work resulted in all staff collaborating to create a scope and sequence of throughlines to guide Discovery planning and learning.

Student data was utilised to provide enabling and extension support through both in class and small group interventions. Staff worked together to unpack the current NAPLAN data and to use this data to get a thorough understanding of our focus for future learning as a school. Our existing assessment schedule was revised to narrow our focus and to support teachers to be explicit in their teaching, where they could use the data to meet the needs of each individual child.

A range of new activities and opportunities were offered to promote learner engagement including the Premier's Reading Challenge and Prime Minister's Spelling Bee. For the first time, Holy Trinity introduced Science Technology Engineering Mathematics (STEM) as a specialist subject for all children and also provided opportunities for students in Years 1 to Year 6 to participate in the G.A.T.E.WAYS extension program, running Science and Writing workshops. In addition to this, the school continued to motivate students to participate in Home Reading through our program and acknowledgement system. The Mathematics Olympiad program was also expanded to include an introductory program to better identify students in need of extension in Mathematics and to prepare them to be part of the program in the future.

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
- Kids' Conference
- Year Level Incursions & Excursions
- Carnevale Day
- House Sports Day
- Christmas Carols

Student Learning Outcomes

In May, children in Year 3 and Year 5 participated in the National Assessment Program - Literacy and Mathematics (NAPLAN). In Year 3 Reading and Spelling results showed Holy Trinity children achieved above both the State and National mean scores.

In Writing and Grammar and Punctuation, Holy Trinity children achieved about the National mean score. The strongest results in Year 5 were in Spelling where Holy Trinity children achieved above both the State and National mean scores.

NAPLAN data indicated a continued improvement in the achievement data in Mathematics. Students in 2023 outperformed students in both 2022 and 2021 at all percentiles with the exception of the 90th percentile for Grade 3 students in 2021.

NAPLAN data also indicated that students with a Language Background other than English are experiencing success in Mathematics, especially in the school's Year 3 cohort.

PAT Reading assessment results demonstrated consistent growth across the school with approximately 85% of all children showing improvement in their overall score. PAT Maths assessments showed similar growth with 5 of the 6 different year level cohorts exceeding the previous years average score and moving closer towards achieving the National Mean score for that year level.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	426	56%
	Year 5	491	64%
Numeracy	Year 3	401	60%
	Year 5	463	56%
Reading	Year 3	429	79%
	Year 5	494	78%
Spelling	Year 3	431	74%
	Year 5	494	72%
Writing	Year 3	422	86%
	Year 5	491	81%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goals and Intended Outcomes

To create a safe, positive and enabling learning environment.

- That students are successful learners.
- That student voice, agency and engagement in learning improve.

Achievements

Holy Trinity Catholic Primary School continues to be a welcoming, inclusive and positive learning environment where the wellbeing of all students is at the forefront of everything we do. A more explicit focus on student social and emotional learning and wellbeing became a priority including weekly Social and Emotional Wellbeing and Circle Time sessions.

We continued our work on a whole school wide initiative 'Positive Behaviour 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. Staff continued to be involved in regular professional learning to further their knowledge and implementation of PBL across all year levels of the school. A school wide PBL acknowledgement system was devised and enthusiastically received by all in our school community. Students received PBL tickets when displaying positive behaviours of being Safe, Inclusive and Respectful and have the opportunity to collect all of these and use them like money to spend at a PBL shop that occurs at least twice a term.

The appointment of a full time Speech Pathologist was an important achievement as we were able to offer a social skills intervention program for students who required extra support socially and oral language intervention for those requiring speech support.

Value Added

- Appointment of a Mental Health and Student Wellbeing Leader (4 days a week)
- Appointment of a Learning Diversity Support Teacher (3 days a week)
- Introduction, training and involvement in the Mental Health in Primary Schools (MHIPS) state government initiative

- Introduction and implementation of weekly Circle Time sessions as a whole school approach
- Introduction and implementation of the Zones of Regulation as a whole school approach
- The continued implementation of Positive Behaviour for Learning (PBL) and acknowledgement system
- Weekly PBL lessons focusing on the three values, Safe, Inclusive and Respectful Positive Behaviour Support coaching for teaching staff
- Weekly Social and Emotional / Wellbeing Sessions covering content from particular units in the Resilience, Rights and Respectful Relationships (RRRR) Curriculum
- Mandatory Reporting online training completed by all staff
- Introduction of short, informal fortnightly wellbeing check-ins with the Student Wellbeing Leader for students who may require extra support
- 2024 Transition Program; Prep Transition mornings, Year 7 Transition and Step Up Day
- Building the school wellbeing resource collection
- Commencement of a School Counsellor from Catholic Care 1 day a week
- Implementation of a wellbeing feelings check-in system in each class
- Participation in special days such as Harmony Day, National Day of Action Against Bullying and violence and RU OK? Day.
- School subscription to 'Happy Families' parenting articles and webinars
- Kids Helpline incursions taking place in various year levels
- Whole school incursion, 'The Wellbeing Show'
- Regular student wellbeing professional learning and support for staff
- Social skills intervention for certain students with the school Speech Pathologist
- Regular Program Support Group (PSG) Meetings with parents to support adjustments being made and NCCD funding
- Days to promote personal safety: National Day of Action Against Bullying and Violence and Day for Daniel
- Harmony Day acknowledgement and activities around our cultural diversity
- Lunch time Clubs

Student Satisfaction

Student satisfaction with the school is identified through student surveys (MACSSIS 2023 (Melbourne Archdiocese Catholic Schools - School Improvement Survey))

The 2023 MACSIS student data suggests the following:

- 80% of students in Year 4- 6 feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.
- 73% of students perceptions indicate that they feel physically and psychologically safe while at school.

- 72% of students are positive about the social and learning climate of the school.
- 58% of students feel that they are valued as members of the school community

Student Attendance

Holy Trinity Catholic Primary School ensures all duty of care expectations are met to support student safety. School attendance is a priority and processes are in place to promote school connectedness. Parents have a legal responsibility to ensure their children attend school on a regular basis.

It is a legal requirement that all absences are recorded and the school closely monitors student attendance. In line with our Attendance Policy, all attendances are monitored twice daily and absences are recorded in COMPASS.

At Holy Trinity Catholic Primary School the following guidelines are used to assist in the monitoring of school attendance:

- The electronic roll is to be completed daily by 9.00am each morning and 2.15pm in the afternoon.
- Students arriving at school after 8.50am must report to the school office and sign in using the platform COMPASS. A late pass is also to be collected and handed into the teacher on arrival to the classroom.
- Parents / Carers are responsible for ensuring they contact the school by 9.00am if their child is going to be absent.
- The school will send an SMS notification each day when a student's absence is unexplained by 9.15am on that day.
- Where a student misses numerous days (3 or more days) for no valid reason, initially contact is to be made with the parents.
- 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 is unsatisfactory.
- Leadership are informed when absenteeism is habitual.

Average Student Attendance Rate by Year Level	
Y01	87.1%
Y02	88.5%
Y03	88.1%
Y04	84.8%
Y05	89.5%
Y06	82.2%
Overall average attendance	86.7%

Leadership

Goals & Intended Outcomes

Goals and Intended Outcomes

To enact a planned and strategic approach to school improvement.

- That data-informed, evidence-based and co-constructed actions show improvement in teacher practice and student outcomes.

Achievements

Holy Trinity Catholic Primary School continued to grow through 2023 and we inducted 6 Classroom teachers, 5 Education Support Officers, a new Administration Officer, another staff member to support the Learning Diversity Leader, as well as a Student Wellbeing/ Mental Health Leader. We also welcomed our new Parish Priest the Very Rev. Denis Stanley into our school community.

Although we saw a steady increase in enrolments we continued to focus on promoting our school and conducted many school tours. We started the year with three classes of Prep children and needed to introduce a wait list for Prep and Year 2.

Despite the many changes of the leadership team, the connection between building teacher capacity and improving student outcomes was recognised and nurtured. Enacting a distributed leadership structure can help build leadership capacity and ensure planned succession. This shared distributed approach supported teachers in staying more connected, sharing their learning and working to achieve maximum outcomes for their students.

Professional Learning Meetings were considered and focused on being responsive to need, especially around data analysis and capacity building. This allowed staff to raise concerns and have them addressed as quickly as possible. Wellbeing of students, families and staff were a focus of these conversations on a regular basis. Therefore a decision was made to employ a School Counsellor from Catholic Care, one day per week.

Communication for all stakeholders was a particularly important focus as it was important to ensure everyone had the same information shared. Holy Trinity launched a new digital platform; COMPASS to support and improve communication to all. Staff were able to access COMPASS and everyone was abreast with the school's events and operations.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

In 2023, our school participated in the follow teacher professional learning:

Whole Staff Professional Development:

Staff Wellbeing Day

Learning and Teaching: High Impact Teaching

Faith Formation

Catholic Identity

Preparing Whole School Prayer

Exploring scripture in the classroom

Learning and Teaching

Positive Behaviours for Learning

English: To Spell

Unlocking the Mathematics Curriculum

Numeracy and Literacy Data Analysis and Moderation

The Inquiry Project: Unpacking Discovery

eXcel Framework and Circle Time

Speech Pathology for Schools: Language in the Classroom

Leadership and Management

Unpacking leadership capabilities

Data Analysis: MACSIS - Student, parent and staff

Data Collection using the School Improvement Framework

Positive Behaviour for Learning Coaching

Participation in MACS led Professional Development:

North-West Principal's Network

Expenditure And Teacher Participation in Professional Learning	
North-West Deputy Principal's Network	
Northern Region Religious Education Leaders Network	
Northern Region Wellbeing Leaders and Learning Diversity Network meetings	
Number of teachers who participated in PL in 2023	25
Average expenditure per teacher for PL	\$2084.32

Teacher Satisfaction

The data from the MACSSIS 2023 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) was completed by 27 staff, both teaching and non-teaching staff. The biggest area of growth was the amount and quality of feedback staff receive.

Feedback and responses obtained from the 2023 MACSSIS survey also indicates that staff across the school highly value collective efficacy, staff / leadership relationships, staff safety and support that is provided within teams.

Moving forward, as indicated within staff MACSSIS data, attention to collaboration and how well teachers work together in teams to improve teaching and learning needs to become a priority. Staff have also acknowledged that psychological safety and instructional leadership especially around the extent to which the school leaders set the conditions for improving teaching and learning at the school also needs to be in the forefront once again.

Leadership remained committed to providing staff with professional development and opportunities for growth during 2023. Improving teacher knowledge and capacity and in house professional development remained a priority.

Annual Review Meetings were conducted, and staff were appraised and thanked for their contributions.

Teacher Qualifications	
Doctorate	0.0%
Masters	16.1%
Graduate	6.5%
Graduate Certificate	3.2%
Bachelor Degree	48.4%
Advanced Diploma	3.2%
No Qualifications Listed	22.6%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	24.4
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	15.1
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals and 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

As Holy Trinity has continued to grow we welcomed many new staff and families to our community. We continued to support our families to build positive connections with the school by providing opportunities to participate in school life, including being a parent helper. Attendance at other opportunities was strongly encouraged including our weekly whole school prayers and year level Celebrations of Learning, including Let's Act opportunities that emerged from Discovery Learning.

The Parents and Friends Association (PFA) meet on a regular basis to plan a variety of activities for the children and some social activities for parents including the Mothers and Fathers Day stall, School Disco and for the very first time a Colour Fun Run, which was a huge success. The PFA also supported our annual 'Carols by Candlelight' and were also instrumental in organising a number of food vans to make the night even more memorable. Although it was a very warm night, it was a fantastic evening of entertainment with most families joining us and mingling outside on the basketball court, listening to the children perform.

In 2023 we reintroduced Mother's Day and Father's Day breakfast which was hugely popular as well as our Grandparents Liturgy, Morning Tea and classroom visits.

Holy Trinity continues to partner with The Fathering Project to support Dads and Father Figures within our school community via our Dads Group, the Dads of Holy Trinity (DOHTs) as well as through practical tips, to help Dads and Father Figures connect with and support their children which are also shared with the school community via our school newsletter. The DOHTs has approximately 15 registered members with many more fathers and father figures attending events and activities including unstructured 'Free Kick' events where families can utilise the school grounds and sport equipment after school as well as more structured

events like the 'Pizza and Paper Planes' evening. The group continues to meet on a regular basis to plan for future events and initiatives and continues to welcome new members.

Our transition programs in both Prep and Year 7 have continued to evolve and grow, supporting children to being able to move as seamlessly as possible to their new setting. Part of our transition program is the continuation of our 'Meet 'n' Greet' morning before the school year begins.

We continued to build connections within our local community which has helped to strengthen our relationships with the wider community. This included the Hume Global Learning Centre (Library), Sunbury RSL, local kinders and Salesian College.

Other achievements also included:

- Open Day
- Easter Bonnet Parade
- 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
- ANZAC Day Commemoration
- Remembrance Day Commemoration (at the Sunbury RSL)

Parent Satisfaction

The MACSSIS 2023 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) was completed by a total of 44 families. The parent responses provided results, depending on the year level their child was in.

Overall, the survey indicated that following:

- School Fit - Families believe that Holy Trinity is the right fit for their child and matched their child's developmental needs
- School Climate - Families' perceptions of the social and learning climate of the school is a positive one

Our parent survey indicated that family engagement, the degree to which families are partners with their child's school, is an area for improvement. It is evident that our parent community would like more opportunities to socially connect with one another. The survey

also highlighted that engagement barriers such as childcare and individual schedules also hinder a family's interaction or involvement with their child's school.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.htsunbury.catholic.edu.au