



Melbourne Archdiocese
Catholic Schools

2024

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 2024 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 10 Jun 2025

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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

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

Located in the North-West suburbs, 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. It is the third Catholic Primary School in the parish of Our Lady of Mt. Carmel, 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 continues to strive 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 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

Principal's Report

I am excited to share our 2024 Annual Report to the School Community with you. This document provides an overview of the school's development and details key initiatives and events from 2024. It also provides an opportunity for our school community to reflect on Holy Trinity's achievement and experience a sense of collective pride.

In its sixth year of operation, Holy Trinity Catholic Primary School has continued to thrive and this is reflected by the growth of the school with an enrolment of 397 students in 2024. It was the first time we were unable to offer all our foundation applicants positions despite having three Prep classes for the 2024 school year. Unfortunately this created many challenges for families who were disappointed in not being offered a place for their child to begin their schooling journey at our school. We continued to have an intensive waitlist for different year levels. We also grew to 17 classes with an additional class in Year 3. Due to our increasing enrolments and the lack of classrooms, three relocatable classrooms were built and constructed over the Christmas break, ready for start of the 2024 school year.

Recruiting new staff presented a greater challenge than in previous years, primarily due to the teacher shortage. Despite this, we successfully filled all vacancies, including a new office/administration officer. As a result of our increased staffing and enrolments, Holy Trinity proactively adjusted its Leadership Structure to include two Deputy Principals within the Executive Leadership Team. This change necessitated establishing clear role definitions between the Deputy / Leader of Learning and the Deputy / Community Engagement Leader. In the latter half of the 2024 school year, our Religious Education Leader commenced maternity leave, requiring internal adjustments to oversee the Religious Education role for the remainder of the year.

Following a grant from the Victorian Government and a thorough tender process, Raysett were engaged to construct Stage 3 of our school's development. Despite a number of delays, construction on Stage 3 began in April.

Our Stage 3 development included:

- A new Learning Building with 6 general learning areas, quiet reflective spaces, a meeting room including teacher-planning area
- 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 runoff from the property

Renovating the existing administration block presented significant challenges, requiring the front office to temporarily relocate to the Community Hub's foyer. Our shared spaces also served as a temporary staffroom and makeshift offices. Despite these disruptions, all staff,

especially the office personnel, demonstrated remarkable adaptability and patience throughout the construction period.

I extend gratitude to the School Advisory Council chair and members for their support of our staff and students all year. Your dedication and time as parent representatives are highly valued. A special thank you goes to Claudia Barriga, our inaugural Chair Person, who has stepped down from her role but will continue to serve on the Council. Our thanks also extends to the Parents and Friends Association members for their hard work and commitment.

To our families, thank you for your continued support and for entrusting us with your children's education.

Holy Trinity is once again fortunate to have a highly skilled and dedicated staff. Their passion for making a difference in each child's life is evident, and every staff member has consistently demonstrated remarkable adaptability in all situations. I offer my sincere thanks to Holy Trinity's leadership team for their unwavering commitment to guiding learning here. To the administration team, your exceptional organisation, reliability, and careful management are consistently recognised and deeply appreciated.

Finally, thank you to the children of Holy Trinity Catholic Primary School for their active participation in all aspects of school life and for inspiring us every day.

Catholic Identity and Mission

Goals & 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 2024, there was a focus on continuing to make connections between the history of the Church, including in Australia and our contemporary world. Staff had the opportunity to participate in professional learning where they learnt about the growth and development of the Church in Australia through the life and work of Saint Mary MacKillop and Dr Sr Mary Glowrey, including visits to both the Mary MacKillop Heritage Centre and the Mary Glowrey Museum. Additionally, planning for learning and teaching in Religious Education was further developed with a focus on utilising an Inquiry Approach to support students to deepen their knowledge about the life of Jesus and the Church and make connections with their own lives.

The school continued to engage with the parish to support the preparation for and completion of the Sacraments of Reconciliation, First Eucharist and Confirmation. The sacramental program has experienced significant growth this year with an increased number of children participating and receiving the sacraments.

Participation in prayer and liturgy continued to be an important part of the life of the school with all classes and year levels having the opportunity to lead the school in Whole School Prayer. The school once again saw an increase in the amount of engagement in prayer by our parent community, as evidenced by the amount of parents attending weekly Whole School Prayer. Additionally, parents committed to supporting the school choir who sang at a number of liturgical events, including the Sacrament of Confirmation at St Patrick's Cathedral.

Value Added

- Enhancement and continued development of our understanding of Mary MacKillop and Dr Mary Glowrey, significant people of whom our House Teams represent

- Continued staff professional learning around scripture and prayer with an external facilitator
- Regular facilitated planning sessions for teachers from Prep - Year 6 with the Religious Education Leader
- Staff were provided with support to complete Religious Education Accreditation with two teachers completing their qualifications in 2024
- Integration of Religious Education in Discovery and other learning areas where possible showing the connectedness
- Continued to hold school Masses and Liturgies with the school community, including Holy Trinity Feast Day at school
- Whole School Prayer was held on a regular basis in the Community Hub space with some classes attending while the other classes connected through Google Meet
- Greater staff input and empowerment in Whole School Prayer
- Family Faith Nights for families and students in Prep to Year 6 in conjunction with the parish were offered
- Continued engagement in the Parish Sacramental program
- Growth and development of the Mini Vinnies group with children from Year 5 and being commissioned as leaders
- Student Leadership team attended St Patrick's Cathedral for Catholic Education week celebrations representing Holy Trinity
- Children's artwork was chosen to be displayed at the Catholic Education Week Visual Arts Show
- Displays were used throughout the school to highlight important events throughout the year eg Sacraments, Feasts, Lent, Easter, Christmas.
- Carols Night

Learning and Teaching

Goals & Intended Outcomes

To embed a Holy Trinity instructional model.

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

Achievements

In 2024, there was a continued focus on developing and clarifying Holy Trinity's instruction to ensure consistent teaching practices across the school and curriculum. Leaders and staff continued to be supported by an external learning consultant whose work focussed around creating greater alignment and clarity of Learning and Teaching at Holy Trinity. This included collaboratively revising the school's Learning and Teaching Philosophy and creating greater role clarity for leaders by refining curriculum area statements. In addition to this, leaders and staff worked to further embed the Holy Trinity Touchstones, the dispositions we believe everyone should aspire to live in action, to empower learners to become co-responsible for their learning.

Staff continued to participate 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. Professional learning aligned with the MACS Vision for Instruction via the development of a shared understanding of Cognitive Load Theory and the impact this has on learning. This led to an extensive deep dive into explicit teaching and the use of Retrieval Practices to support learning. Education Support Staff were also engaged in targeted professional learning provided by the school's Speech Pathologists which was aimed at deepening their understanding of foundational speech and language skills.

Throughout the year, teachers continued to work with Kate Korber from the Inquiry Project to further clarify the use of the Holy Trinity Inquiry process to plan for learning in Discovery which included a focus on planning for authentic integration with other curriculum areas. Further to this was the implementation of a new scope and sequence of Discovery Throughlines aimed at providing students with rich and relevant learning opportunities across the curriculum.

Student data continued to be utilised to provide enabling and extension support through both in class and small group interventions. In 2024, this support was further enhanced by the introduction of MacqLit (Year 3-6) and MiniLit (Year 1-2) Literacy Intervention, an evidence based intervention program from Macquarie University that aligns with current research in the science of learning realm.

A range of 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 participated in the STEM Hub Bee's Knees challenge, resulting in Holy Trinity being named the national winners of the competition. The school also produced the winner of the annual Sunbury Rotary Club Spelling Bee for the first time. Once again, Holy Trinity provided opportunities for students in Years 1 to Year 6 to participate in the G.A.T.E.WAYS extension program, running Mathematics and Critical and Creative Thinking 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 continued to offer children from Year 3-6 the opportunity to extend their problem solving and mathematical skills by participating in the program.

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

Year Level Incursions & Excursions

Book Fair

Year Level Expos

Whole School Mini Olympics

Carnevale Day

House Sport Days

Christmas Carols

Student Learning Outcomes

In March, children in Year 3 and Year 5 participated in the National Assessment Program - Literacy and Mathematics (NAPLAN). In Year 5 Reading, results indicated Holy Trinity had a smaller percentage of children who were assessed as 'Needs Additional Assistance' than the State as well as a greater percentage of students being assessed as 'Exceeding' than the State. In Year 3 Numeracy, results indicated Holy Trinity had a smaller percentage of children who were assessed as 'Needs Additional Assistance' than the State as well as a greater

percentage of students being assessed as 'Strong' than the state. This data provides evidence that intervention and support being implemented across the school is proving to be successful. The data also provides areas for future growth, particularly in the areas of Writing in both Year 3 and Year 5 as well as Numeracy for girls from Year 3 to 6.

PAT Reading assessment results demonstrated consistent growth across the school with a greater number of students reaching the benchmark score at each year level. The data also suggests that there are less children considered to be at risk in Reading than in 2023. Mathematics assessment results demonstrated consistent growth in Number and Place Value across the school via the SINE Assessment. However, PAT Maths assessment results indicate students are not consistently transferring mathematical skills and concepts to different content areas and contexts.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	385	47%
	Year 5	476	53%
Numeracy	Year 3	403	65%
	Year 5	472	64%
Reading	Year 3	400	62%
	Year 5	496	76%
Spelling	Year 3	391	55%
	Year 5	454	64%
Writing	Year 3	394	70%
	Year 5	476	68%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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

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 has continued to be a priority including weekly Social and Emotional Wellbeing and Circle Time sessions. To support teachers, the Student Wellbeing Leader attended planning to review the PAT Social and Emotional Wellbeing survey and assist them in planning targeted wellbeing lessons.

A specific Social Skills program was developed to support children who required extra support in building relationships with their peers. To assist with this, the school purchased a number of Nudel Karts that allowed the children to have a hands on approach that required them to work collaboratively with one another building social skills. This was further supported by targeted social skills program that was devised by our school based speech pathologist.

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. As part of our acknowledgment system, students continued to receive PBL tickets when displaying positive behaviours of being Safe, Inclusive and Respectful and 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.

Value Added

- Appointment of a new Learning Diversity Leader (3 days a week)
- Involvement in the Mental Health in Primary Schools (MHiPS) state government initiative
- Engagement of a School Counsellor (one day a week)
- Consolidation of weekly Circle Time sessions as a whole school approach
- Continued implementation of the language from the Zones of Regulation as a whole school approach
- Continued implementation of Positive Behaviour for Learning (PBL) and acknowledgement system
- Weekly PBL focus 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 (R4R) Curriculum
- School membership to the Inform and Empower program
- Mandatory Reporting online training completed by all staff

Student Satisfaction

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

The 2024 MACSIS student data suggests the following:

- Teacher / Student relationship: The strength of the social connection between teachers and students, within and beyond the school 83%
- 83% of students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance

Students' mindset about themselves as learners continued to improve and felt that they have opportunities to have an impact on their school.

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 recoded 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 students absence is unexplained by 9.15am on that day.
- Where a student misses numerous days (3 or more days) for no valid reason, initial 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	88.4
Y02	87.9
Y03	85.6
Y04	84.1
Y05	84.8
Y06	85.9
Overall average attendance	86.1

Leadership

Goals & 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 in enrolments and we inducted four classroom teachers, a new Education Support officer and a new administration officer. We also welcomed back a staff member who was returning to Holy Trinity after 12 months maternity leave.

Throughout 2024, staff continued to collaborate with Shane Crawford from EduPoint, enhancing their skills in evidence-based, high-impact teaching strategies. There was also a strong emphasis on further exploring the school's Touchstones and ensuring their consistent implementation within teams and across the entire school.

Members of the school leadership team continued their participation in the MACS School Improvement Network Meetings - Vision for Instruction. This professional development enhanced our understanding of the MACS Vision for Instruction, prompting us to consider its implications for our practices at Holy Trinity. This learning directly supported our objective of establishing a Holy Trinity instructional model.

Our Year 6 teachers took part in a pilot project where they began exploring the new Ochre resources. Rich discussions were had with the Literacy Leader around how we could use some of this resource to further enhance our teaching and support student learning. A number of staff also attended professional learning as part of the Teaching for Impact series in Literacy and Mathematics.

Our Professional Learning meetings concentrated on enhancing staff understanding of the MACS Vision for Instruction and its practical implications. We dedicated time to exploring the Science of Learning and Cognitive Load Theory, specifically unpacking the concepts of 'Daily Review' and 'Retrieval Practices'. Our goal was to integrate these new understandings with our existing methods and identify areas where we could enhance current teaching practices.

Our Professional Learning meetings also remained responsive to teacher needs, particularly in data analysis and capacity building. Additionally, our Literacy, Mathematics, and Wellbeing

Leaders consistently supported teachers in refining quality teaching through mentoring, which included observation and feedback sessions.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>In 2024, our school participated in the follow teacher professional learning:</p> <p>Whole Staff Professional Development:</p> <ul style="list-style-type: none"> • Learning and Teaching: Statements of Learning / Touchstones • Learning and Teaching: High Impact Strategies / Explicit Teaching • Faith Formation - Mary MacKillop Heritage Centre and The Mary Glowrey Museum <p>Catholic Identity</p> <ul style="list-style-type: none"> • Staff Faith Formation with Sr Rita Malavisi • Lent / Holy Week facilitated by MACS staff <p>Learning and Teaching</p> <ul style="list-style-type: none"> • Vision for Instruction Module • Teaching Sprint - Prepare (Knowledge Building and Knowledge into Action) • Learning Sprint - Review and Celebrate Success • Numeracy and Literacy Data Analysis and Moderation • Cyber Safety Sessions with Inform & Empower • Positive Behaviours for Learning • Data Analysis: MACSIS - Student, parent and staff • Data Collection using the School Improvement Framework • SMART Goals to support Personalised Learning Plans • Effective Use of Brain/ Body Breaks • AI in Education <p>Compliance</p> <ul style="list-style-type: none"> • First Aid Training • Mandatory Reporting • Child Safe Online training modules • Emergency Management Warden Training Anaphylaxis Training • MACS Child Safety Code of Conduct • Anaphylaxis Management Training • Diabetes Online Training <p>Participation in MACS led Professional Development:</p> <ul style="list-style-type: none"> • MACS School Improvement Network Meetings - Vision for Instruction • North-West Principal's Network • North-West Deputy Principal's Network

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Northern Region Religious Education Leaders Network • Northern Region Wellbeing Leaders Learning Diversity Network Meetings 	
Number of teachers who participated in PL in 2024	30
Average expenditure per teacher for PL	\$1858.86

Teacher Satisfaction

All staff were invited to complete the MACSSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey) was completed by 38 staff, both teaching and non-teaching staff.

Key strength areas identified on the 2024 staff survey were:

- Collective Efficacy 78%
- Collaboration around an improvement strategy 81%

There was also a significant improvement in the extent to which the school leaders set the conditions for improving teaching and learning at the school and how well teachers work together in teams to improve teaching and learning.

Teacher Qualifications	
Doctorate	0
Masters	5
Graduate	2
Graduate Certificate	1
Bachelor Degree	14
Advanced Diploma	2
No Qualifications Listed	14

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	27.6
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	13.6
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

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

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

Achievements

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 at our weekly whole school prayers and year level Celebrations of Learning, including Let's Act opportunities that emerged from Discovery Learning.

Providing avenues for parental and carer involvement within the school community continued this year within the classroom learning environments and whole school activities including: classroom helpers, invited to share their expertise, incursions, excursions and house sports days.

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, special lunches and for the very first time a Ladies Night and supported our annual 'Carols by Candlelight'.

Despite the limited spaces available for our parent community to gather due to our Stage 3 build, Monthly 'Cuppa in the Communita' events were implemented to foster engagement and connection among parents and carers. Additionally, the school actively promoted a culture of health and wellness through regular 'Walk to School' mornings, with enthusiastic staff participation encouraging our community involvement in active commuting.

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 group continues to meet on a regular basis to plan for future events and initiatives and continues to welcome new members.

Transition programs for both Prep and Year 7 at Holy Trinity CPS have undergone continuous development and expansion. These programs are designed to facilitate a smooth and supportive transition for students into their new learning environments. Active involvement in both the Sunbury and Diggers Rest Transition Network and the Sunbury Early Years Transition Network provides access to valuable community opportunities that enhance the successful transition to both primary and secondary schooling for our children.

Our Mini Vinnies Group actively engaged with local children by visiting a nearby kindergarten, fostering meaningful interactions within our community. Furthermore, they spearheaded a successful Socktober fundraiser, generating vital financial support for the designated Mission Month initiatives.

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 kindergartens, Salesian College and Sunbury Downs Secondary School.

Other achievements also included:

- Open Day
- Meet 'n' Greet afternoon before the school year begins.
- 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
- Mission Month- Socktober and Mini Fete
- ANZAC Day Commemoration
- Remembrance Day Commemoration (at the Sunbury RSL)

Parent Satisfaction

The MACSSIS 2024 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) was completed by a total of 32 families, significantly down from the previous year. The parent responses provided results, depending on the year level their child was in.

Overall, the survey indicated that following:

- School Climate - Families' perceptions of the social and learning climate of the school is a positive one
- Student Safety - Families perceptions of student physical and psychological safety while at school has improved
- Communication - Families also indicated that timeliness, frequency, and quality of communication between the school and families has also improved
- Catholic Identity - Families' perceptions of and engagement with the overall Catholic identity of the school has continued to increase

The survey also highlighted that engagement barriers such as childcare and parking around the school continue to 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