



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 14 May 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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.

Touchstones

At Holy Trinity we believe thinking, learning and innovation can take place anywhere, anyhow, anytime; because we can...

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

School Overview

Located in Melbourne's north-west suburbs, Holy Trinity Catholic Primary School is a co-educational learning community established in 2019 on land traditionally belonging to the Wurundjeri people of the Kulin Nation. The school is the third Catholic primary school within the Parish of Our Lady of Mt Carmel, created in response to increasing enrolment demand across the parish's existing schools in Sunbury and Diggers Rest.

At Holy Trinity, we strive to be a faith-filled community where God's love is experienced, shared, and celebrated. We encourage students to recognise and encounter God's presence in their everyday lives while nurturing the development of the whole person—spiritually, socially, intellectually, emotionally, and physically.

Our school is a vibrant and welcoming environment that reflects a contemporary approach to education. We deliver a comprehensive curriculum aligned with the Victorian Curriculum, alongside Religious Education as guided by the Archdiocese of Melbourne. Through an inquiry-based learning approach, we co-create meaningful learning experiences that empower students to flourish.

We place the child at the centre of all learning and teaching, recognising that student wellbeing is essential for success. Our programs are designed to foster a strong culture of wellbeing across the school, supporting both academic growth and personal development.

Holy Trinity is committed to excellence in teaching and learning. We actively promote a growth mindset and nurture key student dispositions, known as our Touchstones. These are explicitly taught and developed to support students in becoming their best selves. At Holy Trinity, we believe that thinking, learning, and innovation can occur anywhere, anytime. Our Touchstones encourage students to:

- Act with integrity
- Be optimistic
- Show persistence
- Think creatively
- Work collaboratively
- Reflect on their learning

Curriculum Highlights

- Religious Education program based on the Archdiocesan framework
- Specialist subjects including Visual Arts, Italian (LOTE), Physical Education, and STEM
- Inquiry-based learning approach
- Positive Behaviours for Learning (PBL) framework

Principal's Report

I am pleased to present the 2025 Annual Report to our school community. This report offers an overview of the school's growth and highlights key initiatives and events throughout the year. It also provides an opportunity for our community to reflect on Holy Trinity's achievements and share in a sense of collective pride.

In our sixth year of operation, Holy Trinity Catholic Primary School has continued to thrive. This success is reflected in the school's growth, with enrolment reaching 427 students in 2025. Once again, we received over 100 applications from families seeking a Prep placement for the 2025 school year. Despite offering three Prep classes, we were unfortunately unable to accommodate all applicants wishing to begin their child's educational journey at our school.

Demand remained strong across all year levels, with extensive waitlists continuing, even following the addition of an extra Year 4 class, bringing the total number of classes across the school to eighteen classes. Recruiting new staff has presented greater challenges than in previous years, primarily due to the ongoing teacher shortage. Despite this, we were pleased to welcome nine new staff members to Holy Trinity, including a school nurse.

We began the 2025 school year with the completion of Stage 3 build, our new learning building. This facility includes six general learning areas, quiet reflective spaces, and a meeting room with a dedicated teacher planning area. Known as the Senior Building, it is now home to our Grade 5 and 6 students. We also proudly opened our newly renovated and extended administration area. With its strong street presence, it provides a more welcoming and accessible environment for all members of our community.

Following extensive consultation with our architects, Clarke Hopkins Clarke and MACS, we were excited to be able to include in our Stage 3 plans a COLA (Covered Outdoor Learning Area). This structure now spans the entire basketball court, providing a versatile and sheltered space for a wide range of school activities. The COLA was custom designed to complement our existing outdoor facilities. As part of our Stage 3 development, we also installed a new playground. An authentic example of student and community voice, both students and families were invited to participate in the selection process, voting on the design of the new playground that now enhances our outdoor learning environment.

We also installed a new modular building to support the growing number of children attending Out of Hours School Care. The new building has enabled our Out of Hours School Care provider, Big Childcare, to expand its licence capacity, providing more families with the opportunity to access this service.

At Holy Trinity Catholic Primary School, our mission continues to be guided by the MACS 2030 Strategy, which calls us to realise the vision of every student being inspired and enabled to flourish and enrich the world. Rooted in our faith and shared purpose of forming lives of faith, hope, and love in the light of Jesus Christ, this strategy shapes all aspects of school life and keeps us focused on what matters most: ensuring every student is known, valued and supported to thrive.

As a Catholic school and faith community, we continue to provide opportunities for students and families to grow in faith through prayer and liturgy, the celebration of sacraments, Family Sacrament Faith Evenings, whole school prayer, our Feast Day celebrations, and the Year 6 Graduation Mass. Our active Mini-Vinnies group also works to make a meaningful difference in living out our school vision. I would like to acknowledge and thank our Parish Priest, the Very Rev Denis Stanley, for his ongoing faith leadership and support.

Holy Trinity is once again fortunate to have a highly skilled and dedicated staff whose commitment to making a difference in the life of every child is evident in the learning opportunities they provide, enabling all students to flourish. Thank you for your continued dedication to creating a nurturing and stimulating environment where every learner is supported to thrive. I would also like to extend my sincere gratitude to the school leadership team for their guidance, leadership, and unwavering support throughout the year.

Holy Trinity's School Advisory Council continues to provide an important forum for parent voice and meets regularly to discuss matters relating to the school. I would like to extend a heartfelt thank you to the Council for their wise counsel and ongoing support. Your commitment and contribution as parent representatives of our school community are deeply valued.

Our Parents and Friends Association has continued to play a vital role in school life, generously supporting fundraising initiatives and school events. Thank you for your enthusiasm, hard work and strong sense of partnership.

To our families, thank you for your ongoing support and for entrusting us with your children's education. We deeply value our partnership with you and the important role you play in supporting your child's learning and growth.

The children of Holy Trinity remain at the centre of all that we do. They continue to inspire and give meaning to the work of our school each 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 2025, engagement with the Year of Pilgrims of Hope was a central focus with prayer and learning across the school aligned to this significant moment in the life of the Catholic Church. This was complimented by a continued emphasis on strengthening connections between Scripture, kindness, and the example of Saint Mary MacKillop. Staff participated in professional learning exploring her life and witness, deepening their understanding of faith in action through compassion and service.

This focus was further enriched through faith formation opportunities, including a Staff Faith Formation Day facilitated by Sister Rita Malavisi. The day centred on the theme of kindness, drawing on Scripture and the teachings of Jesus, and strengthening connections to Catholic Social Teaching. Staff continued their engagement through professional learning during facilitated planning sessions focused on building a community grounded in faith, hope, and love.

Religious Education planning continued to develop through an inquiry approach, supporting students to deepen their understanding of Jesus and the mission of the Church while making meaningful connections to their own lives.

The school maintained a strong partnership with the Parish of Our Lady of Mt Carmel in supporting the Sacraments of Reconciliation, First Eucharist, and Confirmation with continued growth in student participation.

Prayer and liturgy remained central to school life, with weekly Whole School Prayer and the observance of Holy Days of Obligation. Family engagement continued to strengthen with strong attendance at prayer gatherings. The school choir contributed to key liturgical celebrations, including the Sacrament of Confirmation at St Patrick's Cathedral.

A whole-school Holy Week pilgrimage provided opportunities for students, staff, and families to engage in prayer and reflection. Each year level shared their learning through Scripture-based displays creating meaningful opportunities for the community to participate in and experience the significance of Holy Week.

Social justice initiatives across year levels including the work of Mini Vinnies, further strengthened students' understanding of Catholic Social Teaching and provided opportunities to live out Gospel values through action, with a particular emphasis on supporting our own school community.

Value Added

Value added:

- Strong engagement with the Year of Pilgrims of Hope, with prayer and learning across the school aligned to this significant moment in the Catholic Church
- Deepened understanding of Saint Mary MacKillop as a significant figure, connected to one of our House Teams
- Ongoing staff professional learning in Scripture and prayer, supported by an external facilitator
- Regular facilitated planning sessions for teachers from Prep to Year 6, led by the Religious Education Leader
- Integration of Religious Education across Discovery Learning and other curriculum areas, highlighting meaningful connections
- Continued celebration of school Masses and liturgies, including Holy Days of Obligation and Holy Trinity Feast Day
- Weekly Whole School Prayer held in the Community Hub, with classes participating both in person and via Google Meet
- Whole-school Holy Week pilgrimage, providing opportunities for prayer and reflection, with each year level presenting interactive, Scripture-based displays
- Increased staff voice and leadership in the planning and delivery of Whole School Prayer
- Ongoing engagement in the Parish Sacramental Program
- Family Faith Nights offered in partnership with the parish for students and families from Prep to Year 6
- Confirmation Faith Day, including a visit from Bishop René Ramirez, strengthening students' understanding of the Sacrament and their connection to the wider Church
- Excursions to St Anne's Church to support student connection with the parish and broader Church community
- Growth and development of the Mini Vinnies group with Year 5 and 6 students commissioned as leaders
- Opportunity for the school community to gather in prayer following the passing of Pope Francis, with a dedicated reflection space provided

- Student Leadership Team participation in Catholic Education Week celebrations at St Patrick's Cathedral
- Student-led social justice initiatives, including Project Compassion, Socktober, Grocery Drive for the Asylum Seeker Resource Centre (ASRC), and the Christmas Mini Vinnies Appeal
- Year 6 Mini Vinnies students delivering groceries to the ASRC, engaging with staff, and participating in service-based learning experiences
- Student artwork selected for display at the Catholic Education Week Visual Arts Show
- Use of visual displays throughout the school to highlight significant liturgical seasons and events, including Sacraments, Lent, Easter, and Christmas
- Carols Night celebration, sharing the Christmas story through music and a Nativity presentation, engaging the wider school community

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 2025, Holy Trinity continued to strengthen the implementation of its instructional model to ensure consistent teaching practices across all year levels and curriculum areas, aligned with the MACS Vision for Instruction. Learning Leaders engaged in coaching with two external consultants, setting targeted goals to evaluate their impact and enhance their capacity to mentor teachers in improving student learning outcomes.

This work enabled Learning Leaders to collaborate closely with teachers in classrooms, modelling effective practice, providing feedback, and supporting reflective teaching. Professional learning was delivered in a structured manner, with teachers drawing on evidence-based resources, including the MACS Walkthru Hub to develop clear and purposeful goals aligned with the school's Annual Action Plan.

Coaching goals, mentoring conversations, and reflections were documented using observational feedback tools. This process supported ongoing follow-up and rich professional dialogue between Learning Leaders and staff, enabling them to reflect, refine their practice and measure the impact on student learning.

Further professional learning opportunities were provided to support teachers and staff, these included:

- Student Wellbeing - Alanah and Madeline Foundation
- Digital Technology - Safe and Effective use of AI
- Classroom Engagement Strategies - Glen Pearsall
- Religious Education - Sr Rita
- Effective Teaching Strategies and Questioning - Kate Korber
- Explicit Teaching - OCHRE Resources, Teaching Walkthru's, Retrieval Practices (in line with MACS Vision for Instruction)
- Assessment and Reporting - Victorian Curriculum 2.0, Data Analysis and Moderation

(Writing and Mathematics)

- Education Support Staff continued to engage in targeted professional learning provided by the school's Speech Pathologists which was aimed at deepening their understanding of foundational speech and language skills.

Targeted teaching programs were implemented across the school following thorough analysis of student achievement data and in alignment with the goals outlined in the 2025 Annual Action Plan.

In Literacy, this was exemplified by the introduction of Initialit in Prep, providing staff with a structured, evidence-based phonics program designed to strengthen teacher pedagogy and confidence in the explicit teaching of phonics, resulting in improved student outcomes. This was complemented by the continued implementation of the MiniLit and MacqLit intervention programs across Years 1–6, supporting students requiring additional assistance in literacy.

In Mathematics, the appointment of a Mathematics Leader in an expanded four-day role enabled increased capacity for targeted intervention. Priority cohorts were identified through analysis of 2024 NAPLAN and PAT-M data, with a particular focus on Year 6 girls and the Year 4 cohort. Interventions included the establishment of a dedicated Year 6 girls' mathematics group, operating twice weekly, alongside targeted small-group instruction in Year 4. These interventions were led by the Mathematics Leader, with the support of Education Support staff.

Throughout 2025, a wide range of initiatives and opportunities were provided to enhance student engagement across the school. These included participation in the Premier's Reading Challenge, the Prime Minister's Spelling Bee, the Maths Rocks Times Tables Challenge, and the Greater Western Water Poster Competition, among others. Notably, a Holy Trinity student achieved outstanding success in the Australian STEM Video Game Challenge, placing in the top five out of more than 150 entrants.

Holy Trinity continued to provide a range of extension opportunities for children in Years 1–6. This included participation in the G.A.T.E.WAYS program, which offered Writing and Science workshops and saw an increased uptake of these workshops in 2025. The Mathematics Olympiad program also continued, offering children in Years 3–6 the opportunity to further develop their problem-solving and mathematical thinking skills. The program was expanded to four groups, enabling greater access for children to engage in this extension opportunity.

A variety of learning and teaching events further enriched student experiences, providing opportunities for the children to showcase their learning and actively engage in the broader school community. These included, but were not limited to:

- Book Week
- Year Level incursions and excursions
- Year Level Expos

- Whole school performance and Yarning Circle with Mitch Tambo
- Water Safety incursions and excursions
- Online Cyber Safety incursions
- Carnevale Day
- House Sports Days
- Christmas Carols

Student Learning Outcomes

In March, students in Years 3 and 5 participated in the National Assessment Program: Literacy and Numeracy (NAPLAN). The results indicated an overall improvement in the school's performance relative to state averages.

In Year 3, across all domains, the school recorded a lower percentage of students in the 'Developing' proficiency level compared to the state, along with a higher average score in Reading. In Year 5, strong performance was evident in Spelling and Writing, with the school outperforming state results in both areas. While the data demonstrates a reduction in the number of children achieving below expectations, it also highlights a continued need to further extend high-achieving students across the school.

Progressive Achievement Test (PAT) Reading data showed consistent growth across most cohorts, with many achieving at or above benchmark levels. Two cohorts performed below benchmark and have been identified as priority areas for focus in 2026. Encouragingly, the majority of children receiving targeted literacy intervention demonstrated strong growth.

Similarly, PAT Mathematics results indicated that approximately half of the cohorts achieved at or above benchmark. Targeted interventions in Year 6 led to significant improvements, including a reduction in the number of children identified as at risk and an overall achievement of the cohort.

The implementation of a consistent whole-school spelling scope and sequence, supported by targeted teaching resources, contributed to notable growth in student outcomes. Most children progressed by at least one spelling stage, while those who did not demonstrated improved application of explicitly taught spelling strategies. Spelling will continue to be a key focus area for Holy Trinity as the school moves into 2026.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	415	68%	400	58%
	Year 5	490	68%	483	61%
Numeracy	Year 3	408	72%	406	69%
	Year 5	488	70%	480	67%
Reading	Year 3	423	74%	412	68%
	Year 5	503	80%	500	78%
Spelling	Year 3	412	70%	402	63%
	Year 5	497	83%	476	74%
Writing	Year 3	414	85%	404	78%
	Year 5	498	81%	487	75%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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 foster a welcoming, inclusive, and positive learning environment where student wellbeing remains central to all aspects of school life. In 2025, there was a strengthened focus on social and emotional learning, with weekly Social and Emotional Wellbeing and Circle Time sessions embedded across all classrooms.

To further support staff, the Student Wellbeing Leader worked collaboratively with teachers during planning sessions to analyse the PAT Social and Emotional Wellbeing survey data and assist in the development of targeted wellbeing lessons each term. This ensured a responsive and data-informed approach to supporting student needs.

The school also continued to strengthen its whole-school implementation of the Positive Behaviour for Learning (PBL) framework. PBL is an evidence-based approach that unites the school community in building a positive, safe, and supportive learning environment, contributing to improved social, emotional, behavioural, and academic outcomes for students. Staff engaged in ongoing professional learning to deepen their understanding and consistent application of PBL practices across all year levels.

As part of the school's acknowledgement system, students were recognised for demonstrating positive behaviours aligned with the school's expectations of being Safe, Inclusive, and Respectful. Students received PBL tickets, which could be collected and exchanged at the PBL shop, held at least twice per term, further reinforcing positive behaviour and student engagement.

Value Added

Value added:

- Appointment of a new fulltime Learning Diversity Leader.

- Engagement of a new CatholicCare School Counsellor (increased to two days a week).
- Ongoing participation in the Mental Health in Primary Schools (MHiPS) state government initiative.
- Weekly Circle Time sessions embedded across all classrooms.
- Consistent use of the language of the Zones of Regulation framework
Implementation of the Positive Behaviour for Learning (PBL) framework and acknowledgement system.
- Continuation of a wellbeing feelings check-in process in every classroom.
- Weekly PBL focus on the three values; Safe, Inclusive and Respectful.
- 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.
- Diabetes Training training Level 1 and 2, completed by all staff.
- Informal fortnightly wellbeing check-ins with the Student Wellbeing Leader for students who may require extra support.
- Year Prep-6 PAT Social & Emotional Wellbeing survey completion and data analysis by teachers.
- 2026 Transition Program - Step Up Day.
- Continued partnership with Inform and Empower (Digital Safety & Wellbeing).
- Introduction and implementation of a Wellbeing sensory and calming space that is based on teacher referrals (Anxiety, Emotional Regulation, School Refusal, Lesson/break transitions, Social concerns etc).
- Introduction of the Positive Postcards initiative: fostering home-school connections and student wellbeing through personalised communication.
- Participation in special days/weeks such as Harmony Day, Bullying No Way Day - National Week of Action, RU OK? Day and National Child Protection Week.
- Year 3-6 ThinkUKnow Cybersafety Education incursion led by Sunbury Police.
- Kids Helpline incursions taking place in various year levels.
- Regular student wellbeing professional learning and support for staff.
- Social skills intervention for selected students with the school Speech Pathologist and Student Wellbeing Leader.
- A targeted Kindness Program (Friendship Saver Program) was implemented for the Year 3 and 4 students.
- A whole school goal of 'kindness' initiated throughout the school during Semester 2.
- Regular Program Support Group (PSG) Meetings with parents to support adjustments being made for the Nationally Consistent Collection of Data (NCCD) funding model.
- A new process of collecting evidence of adjustments by teachers, including uploading this to a shared document and then added to a whole school spreadsheet.
- Classroom teachers were provided release time to conduct a mini audit of NCCD documentation at the end of each semester.

- An internal audit of the 2024/2025 NCCD cycle was completed, incorporating staff moderation processes to ensure a consistent and shared understanding of evidence and adjustments across the school.
- Successfully completed a Federal audit of the 2023/2024 NCCD submission, confirming compliance with national requirements.
- Multiple staff meetings were held regarding Learning Diversity.

Student Satisfaction

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

The 2025 MACSIS student data suggests the following:

- There has been a increase in the number of students who report that they would raise a concern or worry with a trusted adult at school, indicating strengthened perceptions of safety and support.
- Student voice data indicates that 68% of students in Years 4–6 believe that the school’s leadership structures are effective, representing a notable improvement.
- There is also growing evidence that students feel their teachers actively seek and value their perspectives on matters that are important to them as well as the school.

Student Attendance

Holy Trinity Catholic Primary School ensures that all duty of care obligations are met to support the safety and wellbeing of every student. Regular school attendance is a key priority, with clear processes in place to promote student engagement and connectedness. Parents and carers have a legal responsibility to ensure their child attends school consistently, and the school maintains accurate records of all absences while closely monitoring attendance patterns.

In line with the school’s Attendance Policy, attendance is recorded twice daily using the COMPASS platform. The following procedures support effective monitoring and communication:

- Electronic rolls are marked each day by 9:00am and 2:15pm
- Students arriving after 8:50am are required to report to the school office, sign in via COMPASS, and obtain a late pass to present to their classroom teacher
- Parents/carers are expected to notify the school by 9:00am if their child will be absent
- An SMS notification is issued for any unexplained absence by 9:15am

Where attendance concerns arise, the school implements a staged response:

- Parents/carers are contacted when a student has three or more unexplained absences
- For absences of five or more consecutive days (e.g. family holidays), a signed Student Exemption Absence Form must be submitted to the Principal
- Attendance data is included in mid-year and end-of-year reports, with teacher commentary provided where attendance is a concern
- School leadership is notified in cases of ongoing or habitual absenteeism

Through these processes, Holy Trinity works in partnership with families to ensure students attend school regularly and are supported to fully engage in their learning.

Average Student Attendance Rate by Year Level	
Y01	88.35
Y02	87.94
Y03	85.55
Y04	84.08
Y05	84.79
Y06	85.94
Overall average attendance	86.11

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

To support ongoing leadership growth, a coach was employed to work with school leaders throughout the year. The coach supported leaders to reflect on their practice, build their confidence, and strengthen their leadership skills. These regular coaching sessions enabled leaders to set goals, work through challenges and continue developing a positive and collaborative leadership culture across the school. Building on this, school leaders supported teachers through observation and explicit coaching, helping to build their capacity and strengthen their practice.

Members of the school leadership team continued to participate in the MACS School Improvement Network Meetings with Dr Simon Breakspear, deepening their understanding of how cognitive science supports effective teaching. This learning helped refine Holy Trinity's instructional model as we explored a Multi-Tiered System of Supports (MTSS), a framework that uses evidence-based teaching practices to ensure every child receives the appropriate level of support and instruction to succeed.

As a leadership team, we also attended the Flourishing Learners Conference provided by Melbourne Archdiocese Catholic Schools. Experts in explicit instruction and education delivered valuable keynotes and presentations across the two-day conference, further strengthening our understanding of effective teaching and learning practices.

Our School Improvement Plan for the current improvement cycle continued to guide our professional learning. As a result, professional learning meetings focused on building and refining staff practice especially in the areas of daily review, retrieval practice, and checking for understanding.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

In 2025, our school participated in the follow teacher professional learning:

Whole Staff Professional Development:

- Learning and Teaching: Glen Pearsall - Focus on Feedback, Assessment, Instructional Practice and Student Engagement
- Learning and Teaching: Alannah and Madeline Foundation / e-Smart - Focus on Kindness and Empathy
- Faith Formation: Staff Formation through Mary MacKillop linking our Catholic social Teachings

Catholic Identity

- Staff Faith Formation with Sr Rita Malavisi

Learning and Teaching

- 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

Compliance

- 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 Level 1 and 2

Participation in MACS led Professional Development:

- MACS School Improvement Network Meetings - Vision for Instruction

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • North-West Principal's Network • North-West Deputy Principal's Network • Northern Region Religious Education Leaders Network • Northern Region Wellbeing Leaders Learning Diversity Network Meetings • Flourishing Learners Conference • e-Safety Summit 	
Number of teachers who participated in PL in 2025	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 44 staff, both teaching and non-teaching staff.

Key strength areas identified on the 2025 staff survey were:

- **Collective Efficacy:** Increased from 78% to 85%, reflecting strengthened staff confidence in their collective capacity to improve instructional practice and positively impact student learning.
- **Collaboration:** Staff perceptions of how effectively teachers work together in teams to improve teaching and learning have continued to strengthen.
- **Instructional Leadership:** There has been a significant increase in staff perceptions that the school leadership team effectively supports teachers in addressing instructional challenges within their classrooms.

There was also a significant improvement in staff perceptions of the positive influence of school leadership, particularly in relation to responsiveness to feedback and support in setting and achieving professional learning goals.

Teacher Qualifications	
Doctorate	0
Masters	7
Graduate	2
Graduate Certificate	1
Bachelor Degree	15
Advanced Diploma	2
No Qualifications Listed	13

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	39
Teaching Staff (FTE)	35.4
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	12.69
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

Holy Trinity Catholic Primary School has continued to grow as a vibrant and welcoming community, with many new students, staff members, and families joining throughout the year. A strong focus remained on building and strengthening positive partnerships between families and the school by providing a range of opportunities to engage in school life. These included parent helper roles in classrooms, participation in weekly whole-school prayer, year level Celebrations of Learning, and “Let’s Act” initiatives arising from Discovery Learning.

Parent and carer involvement continued to be a priority across both classroom and whole-school contexts. Families contributed as classroom helpers, shared their professional expertise, supported incursions and excursions, and actively participated in events such as House Sports Days.

The Parents and Friends Association (PFA) met regularly to coordinate a variety of activities for students and social opportunities for families. Highlights included Mother’s and Father’s Day stalls, special lunch events, fundraising initiatives, raffles, and the highly successful Colour Run.

The school also maintained its valued partnership with The Fathering Project through the Dads of Holy Trinity (DOHTs) group. This initiative supports fathers and father figures by fostering connection, sharing practical parenting strategies through the school newsletter, and hosting regular meetings and events to welcome and engage members of the community.

Transition programs for both Prep and Year 7 students remained a key focus, supporting smooth and positive transitions into new learning environments. The school’s active involvement in the Sunbury and Diggers Rest Secondary Transition Network, as well as the

Sunbury Early Years Transition Network, strengthened community connections and enhanced transition outcomes for students entering both primary and secondary education.

Engagement with the wider community also continued to grow. The school choir proudly represented Holy Trinity at community events such as SunFest and performed Christmas carols at Sunbury Square. Partnerships with local organisations—including the Hume Global Learning Centre (Library), Greater Western Water, Sunbury RSL, local kindergartens, Sunbury Square, Salesian College, and Sunbury Downs Secondary College, further enriched learning opportunities and strengthened community ties.

Other achievements also included:

- Open Day
- Meet 'n' Greet afternoon prior to the start of the school year
- Easter Bonnet Parade
- Carnevale Day
- Harmony 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 2025 MACSSIS (Melbourne Archdiocese Catholic Schools – School Improvement Survey) was completed by 31 families, with the highest level of participation recorded among Year 2 families. The parent responses provided results, depending on the year level their child was in.

Overall, the survey indicated that following:

- School Climate - Families' perceptions is the school values the diversity of children's background.
- Communication - Families also indicated that feedback from the school to help understand how their child is doing in other aspects of school life such as their peer/ social relationships and wellbeing has improved.
- Catholic Identity - Families' perceptions of has continued to increase the catholic mission underpinning the policies and practices of our school has increased slightly.

The survey also highlighted that engagement barriers continues to be childcare as well as work schedules 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