



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

Holy Trinity Catholic Primary School

2019

REGISTERED SCHOOL NUMBER: 1910



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E NUMBER	E1346

Minimum Standards Attestation

I, Vincent Bumpstead, attest that Holy Trinity Catholic Primary School, is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

May 2020

Our School Vision

Our School Vision Statement

Holy Trinity Catholic Primary School
is a faith community inspired by the love of God, within
the Parish of St Francis Xavier.

**We strive to create a positive and collaborative
learning community that inspires all to reach their full
potential living justly and compassionately within a
global community**

LIVE – be involved

LOVE – be inclusive

LEARN – be enlightened and embrace
God's Word



School Overview

Holy Trinity Catholic Primary School opened in 1987 as the second primary school in the Parish of St Francis Xavier in Montmorency. It is a two stream school with two classes in each level. In 2019 Holy Trinity had 389 students.

During 2019 we continued to work in the areas identified by our School Review process in 2017. These were:

Learning & Teaching: To develop a learning environment where learning is personalised and all students and staff are challenged and supported to achieve ongoing improvement, success and engagement.

Education in Faith: To nurture and encourage the development of our Catholic faith and the spirituality and mission of each person within the Holy Trinity school community

Student Wellbeing: To foster a positive school and classroom environment.

Leadership & Management: To develop a vibrant, empowering professional culture based on collaboration, openness and trust, reflective of our Catholic context.

Community: To improve connectedness and student learning and wellbeing outcomes through collaborative, purposeful partnerships between the school, parish and the wider community.

In May our Parish Priest, Fr Terry Kean, transitioned to Pastor in Solidum, and Fr Michael Sierakowski assumed the role of Moderator of the Parish of St Francis Xavier Montmorency. Later in the year Fr Michael also became the Moderator of the Our Lady Help of Christians Parish in Eltham. During the year he has been working with both Parish Communities to start moving to a combined Parish. This also means that Holy Trinity Catholic Primary School, St Francis Xavier Primary School and Our Lady Help of Christians Primary School will now work in partnership. This will be an ongoing discussion as to how this will look, but it is an exciting time where all three schools can work together to collectively improve.

We continued to improve the professional knowledge of our staff by working a Literacy Coach. This was to ensure consistent practice in our school, as well as to raise our expectations of our students. This year we joined the Learning Collaborative Community, an initiative of the Eastern Region, based on the work of Professor Lynn Sharratt. This powerful professional learning challenges our staff to know the data around their students, to use data to inform their teaching, and to collaborate to work towards maximising the growth of all students.

We continue to link our Social Justice to our Catholic Tradition. Our students understand that our Faith story calls us to action: not just because it is the right thing to do, but more so because our Catholic Story is one of helping those who are less fortunate than ourselves. Our relationship with our Friendship School in the Philippines continued, supporting San Rafael, a school which is in its early stages of development.

We hope that it too, can become a sign of hope for the students in the surrounding areas. The Parish trip to the Philippines where we had some students, parents and teachers visit our sponsor school was a highlight.

Principal's Report

2019 continued to be an exciting and dynamic year for the Holy Trinity Community. As you can see from our front cover, we continued to highlight our aboriginal history and heritage through our involvement in the Fire Carriers project. The Class Totem poles emphasised our commitment to ensuring our students appreciate the rich history of Australia.

Our staff continued to work hard in ensuring that all students made a minimum 12 months growth for the year. This involved all staff collaborating to assist each other with strategies to engage our students in their learning. Our participation in the Learning Collaborative, based around the work of Professor Lynn Sharrett has focused on all students being targeted with specific, explicit teaching. We look forward to continuing to be involved in this project in 2020.

Holy Trinity has continued to have a strong parent school partnership. This was reflected by the strong participation in Parents' Committee and Works and Maintenance Committee. Strong parent support in the classroom ensured that our students were well supported. The support through the Bridges Program and Sport coaches has been greatly appreciated.

The appointment of Fr Michael Sierakowski as Moderator of St Francis Xavier Parish and Our Lady Help of Christians will create amazing opportunities for our school community in the future.



Education in Faith

Goals & Intended Outcomes

- To nurture and encourage the development of our Catholic faith and the spirituality and mission of each person within the Holy Trinity school community.
- That students and staff make meaningful connections between their lives and actions, and the Catholic faith.

Achievements

- Reconciliation, First Eucharist and Confirmation Sacramental program combined with Holy Trinity's sister school St Francis Xavier, Montmorency
- Interactive and socially engaging Sacramental workshop days for First Eucharist and Confirmation, combining with St Francis Xavier, Montmorency
- Faith Nights for Sacramental Years 2, 3 and 6
- Successful attendance of Year 6 students, parents and sponsors at the Confirmation faith night: the guest speaker, Saad (Syrian refugee-medical student) proved to be inspirational and engaging to our community
- Faith Night for Prep Year Level - Preps in Pyjamas. Father Terry Kean provided a faith discussion opportunity with the Religious Education Leader, Kathy Toomey, based on responses from Prep children around their perception of God. The night was well attended by parents and Prep students. Prep children received a Prep Prayer Booklet to introduce prayer and parts of Mass appropriate to their level of learning
- Introduction of Year Level Masses, rather than class Masses. The Masses have continued to be highly attended and prayerful celebrations
- Whole School Masses for Holy Trinity Feast day and beginning and end of year Mass. Students were involved with readings and choir for the singing of hymns: this has been most successful and contributed to reverent and happy celebrations of our Catholic faith story
- Staff masses celebrated at the beginning and end of school year with staff from St Francis Xavier
- Christian Meditation every morning in classrooms
- Guided Meditation Professional Development for students and staff provided by Jude Casperz. Guided Meditation introduced to Christian Meditation sessions approximately once per week and as an option in classes
- Christian Meditation run every Thursday during the second half of lunch facilitated by the student Religious Education Leaders. Approximately 15-20 students in attendance most weeks
- Advent liturgies led in classrooms by the Year 6 RE Leaders and other interested Yr 6 students -Thinking routines used for activities
- Easter Walk carried out by the whole school. Students were required to produce an art piece from an event in Holy Week
- Year 6 RE Leaders attended the Kids View Social Justice Conference. This was used as a lead in to run a combined school Social Action Day with our sister school, St Francis Xavier Montmorency

- Grandparents/Special Persons Day liturgy introduced to take place in classrooms, rather than as 2 separate groups. Year 6 RE Leaders and chosen Year 6 students helped lead these liturgies. Introduced the involvement of visitors to read prayers of intercession, this proved to be more intimate gatherings
- Grandparents/Special Persons Day donations of cans of food were brought by families for families in need, to be donated to St Vinnies for distribution to the community. Morning tea was provided for visitors in the Multi-Purpose Room and was well attended and much gratitude was shown for the day
- Feast Day for the Assumption of Mary- Prayer space set up in the Sacred Space to honour this Feast day
- Feast Day of St Mary Mackillop- Prayer space set up in the Sacred Space to honour this Feast day
- Continued implementation of the new RE Framework for the planning of RE curriculum and the framework was continued to be used for reporting against the learning descriptors and reporting progression
- Introduction of the use of Catholic Social Teaching Principles and Caritas units of work to complement the planning of Units by teaching staff
- One RE Professional Learning Meeting was given per term, working alongside the Learning and Teaching leader to specifically plan for each term's RE/Inquiry curriculum and implement learnings from the Catholic Education Melbourne's Horizons of Hope document
- RE concepts combined with Student Well-being concepts continued to be used to assist with planning
- Continued with the use of a Prayer Scope and Sequence for all year levels. Preps were given a Prayer book at their Faith Night
- New Parish Priest arrived in our community in May. Federated Parish model introduced to our parish communities of Eltham and Montmorency, including the schools within the parishes: Our Lady Help of Christians Eltham, St Francis Xavier Montmorency and Holy Trinity Eltham North
- Prayers carried out before meetings. Introduction of the Gospel reading of the week on the front of the school newsletter and said at weekly professional learning meetings
- RE news and links made in newsletters
- Social Action Day led by Year 6 student leaders and teachers on the Social Justice Committee, along with Glenys Gayfer- President of Kadasig and Clare Canty-HT Staff member, following a recent trip to visit Holy Trinity's friendship school in the Philippines in February 2019
- Continued and maintained links between Holy Trinity and San Rafael Elementary in the Philippines
- Balikbayan boxes packed and sent to our friendship school - old books from library, toiletries collection, donations etc.
- Continued to collect for St Vincent de Paul for the Christmas appeal, collections were also made as a Eucharist group action and for our annual Grandparents/Special Persons Day
- Graduation mass continued to be held at SFX church and dinner at the St Francis Xavier hall
- Prayer table placed in staff foyer to highlight our Catholic identity and liturgical seasons by the use of the coloured cloths

- Use of Liturgical Lamps in school foyer and Sacred Space, highlighting Feast days, Sacraments and liturgical seasons
- Photos placed in foyer of Sacramental groups
- Continual update of scripture resources for classrooms.



Learning & Teaching

Goal

To engage students in best practice pedagogy which promotes high personal achievement and maximises learning for all

Intended Outcomes

- That literacy and numeracy outcomes will be improved.
- That students will be engaged, independent, resilient, confident and responsible learners.

Achievements

- In 2017, 2018 and 2019 100% of Year 3 students at Holy Trinity were at or above the minimum standard in Grammar and Punctuation, Numeracy Spelling and Writing. There was a slight downward movement in the achievement of minimum standards in 2017 in Reading by -1.9%. However, in 2018 and 2019 100% of students were at or above the minimum standard for reading as well.
- In Year 5 in 2017, 2018 and 2019 the number of students that were at or above the minimum standards for Grammar and Punctuation fluctuated. In 2017 there was a downward movement of -1.9% in students at or above the minimum standard for Grammar and Punctuation. Then in 2018 data 100% of year 5

students were at or above and then another change with a drop of - 1.8 % in 2019.

- The Year 5 data for Numeracy, Reading, Spelling and Writing for 2017, 2018 and 2019 indicates that 100% of Year 5 students were at or above the minimum standard.

STUDENT LEARNING OUTCOMES

Holy Trinity has continued to offer a variety of practices and programs to enhance student learning. These include:

- Professional learning in the areas of Literacy, Mathematics, Inquiry Learning, has been undertaken by all staff to continue to extend, develop and consolidate knowledge of effective teaching strategies and tools. This professional learning has been both school based and external
- Continued implementation of Learning Intentions and Success Criteria in all curriculum areas
- A term by term review process is undertaken with the staff and Leaders in the school. These meetings are designed to assess the needs of staff, to set and project learning goals in line with the Victorian Standards for Learning and Teaching
- Weekly Professional Action Learning Meetings in Literacy and Numeracy
- Professional Learning in formative assessment in Numeracy
- Professional Learning in providing a balanced Literacy Program Prep-Year 6
- Inquiry continued to be an important focus within the classrooms. Teacher planning days extended from half day to full day once per term to examine data to inform the planning
- The use of Catholic Education Melbourne Horizons of Hope as the catalyst for the approach to Inquiry is a main focus Learning area for Staff with continued Professional dialogue and development in use of Horizons of Hope and Religious Education guidelines
- Continued use of the Lotus model for mapping curriculum which links to Horizon of Hope statements and Religious Education
- Professional Learning Meeting to analyse NAPLAN Data to inform teaching
- Professional Learning to analyse School Improvement Survey
- Professional learning introducing new RE framework
- Professional Learning unpacking and using Horizons of Hope Catholic Education Melbourne documentation for planning
- Professional Learning Meeting continuing to the focus on Visible Learning
- Professional Learning Meeting continuing to the focus on Visible Thinking throughout all curriculum areas
- Professional Learning Meeting Berry Street Program
- Professional Learning Meeting in Anaphylaxis training
- Professional Learning Meeting Warden Training
- Professional Learning Meeting in SeeSaw
- Professional Learning Meeting Autism Spectrum

- Specialist Programs in Physical Education, LOTE (Italian), Music and Library
- STEM program continued
- Continued use of Google Docs with staff in 2019
- Following from 2018 established non-negotiable requirements in Literacy and Numeracy, staff continued development of consistent representation of the non-negotiable requirements in planning documentation across all levels of the school
- The externally provided Instrumental Music Program continued
- Continued Literacy Support, Mathematics Intervention, Reading Recovery and the Bridges Program were offered to students identified as requiring extra assistance in meeting their learning goals
- Education Support Employees continue to provide valuable assistance in meeting the needs of students requiring additional support in all areas of school life
- Literacy and Numeracy programs have been offered to students identified as requiring extension in their learning. These include Literacy Bridges program, Australian Mathematics Competition, Australian Mathematics Challenge, Maths Olympiads, Maths Games, Maths Intervention Program and GRIN Program
- Implementation of Levelled Literacy Intervention program across whole school Foundation – Year 6
- Regular Program Support Group meetings with parents, school staff and outside educational agencies were facilitated for students requiring additional support
- The Literacy and Mathematics Parent Helper Course was well attended and has been valuable in informed parent participation in the classroom
- Student Leadership programs to promote student voice and engagement were continued. These included Student Class Leaders, School and House Captains and Student Curriculum Leaders
- Stronger emphasis given to the Fire Carrier Leadership Program including an increased number of leadership roles
- Fire Carrier Student Team created
- Leadership workshops - Kate Wilde - provided for Year 6 students to develop Leadership skills
- Professional learning - Victorian Curriculum/ Capabilities
- Use of Tallis Habits in support of developing the General Capabilities extended to Prep, Year 1 and Year 4
- St John's First Aid training for students
- Weekly professional Learning at Year 3 & 5 with a Literacy Coach
- Introduction of Book boxes Year 3 & 5
- NCCD professional learning ongoing
- Continuation of LLPLP LOTE Initiative
- STEM project Year 5 & 6 with Akorn Educational Services
- Commitment to Fire Carrier Program in School and in curriculum planning.
- Student fire Carriers attend Fire Carrier Day at Healesville Sanctuary
- Staff continue to upgrade their safety procedures participating in School Emergency professional learning and drills.
- Graduate Program for Graduate Teacher Year 4

- Outdoor education for Year 5 students- The Briars
- Sovereign Hill extended Day for Year 5 students
- Outdoor education for Year 6 students- Canberra camp continued
- Administrative staff attended professional learning days
- School Leaders are supported to attend network Professional Learning meetings, enhancing leadership skills and knowledge
- The Learning Collaborative Professional Learning Meetings, unpacking the 14 parameters with Staff beginning with parameters 1, 6 & 14
- The Learning Collaborative Professional Learning meetings completing 14 Parameters
- Professional Learning meeting to unpack and create Data Walls at each Year level

Student Wellbeing

Goals & Intended Outcomes

Goal:

To foster a positive school and classroom environment.

Intended Outcomes:

- That our students develop as empowered, engaged and autonomous learners and leaders.
- Continue to ensure a consistent whole school approach to the delivery of the student wellbeing practices.
- Continue to build a link between student wellbeing practices and Catholic identity.

Achievements

- Reinforcement of the 5 core values for Holy Trinity Catholic Primary School in line with the Catholic Social Teaching Principles
- Wominjeka week - a wellbeing focus for the first 3 days of school was well received
- All staff attended Day 2 and 3 of the Berry Street Education Model: Body Domain
- You Can Sit with Me kindness campaign was continued by the Student Wellbeing Leaders
- Our Respectful Relationships journey continued
- The Resilience, Rights and Respectful Relationship curriculum was introduced over a 2 year cycle.
- Staff attended professional learning about the Resilience, Rights and Respectful Relationship curriculum
- Interrelate Family services were outsourced to present our Puberty Education. Evening Workshops for families and students from **Years 3-6** were run. Follow up student sessions were held for both Year 5 and Year 6 students within the classroom
- The Holy Trinity Student Code of Conduct was sent home to all families

- All Year 6 students participated in a series of Leadership workshops facilitated by Kate Wilde
- Professional development undertaken by the Student Wellbeing Leader in the Berry Street Educational Model and the Respectful Relationships Initiative and the PROTECT document and procedures
- Wellbeing Leader continuing to support classroom teachers with resources and teaching strategies for social and emotional learning
- Wellbeing leader continuing to meet with parents and students with Social Emotional Learning (SEL) concerns
- All teachers continue to use an online platform, nForma Wellbeing, to track all students with SEL needs across all year levels
- Autism Behavioural Intervention Association Behaviour Management Workshop presented over 2 Professional Learning Meetings (PLM) to which all staff, including Education Support Employee staff were invited
- Restorative Practices and Student Wellbeing Policies reviewed and presented at staff meeting in Term 1
- Positive Behaviour Support practices and policies shared at PLM
- Well Being leader and Class leaders and student leaders involved in running assemblies, lunchtime clubs representing school at outside events

STUDENT SATISFACTION

Based on the 2019 Catholic Education Melbourne School Improvement Survey:

- 79% positive score about students' mindset about themselves as positive learners
- 76% positive scores about how much students feel they are valued members of the community
- 82% positive comments about how teachers hold them to high expectations
- 71% of positive comments about the strength of the social connection between teachers and students, within and beyond the school

STUDENT ATTENDANCE

- Non-attendance has not been an issue in the past year

School attendance is marked on the electronic roll each school day in the morning and the afternoon. Each Semester, any days of non-attendance are marked on the school reports. As written in the Holy Trinity Parent Handbook, all absences from school require a note from the parents explaining the absence upon his/her return to school. If a child is absent from school and notification from the parents has not been received, the parents will be contacted by 9.30 am to explain the absence of their child.

If a teacher has any concerns about the attendance of any student, they bring this to the attention of the Principal, who will contact the parents to seek clarification for the student's non-attendance. If the student's non-attendance is still a concern, a formal meeting with the parents will be arranged to discuss these concerns.

Child Safe Standards

Goals and Intended Outcomes

At **Holy Trinity** we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.

Purpose of the Policy

The purpose of this policy is to demonstrate the strong commitment of Holy Trinity to the care, safety and wellbeing of all students at our school.

It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

This policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 870.

This policy applies to school staff, including school employees, volunteers, contractors and clergy.

Principles

Holy Trinity has a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard and they are safe and feel safe.

The following principles underpin our commitment to child safety at Holy Trinity:

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and holistic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.

- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

Achievements

- **Holy Trinity Primary School** has always been committed to the highest standards of child safety and has a zero tolerance for child abuse. Every member of the school community, including staff, parents, volunteers, contractors and students have an important role in helping children be safe.
- As a School we have used the introduction of the new Victorian Child Safe Standards as an opportunity to review all the School's policies and practices regarding the School's care, safety and welfare of children. The new Child Safe Standards go further than previous child protection arrangements and apply to all School community members including volunteers and contractors, visitors and students' family members as well as students over 18 years of age.
- The Child Safe Code of Conduct and Child Protection Risk Management Strategy were presented to the School Advisory Board on Wednesday 20th July, 2016.
- A new Code of Conduct for all members of the School Community and Child Safety Code of Conduct, have been introduced which are available on the school website and a hard copy in the office. All staff have signed the new Code of Conduct and we are implementing a process whereby all contractors and volunteers will be required to agree to the Code of Conduct on entry to the school at the visitor sign in located next to the office. Parents, volunteers and contractors can read our Child Safety Code of Conduct and Child Protection Risk Management Strategy on our school website or a hard copy in the school foyer area.

- All volunteers are required to have a Working With Children Check (WWCC) before they assist at School, even if they are working with their own child's class. Volunteers who are currently working in our school will be required to sight and sign this code of conduct.



Leadership & Management

Goals & Intended Outcomes

Goal:

To develop a vibrant, empowering professional culture based on collaboration, openness and trust reflective of our Catholic context.

Intended Outcomes:

That the organisational climate and performance and development culture of Holy Trinity is improved

Achievements

- Working with a Literacy Coach in Years 3 & 5 to improve teacher pedagogy
- Participation in Learning Collaborative Cohort 2
- Introduction to Coaching and Mentoring to staff
- Development of the ability to use Data to inform teaching
- Continued participation in North East Zone Network Meetings
- Review of Reporting format to ensure greater clarity

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- RE Leaders East Region Network and L&T Leader
- Eastern Primary Learning Diversity Leaders Network
- Eastern Region Learning & Teaching -School Effectiveness
- Learning & Teaching Leaders, Learning Walks & Talks
- Eastern Region Workshop: PAT Analysis & Interpretation
- Eastern Deputy Principals Network
- Eastern Region Deputy Principals Conference
- The Learning Collaborative Cohort 2
- Finance Cluster Meeting – Eastern Region
- Learning Sprints Foundations Workshop
- Master planning for Schools
- Reportable Conduct Investigations Training
- OHS for School Leaders
- Literacy Twilight Seminar: Time to rethink how we teach writing
- Eastern Region Literacy Leadership Network
- Eastern Region Comprehension Workshops
- Eastern Region Mathematics Leaders Network
- Building Capabilities with STEM Skills & Dispositions
- STEM MAD Showcase 2019 Visitors
- STEM MAD Teacher Conference
- STEM for Humanity: Designing Solutions for the Common Good
- SWL Primary Network (East 3)

- Emergency Management

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019:

44

AVERAGE EXPENDITURE PER TEACHER FOR PL: \$2,829

\$2,829

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

85.3%

ALLSTAFF RETENTION RATE

Staff Retention Rate

90.9%

TEACHER SATISFACTION

Based on the 2019 Catholic Education Melbourne School Improvement Survey:

- 85% of staff positive perceptions of the overall social and learning climate of the school
- 76% of staff positive in perceptions of the quality of relationships between staff and members of the school leadership team
- 73% of staff positive about how well teachers work together in teams to improve Teaching and Learning
- 88% of staff positive that staff at the school have what it takes to improve instruction

School Community

Goals & Intended Outcomes

Goal:

To improve connectedness and student learning and wellbeing outcomes through collaborative, purposeful partnerships between the school, parish and the wider community.

Intended Outcome:

- That parent connectedness and community partnerships are strengthened.
- Student learning, wellbeing and faith development will be enhanced

Achievements

To continue to grow our partnership with the parent community, all families are invited and encouraged to attend all events and forums such as:

- Trivia Night,
- School Disco,
- Prep / Year 6 Buddy Picnic,

- Sacramental Programs,
- Classroom liturgies,
- Whole School Masses,
- Family/Special Person Day,
- Year level expo afternoons,
- Twilight Sports,
- Carols Night,
- School Performance,
- Parish Fete,
- Working Bees,
- Life Education information sessions
- Fortnightly assemblies.

Communication of school events is shared with the school community via electronic and paper means. Communication has been enhanced by giving more information to parents in the form of emails, blogs, Google Classroom, Flexibuzz and CareMonkey. An electronic School sign has been erected to communicate to the wider community.

Holy Trinity is a Fire Carrier school, which is part of a larger community of schools acknowledging the significance of indigenous history. Our community was involved in the assembling of totems in the school yard and the classrooms were given Wurundjeri names. The school community continues to be invited to assemblies and events where indigenous culture is recognised and celebrated. We begin our assemblies with acknowledgement of country and end our assemblies by singing the National Anthem. We celebrate that we belong to a nation of diversity.

The Holy Trinity community continued to support our sister school in the Philippines through Social Action Day and the sponsoring of children in the Philippines by families within our school.

The Parents' Committee is a vibrant and vital part of our community, building the social capital of our school and fundraising. A staff member attends the Parent Committee meetings and gives regular feedback to staff.

The Works and Maintenance Committee provided valuable work in maintaining and improving the school grounds and resources, as well as assisting at the annual Parish Fete, Twilight Sports and Carols Night.

Parent helpers are welcomed in the classrooms. A variety of learning opportunities and information sessions such as the following are offered annually:

- Parent classroom training in Literacy & Numeracy
- How to help your child with Literacy & Numeracy at home
- Wellbeing evenings such as Cybersafety at home, Developing Resilience, Puberty Education

Parents are encouraged to assist with sporting teams with coaching.

PARENT SATISFACTION

Based on the 2019 Catholic Education Melbourne School Improvement Survey:

- 90% positive score about families' perceptions of how well a school matches their child's developmental needs
- 93% positive score about families' perceptions of the social and learning climate of the school
- 74% positive score about the timeliness, frequency and quality of the communication between the school and families

Future Directions

2020 promises to be an exciting year for Holy Trinity. We are looking at continuing to build on the work undertaken last year to build on improving teacher capacity. This year we utilised the services of a Literacy Coach to work with our Year 3 and 5 levels. This was to improve our explicit teaching and to challenge our students to work to a higher standard.

In 2020 we will again be working with a Literacy coach to ensure consistent practice within our school, and to raise the standards within the area of Literacy even higher.

We continue to work to improve our students' outcomes in the area of Numeracy. Professional Action Learning Meetings will continue to focus on effective, high impact strategies that will improve our students' understandings in Numeracy. Our Teams will continue to refine Numeracy Pre and Post-tests that will provide greater levels of achievement and understanding.

We will continue to enhance our knowledge and understanding of our Aboriginal heritage through our work with the Fire Carriers project. Classes will continue to develop their respect for our indigenous people through exploring their class' aboriginal name and designing and decorating a totem pole to reflect the meaning it has. Other activities will also support this work.

Our school will continue to participate in the Learning Collaborative Project, which will assist us cater for the differing abilities of our students. This will allow us to more effectively monitor the progress of our students and put in place appropriate high impact teaching methods to cater for their needs. This will be supported by staff from the Eastern Region Catholic Education office.

In 2021, Holy Trinity will participate in a School Review process. This occurs every 4 years, and enables us to reflect on goals set in the last Review period, and set new goals for the coming 4 years.

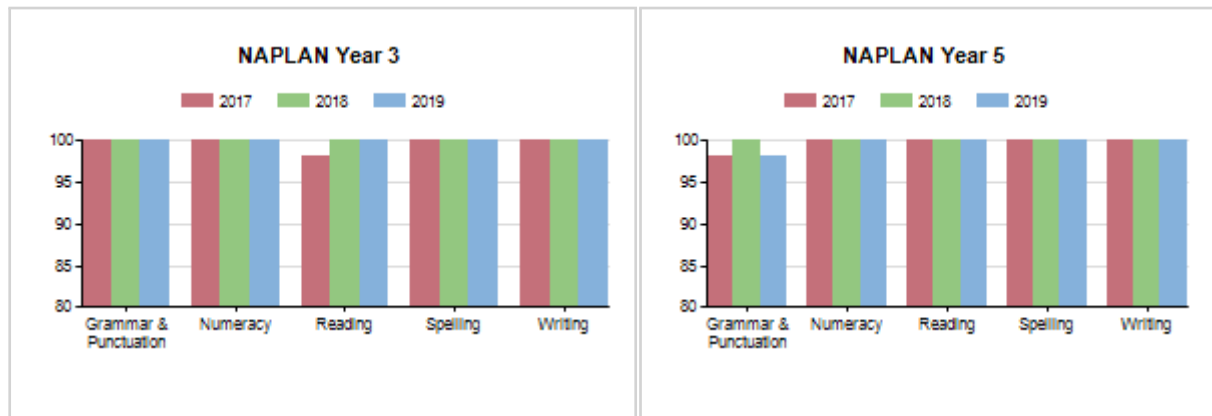
2020 will be a year of change for the relationship between the School and the Parish. By 2021, governance of Catholic Primary Schools will move to a central Archdiocesan body which will have implications for all Catholic Schools. The impact on schools and operations are being investigated by the Catholic Education Office. At the local level, we have had a Moderator appointed for the Parishes of St Francis Xavier Montmorency and Our Lady Help of Christians

Eltham, who is tasked with combining these two vibrant parishes. This promises to be an exciting time in the life of our school and Parish.

School Performance Data Summary

E1346
Holy Trinity Primary School, Eltham North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	98.1	100.0	1.9	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	98.1	100.0	1.9	98.2	-1.8
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		92.8
Y02		93.8
Y03		93.5
Y04		93.8
Y05		92.8
Y06		93.6
Overall average attendance		
ALLSTAFF RETENTION RATE		
Staff Retention Rate		90.9%
TEACHING STAFF ATTENDANCE RATE		
Teaching Staff Attendance Rate		85.3%

TEACHER QUALIFICATIONS		STAFF COMPOSITION	
Doctorate	0.0%	Principal Class (Headcount)	3
Masters	26.1%	Teaching Staff (Headcount)	26
Graduate	8.7%	Teaching Staff (FTE)	19.7
Graduate Certificate	8.7%	Non-Teaching Staff (Headcount)	15
Bachelor Degree	78.3%	Non-Teaching Staff (FTE)	22.7
Advanced Diploma	52.2%	Indigenous Teaching Staff (Headcount)	0
No Qualifications Listed	0.0%		