



Holy Trinity Primary School Eltham North

2020

Annual Report to the School Community



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Contact Details

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Minimum Standards Attestation

I, Vincent Bumpstead, attest that Holy Trinity 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 2020 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.

11/06/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our School Vision

Holy Trinity Vision Statement

Holy Trinity Catholic Primary School is a faith community inspired by the love of God, within the Parishes of St Francis Xavier and Our Lady Help of Christians.

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.

Be involved (live),

be inclusive (love),

be enlightened (learn)

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 2020 Holy Trinity had 380 students.

During 2020 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 2019 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.

Fr Michael Sierakowski assumed the role of Moderator of the St Francis Xavier Parish on May 1. Fr Terry will still be in the SFX Parish as *Pastor in Solidum* (sharing Team ministry). Fr Michael has continued on his work of combining the Parishes of St Frances Xavier Montmorency and Our Lady' Help of Christians Eltham.

We continued to improve the professional knowledge of our staff. We continued to work with a Literacy Coach to improve teaching practice.

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. We continued our relationship with our Friendship School in the Philippines, San Rafael. This was well-supported by our whole school community.

Principal's Report

2020 was the most unusual and challenging year in living memory for schools due to the impact of COVID-19 and the resulting statewide lock downs. Schooling for all levels was quickly moved to Remote Learning, with students needing to be taught from home. A number of students were required to be present at school due to their parents being essential workers or were considered vulnerable by the school. As Principal, I was immensely proud of how our whole school community responded to this.

There were many learning challenges for both our students and staff last year, which required a steep learning curve by all. The ability to quickly adapt to an online learning environment ensured that learning was maximised in what could have been a disastrous year for the learning of our students. Our school was able to loan sufficient Digital Technology devices to families to ensure equitable access for all. This stretched our resources, but we were able to meet the demand.

Student wellbeing during this time was monitored closely, and learning activities were designed to keep our students connected to each other and to the school community. This will be continually monitored next year to ensure the best outcomes for our students. Our whole school community displayed incredible resilience during this time, which again demonstrated the strength of the Holy Trinity Community.

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

- Continuation of prayers carried out before Staff and Professional Learning Meetings
- Introduction of Sunday's Gospel included on the fortnightly School newsletter
- Links introduced and maintained between the three parish schools of Montmorency and Eltham: Holy Trinity, Eltham North (HT), St Francis Xavier, Montmorency (SFX) with Our Lady Help of Christians, Eltham (OLHC). This includes fortnightly Federated Schools' meetings with Parish Moderator and Principals and Education in Faith Leader
- Introduction of 'Parent initiated, School Supported, Parish Based' Sacramental program within the Montmorency and Eltham Parish with the 3 Schools, HT, SFX and OLHC
- Introduction of Kathy Horan Books *Becoming Catholic* for Reconciliation, First Eucharist and Confirmation as a family resource to assist with preparation of Sacraments and extend the 'God talk' to home.
- Preparations for the Sacrament of First Eucharist began for our Year 4 students but the Faith Formation nights and Sacrament were postponed due to Covid-19 restrictions
- With the Sacrament of Confirmation, students and parents were informed by newsletters and formal correspondence regarding the preparation for the Sacrament of Confirmation. Students were prepared for this Sacrament in the 2020 school year, but the celebration of the Sacrament of Confirmation was postponed due to Covid-19 restrictions
- The Education in Faith leader provided Prayer/Reflection Services via Slideshows, whilst students were home learning, to be viewed at home for the following liturgical celebrations
- The Education in Faith Leader introduced and invited staff and students to be involved in a Sacred Space Blog for resources for faith development and to complement religious Education lessons
- Due to the impact of COVID-19, a free Subscription was offered to continue at HT for the Digital To Know Worship and Love Resource. Students and Staff used this resource where appropriate
- A school Subscription was provided to the Understanding Faith website to assist teachers and students with their Religious Education lessons as this resource could be accessed online and proved interactive for students in both a school and home learning environment
- The School Community managed to donate a considerable amount of non-perishable food items for the St Vincent de Paul Winter Food Appeal. The collection began on the Feast of the Sacred Heart (The OLHC Feast day) and concluded on Holy Trinity's Feast day

- The continued implementation of the new RE Framework and Horizons of Hope documents for the planning of RE curriculum and the framework was continued to be used for reporting against the learning descriptors and reporting progression
- A continued implementation of the Catholic Social Teaching Principles, Caritas units of work and Understanding Faith website to complement the planning of RE units and Inquiry
- RE Professional Learning Meetings were carried out where appropriate for the completion of Enhancing Catholic School Identity survey and planning of RE lessons
- The Education in Faith Leader attended Level planning where appropriate
- One RE Professional Learning Meeting was given per term for staff, where the Education in Faith Leader worked alongside the Learning and Teaching leader to specifically plan for each term's RE/Inquiry curriculum and implement learnings from the Horizons of Hope document
- Education in Faith news was published in newsletters
- The continual update of scripture resources for classrooms and teacher reference happened throughout the year
- Students and staff continued to make connections between School Values Education and Gospel values.
- Our school continued to enhance our responsibility of being a FIRE Carrier School via Aboriginal Catholic Ministry
- TOOCool Resources by Catholic Education Melbourne was used to support learning during COVID Remote Learning periods
- Prep students received a Prep Prayer Booklet to introduce prayer and parts of Mass appropriate to their level of learning
- RE concepts combined with Student Well-being concepts continued to be used to assist with planning
- A Prayer Scope and Sequence for all year levels continued to be used
- Our New Parish Moderator arrived in our community in May. The Federated Parish model was introduced to the Holy Trinity school community
- Links between Holy Trinity and San Rafael Elementary in the Philippines were continued and maintained. We were unable to send Balikbayan boxes this year
- The Prayer table in staff foyer highlighted our Catholic identity and liturgical seasons by the use of the coloured cloths
- The use of Liturgical Lamps in school foyer and Sacred Space highlights Feast days, Sacraments and liturgical seasons

VALUE ADDED

- The purchase and update of Class Prayer Cloths for the Liturgical Seasons of the Church for Class Prayer Tables

- Faith Formation night was held for parents for the Sacrament of Reconciliation with Parish Schools
- The Sacrament of Reconciliation was celebrated as a 'Communal Rite of Forgiveness'. Two out of the three celebrations were carried out and one was postponed due to COVID-19 Lock down
- At the Ash Wednesday Parish Mass at OLHC, student and Staff leaders from SFX and HT were invited to come along. Ashes were distributed to students at the Mass. At this Mass we launched the collection for Caritas-Project Compassion
- Some classes attended Parish Masses with their class, but such celebrations were unable to continue due to the COVID-19 restrictions
- The Feast of the Sacred Heart, Holy Trinity Feast Day, Easter and Advent Liturgies were celebrated. These were well-received by the community
- A Staff mass was celebrated at the beginning of the school year with staff from SFX and HT at St Francis Xavier Church to begin school partnerships. Unfortunately, we could not do this at the End of the school year
- The Community was invited to participate in the Light in the Darkness to light a candle for our suffering World in August. The families' participation was published in the school newsletter
- The Graduation Service was held at HT on the Hally Oval with families due to COVID restraints
- Christian Meditation Club was run every Thursday during the second half of lunch, run by the RE Leaders. Approximately 15-20 students in attendance most weeks

Learning & Teaching

Goals & Intended Outcomes

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

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 and Inquiry Learning has been undertaken by all staff to continue to extend, develop and consolidate knowledge of effective teaching strategies and tools
- Continued implementation of Learning Intentions and Success Criteria in all curriculum areas
- Weekly Professional Action Learning Meetings (PALM) in Literacy and Numeracy
- Professional Learning in formative assessment in Numeracy
- Professional Learning in providing a balanced Literacy program Prep-Year 6
- Inquiry Learning 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 'Horizons of Hope' document as the catalyst for the approach to Inquiry: this is a main focus learning area for Staff with continued professional dialogue and development in the 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 Meetings to analyse data to inform teaching
- Professional Learning Meeting continuing to the focus on Visible Learning
- Professional Learning Meeting on implementing the Berry Street Program
- Professional Learning Meeting in Anaphylaxis training
- Professional Learning Meeting for Emergency Management
- Professional Learning Meeting in SeeSaw (online communication platform)
- Professional Learning Meeting on Autism Spectrum Disorder
- Specialist Programs in Physical Education, LOTE (Italian), Music and Library
- STEM program with specialist STEM Teacher continued for Years Prep-6

- Following from 2018, established non-negotiable requirements in Literacy and Numeracy was revisited, 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 (Extending Mathematical Understanding (EMU) and Getting Ready In Number (GRIN)), Reading Recovery and the Bridges Program were offered to students identified as requiring extra assistance in meeting their learning goals. Implementation of Levelled Literacy Intervention (LLI) program across whole school Prep - Year 6)
- Education Support Employees continue to provide valuable assistance in meeting the needs of students requiring additional support in all areas of school life
- Numeracy programs have been offered to students identified as requiring extension in their learning. These include the Australian Mathematics Competition and Australian Mathematics Challenge
- Regular Program Support Group (PSG) meetings with parents, school staff and outside educational agencies were facilitated for students requiring additional support
- Student Leadership programs to promote student voice and engagement were continued. These included Student Class Leaders, School and House Captains and Student Curriculum Leaders
- Commitment to Fire Carrier Program in School and in curriculum planning
- A stronger emphasis given to the Fire Carrier Leadership Program including an increased number of leadership roles and Fire Carrier Student Team
- Leadership workshops with Kate Wilde provided for Year 6 students the opportunity to develop Leadership skills
- Professional learning was delivered on the Victorian curriculum and capabilities
- The use of Tallis Habits to support the development of the General Capabilities extended to all year levels
- St John's First Aid training for students
- Professional Learning Prep - Year 6 with a Literacy Coach in Term 1 2020. This discontinued due to COVID restrictions
- Continued implementation of Book boxes in Years 3 & 5. In 2020 there was an introduction of Book Boxes and Reading Conferences at Year 4 level.
- Nationally Consistent Collection of Data (NCCD) professional learning ongoing
- Continuation of LLPLP LOTE Initiative
- Staff continue to upgrade their safety procedures by participating in School Emergency professional learning and drills
- Graduate Mentor Program for Graduate teachers in Prep and Year 4
- Outdoor education for Year 5- The Briars (cancelled due to Covid)
- Sovereign Hill extended Day for Year 5 (cancelled due to Covid)
- Outdoor education for Year 6- Canberra camp (cancelled due to Covid)

- Administration staff attended professional learning days for training in Integrated Catholic Online Network (ICON)
- Administration staff attended Finance Cluster Meetings
- School Leaders are supported to attend Network Professional Learning meetings, enhancing leadership skills and knowledge
- The Leadership Team attended Learning Collaborative Professional Learning Meetings,
- The Leadership Team unpacked the 14 parameters with all staff, beginning with parameters 1, 6 & 14
- Professional Learning Meetings to unpack and create Whole school Literacy and Numeracy Data Wall

STUDENT LEARNING OUTCOMES

Progressive Achievement Tests (PAT) in Mathematics show that in 2020, five year levels have an average score above the expected level. The remaining two levels mean PAT Maths score was at expected level.

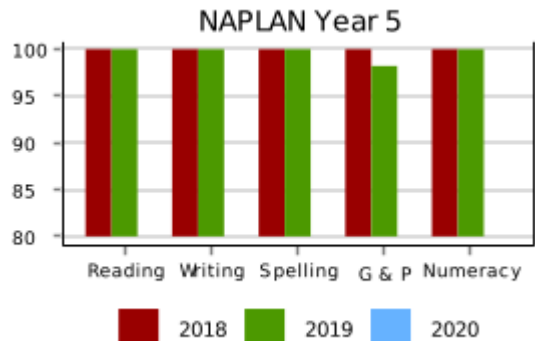
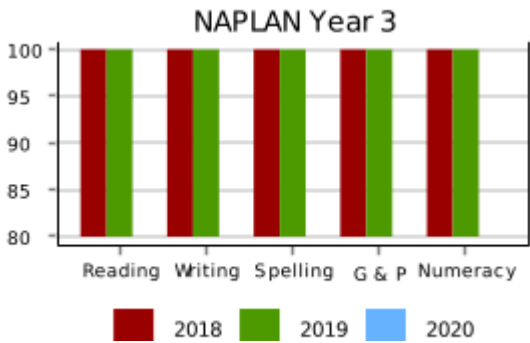
In 2020, all year levels completed the Progressive Achievement Tests (PAT) in Reading. Results demonstrate that six of the year levels had an average score above the expected level, whilst the remaining year level mean PAT Reading score was at the expected level.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	98.2	-1.8		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	100.0	0.0		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

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 in line with the Catholic Social Teaching Principles
- Our Respectful Relationships journey continued
- The Resilience, Rights and Respectful Relationship curriculum continued to be taught over a 2-year cycle
- The Holy Trinity Student Code of Conduct was sent home to all families
- Wellbeing Leader continued to support classroom teachers with resources, teaching strategies for social and emotional learning
- Wellbeing leader supported staff, students and parents during Remote learning
- Wellbeing leader continued to meet with parents and students with SEL concerns
- All teachers continued to use nForma wellbeing to track all students with SEL needs across all year levels
- Restorative Practices and Student Wellbeing Policies reviewed and presented at staff meeting in Term 1

VALUE ADDED

- Wominjeka week - a wellbeing focus for the first 3 days of school was well received
- All staff attended Day 4 of the Berry Street Education Model : Character Domain
- 'You Can Sit with Me' kindness campaign was continued by the Student wellbeing Leaders
- Interrelate Family services presented our Puberty Education. Evening Workshops for families and students from Years 3-6 were run online. Follow-up student sessions were held for both Year 5 and Year 6 students within the classroom

- 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
- WB leader and Class leaders and student leaders involved in running assemblies, lunchtime clubs representing school at outside events
- During COVID School leaders and Principal ran School Assemblies online
- Competitions were organised online to keep students and families connected

STUDENT SATISFACTION

Due to the COVID 19 lockdowns in 2020, the annual CEMSIS Surveys for students, parents and staff were not undertaken Melbourne Archdiocese wide. During conversations with parents and staff, the following points were noted:

- It was difficult working remotely at first, but as the students became more familiar with online meets, it became easier
- At first students were engaged with the novelty of working from home, but as the Remote Learning continued, it became harder to motivate the students to work to their level
- A number of students needed reminding to attend online meets. At times parents needed to be contacted and this improved student attendance
- It was invaluable the planning time provided by the school, so that staff could organise resources and learning activities for the next week
- "The recordings of teachers explaining what to do really helped, and it was great that I could go back to them during the day."
- "The funny videos of the teachers dancing was enjoyed by the whole family"
- Although teaching during Lockdown was hard, the support of other staff was invaluable
- Many parents commented on the level of work organised by the staff, and commented favourably compared to what they had seen from other schools
- "Thanks for all you guys did! I'm sure you have broken hearts just like us.... What a year!"
- "Fantastic! Well done guys! That video brought tears to my eyes."
- The online competitions engaged students
- "Although we couldn't be at Bookweek, thank you so much for sharing this video with us!"
- "Fantastic Job, look at those happy faces!"
- "Fantastic HT Teachers! We are looking forward to seeing you again!"

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.

During COVID-19, all students were expected to meet online at the beginning of each day and register their attendance. Absences were addressed by the classroom teachers, and repeated absences were brought to the attention of the Principal who contact the relevant families.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	97.5%
Y02	97.5%
Y03	97.8%
Y04	97.6%
Y05	97.7%
Y06	97.2%
Overall average attendance	97.5%

Child Safe Standards

Goals & 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.
- 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.

Achievements

- 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
- 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 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

- 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 and sign the Child safety Code of conduct. 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 Outcome:

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

Achievements

- Working with a Literacy Coach to improve teacher pedagogy
- Participation in Learning Collaborative Cohort 2
- Continuation of Coaching and Mentoring to staff
- Whole School Literacy and Numeracy Data Wall established
- 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 (Report Committee established)

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Religious Education Leaders Eastern Region Network Meetings
- Eastern Primary Learning Diversity Leaders Network Meetings
- Eastern Region Learning & Teaching Meetings
- Learning & Teaching Leaders, Learning Walks & Talks
- Eastern Region Workshop: PAT Analysis & Interpretation
- Eastern Deputy Principals Network
- The Learning Collaborative Cohort 2
- Finance Cluster Meeting - East
- OHS for School Leaders
- Eastern Region Literacy Leader Network
- Eastern Region Mathematics Leaders Network
- Student Wellbeing Leaders Primary Network
- Emergency Management Professional Learning

Number of teachers who participated in PL in 2020	42
Average expenditure per teacher for PL	\$585

TEACHER SATISFACTION

Due to the COVID 19 lockdowns in 2020, the annual CEM SIS Surveys for students, parents and staff were not undertaken Melbourne Archdiocese wide. During conversations with parents and staff, the following points were noted:

- It was difficult working remotely at first, but as the students became more familiar with online meets, it became easier.
- At first students were engaged with the novelty of working from home, but as the Remote Learning continued, it became harder to motivate the students to work to their level.
- A number of students needed reminding to attend online meets. At times parents needed to be contacted and this improved student attendance.
- It was invaluable the planning time provided by the school, so that staff could organise resources and learning activities for the next week.
- "The recordings of teachers explaining what to do really helped, and it was great that I could go back to them during the day."
- "The funny videos of the teachers dancing was enjoyed by the whole family"
- Although teaching during Lockdown was hard, the support of other staff was invaluable
- Many parents commented on the level of work organised by the staff, and commented favourably compared to what they had seen from other schools.
- "Thanks for all you guys did! I'm sure you have broken hearts just like us.... What a year!"
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TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	78.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.7%
Graduate	8.7%
Graduate Certificate	8.7%
Bachelor Degree	73.9%
Advanced Diploma	47.8%
No Qualifications Listed	4.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	24.8
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	19.2
Indigenous Teaching Staff (Headcount)	0.0

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 Outcomes

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

Achievements

The Covid-19 lock-downs in 2020 impacted severely on the events and activities that would normally build upon the school community relationships. There were many events which were either cancelled or heavily modified. Some of these events were:

- Trivia Night, (cancelled)
- School Disco (cancelled),
- Prep / Year 6 Buddy Family Picnic,
- Sacramental Programs (postponed)
- Classroom liturgies (cancelled)
- Whole School Masses (cancelled except for beginning of School Year Mass)
- Family/Special Person Day (cancelled)
- Year level expo afternoons (cancelled)
- Twilight Sports (cancelled)
- Carols Night (cancelled)
- Visual Arts show (cancelled)
- Working Bees, (cancelled except for first Working Bee)
- Life Education information sessions (held online)
- Fortnightly assemblies (held remotely)

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, tiqbiz and Oporoo.

The Holy Trinity community continued to support our sister school in the Philippines through 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 attended the Parent Committee meetings and gave regular feedback to staff. Many of these meetings were held online.

The Works and Maintenance Committee provided valuable work in maintaining and improving the school grounds and resources, as well as assisting at the Twilight Sports and Carols Night. Sadly, only one Working Bee was able to be held in 2020.

Parent helpers are usually welcomed in the classrooms where a variety of learning opportunities and information sessions are offered. This was not able to go ahead in 2020.

PARENT SATISFACTION

Due to the COVID 19 lockdowns in 2020, the annual CEMISIS Surveys for students, parents and staff were not undertaken Melbourne Archdiocese wide. During conversations with parents and staff, the following points were noted:

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- "Fantastic HT Teachers! We are looking forward to seeing you again!"

Future Directions

2021 will be a challenging year for Holy Trinity Catholic Primary School in many ways. After the impacts and disruption of multiple lockdowns in 2020, it is a priority to ensure that our student's well-being is closely monitored and developed. Many of our students found it difficult to transition back to onsite learning in the latter part of 2020, particularly our Prep and Year 1 students. It will be imperative that these students, along with the rest of our school, are supported in re-engaging with their learning.

Another focus will be working with our parent community to reestablish the close parent-school relationship that has been a feature of the Holy Trinity community. Many of our new parents this year have not had the opportunity to 'be part of the HT Community', and feel isolated from what is usually an exciting and vibrant community. A goal for 2021 will be to integrate these families into our community.

A major focus will be participating in a School Review. This process occurs every four years, and provides our school and community the opportunity to reflect on the past four years on goals which were set after our last School Review in 2017. At the end of this Review process, goals and recommendations for the next 4 years will be set. This is an exhaustive process where an external Reviewer audits Holy Trinity's progress in relation to the 2017 goals and works with the school in setting new goals for the next 4 years.

A major part of this Review process is ensuring that Holy Trinity is compliant with the Victorian Registration and Qualifications Authority requirements. Meeting these standards and requirements are mandatory in order for Holy Trinity to maintain its registration as a school. Ensuring that we meet the stringent requirements around Child Safety is also a major component of this review process. Holy Trinity started this process in the latter part of 2020 and will continue into 2021.

As of January 1, 2021, the governance of all Catholic Schools in the Archdiocese of Melbourne will be transferred to Melbourne Archdiocese Catholic Schools Ltd (MACS). This will mean that all Catholic Schools in the Archdiocese of Melbourne now come under the authority of a centralised body. It will enable all schools to have consistency in regard to school policies, and during the course of the year, many of our school policies will be changed to MACS policies.

As always, the improvement in student outcomes remains our central focus.

2021 promises to be an exciting year at Holy Trinity.