



Holy Trinity Primary School

Eltham North

2021

Annual Report to the School Community



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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 2021 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 Schools.

29/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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 Montmorency and Our Lady Help of Christians Eltham.

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 2021 Holy Trinity had 382 students.

During 2021 we completed a School Review to evaluate the effectiveness of our programs and to set new goals for the next 4 years. During the year 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 2020 our previous Parish Priest, Fr Terry Kean officially retired after 15 years and Fr Michael Sierakowski continued in his role of Moderator of the Parishes of St Francis Xavier Montmorency and Our Lady Help of Christians in 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

2021 continued to be challenging for our School Community, students, teachers and parents due to the impact of COVID-19 and the resulting statewide lock-downs. Schooling for all levels alternated between Remote Learning and onsite Learning. 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 once again 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 continued to be monitored closely, and learning activities were designed to keep our students connected to each other and to the school community. This was continually monitored 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

Goal

To nurture and encourage the development of our Catholic faith and the spirituality and mission of each person within the Holy Trinity school community.

Intended Outcome

That students and staff make meaningful connections between their lives and actions, and the Catholic faith Tradition

Achievements

- Continuation of prayers carried out before Staff and Professional Learning Meetings
- Continuation of Sunday's Gospel included on the fortnightly School newsletter to further develop understanding and knowledge of Scripture
- Links 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 included Federated Schools' meetings with Parish Moderator and Principals and Education in Faith Leader
- Continuation of 'Parent initiated, School Supported, Parish Based' Sacramental program within the Montmorency and Eltham Parish with the 3 Schools, HT, SFX and OLHC
- Continued use 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
- 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 2021 school year, but the combined celebration of the Sacrament of Confirmation was cancelled due to Covid-19 restrictions. These were then celebrated in small groups in Parish Masses
- The Education in Faith leader provided Prayer/Reflection Services via Slideshows, whilst students were home learning
- The Education in Faith Leader continued to provide resources for faith development and to complement religious Education lessons in a Sacred Space Blog
- A Digital To Know Worship and Love Resource was continued to be used by students and Staff
- The Understanding Faith website was used 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 continued to donate a considerable amount of non-perishable food items for the St Vincent de Paul Winter Food Appeal

- The RE Framework and Horizons of Hope documents were used 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 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 continued through 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 MACS was used to support learning during COVID Remote Learning periods
- 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
- Links between Holy Trinity and San Rafael Elementary in the Philippines were continued and maintained.
- The Prayer table in office 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

- Continuation of updating of Class R.E. Resources
- Faith Formation nights for parents were held where possible in line with COVID requirements
- The Sacrament of Reconciliation was celebrated as a 'Communal Rite of Forgiveness'.
- 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

- The Feast of the Sacred Heart, Holy Trinity Feast Day, Easter and Advent Liturgies were celebrated. These were well-received by the community
- 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
- Enhancing Catholic School Identity Surveys were completed by staff, students and parents. These surveys indicated a strong Catholic Culture within our school community.
- The Melbourne Archdiocese Catholic Schools School Improvement Surveys also indicated a strong presence of the Catholic Faith within our school Community

Learning & Teaching

Goals & Intended Outcomes

Goal

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

Intended Outcome

That individual and student cohort growth be maximised.

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 in Anaphylaxis training
- Professional Learning Meeting for Emergency Management
- Specialist Programs in Physical Education, LOTE (Italian), Performing Arts and Library
- STEM program with specialist STEM Teacher continued for Years Prep-6
- 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
- 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
- Continued implementation of Book boxes in Years 3, 4, 5 & 6.
- 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 teacher in Year 1
- Outdoor education for Year 5- The Briars
- Outdoor education for Year 6- YMCA Camp Mt Evelyn
- 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,
- Professional Learning Meetings to unpack and create Whole school Literacy and Numeracy Data Wall
- Continued participation in the School Improvement Learning Collaborative (SILC)

STUDENT LEARNING OUTCOMES

In 2021, 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.

In 2021 NAPLAN

- 100% of Year 3 students at Holy Trinity were at or above the minimum standard in Reading, Grammar and Punctuation, Numeracy and Writing. 98.1% of Year 3 students were at or above the minimum standards in Spelling.
- 100% of Year 5 students at Holy Trinity were at or above the minimum standard in Spelling, Grammar and Punctuation, Numeracy and Writing. 98% of Year 5 students were at or above the minimum standards in Spelling.

- **Percentage of Year 3 students in the top 2 Bands:**

Reading:	88.8%
Writing:	94.4%
Spelling:	72.2%
Grammar & Punctuation:	90.7%
Numeracy:	62.9%

- **Percentage of Year 5 students in the top 2 Bands:**

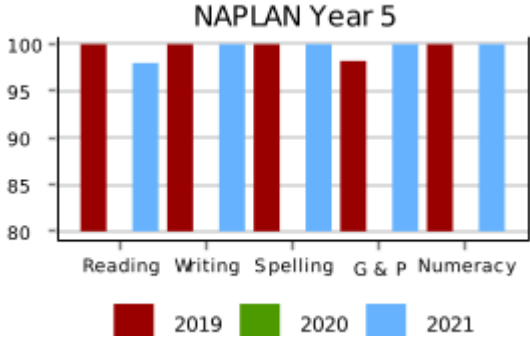
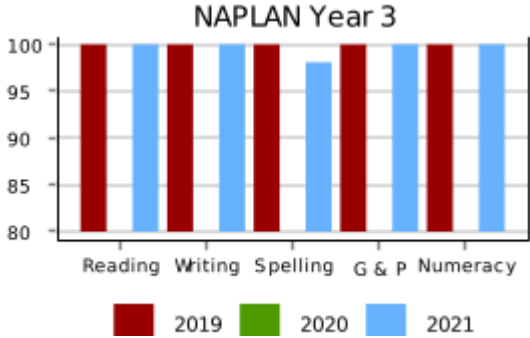
Reading:	67.3%
Writing:	40.3%
Spelling:	46.1%
Grammar & Punctuation:	61.5%
Numeracy:	63.4%

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	98.1	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	98.2	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	98.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

* 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 Outcome

That our students develop as empowered, engaged and autonomous learners and leaders

Achievements

- Revision of the 5 core values for Holy Trinity in line with the Catholic Social Teaching Principles
- Continued emphasis of Respectful Relationships at HT
- The Resilience, Rights and Respectful Relationship curriculum continued to be taught over a 2-year cycle
- Each year the Holy Trinity Student Code of Conduct is 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 Social Emotional Learning (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 each year and presented at staff meeting in Term 1

VALUE ADDED

- Wominjeka week - a wellbeing focus for the first days of school was again implemented
- Revision of concepts in the Berry Street Education Model
- Berry Street strategies modelled with staff
- Kindness campaign was continued by the Student Wellbeing Leaders
- 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
- Year 6 students participated in a series of Leadership workshops facilitated by Kate Wilde
- Wellbeing 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

From the 2021 Melbourne Archdiocese Catholic Schools' School Improvement Survey:

Student Survey:

- 70% of students have a positive perception of the social and learning climate of the school
- 79% positive feel they are valued members of the school community
- 70% positive on student physical and psychological safety at school

Parent Survey

- 75% positive on family's perception on how well the school matches their child's developmental needs
- 85% positive on family's perception on the social and learning climate of the school
- 70% positive on perceptions of student physical and psychological safety at school

Staff Survey

- 84% positive on perceptions of student physical and psychological safety at school
- 89% positive on perception on overall social and learning climate of 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.

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	96.1%
Y02	96.9%
Y03	97.0%
Y04	96.6%
Y05	96.5%
Y06	96.1%
Overall average attendance	96.5%

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 revised Code of Conduct for all members of the School Community and Child Safety Code of Conduct, has been introduced which are available on the school website and a hard copy in the office. All staff have signed the revised Code of Conduct, and we have implemented a process whereby all contractors and volunteers are 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

- Leadership Team working with a Leadership Coach
- Continued participation in Learning Collaborative Cohort 2
- Continuation of coaching and mentoring to staff
- Whole School Literacy and Numeracy Data Wall established and used for planning
- Continued Professional Learning in the area of using Data to inform teaching
- Continued participation in North East Zone Network Meetings
- Use of ICON Reports and use of ICON eLearn modules
- Planning with all levels with Subject leaders on regular planning sessions

2021 MACSSIS Survey Staff Survey

- 82 % positive perception of the quality of relationships between staff and members of the Leadership Team
- 70% positive perception of the coherence of the School Improvement strategy
- 82% positive about how well teachers work together to improve teaching and learning
- 96% positive of teacher's perception that the staff at the school have what it takes to improve instruction

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Below is a sample of some of the Professional Learning undertaken in 2021:

- Abilities Based Learning and Education Support (ABLES)
- 2021 New Learning Diversity Leaders (Central)
- New Literacy Leaders: Year One
- Record of Student Adjustment & Evaluation (ROSAE) Training Sessions
- Eastern Region New Learning Diversity Leaders Meeting (Primary and Secondary)

- Record of Student Adjustment & Evaluation (ROSAE) Training Sessions
- OHS for School Leaders
- NCCD Introduction - New Learning Diversity Leaders
- Eastern Region Primary Learning Diversity Leader Meeting
- Religious Education Leader Network Eastern Region
- Working with the new F-10 English as an Additional Language (EAL) Curriculum
- School Improvement Learning Collaborative Network - Strategic Planning and Action (Through Annual Action Plans/School Improvement Plans)
- Eastern Region Literacy Leaders' Network Meeting
- Student Wellbeing Leaders - Primary Network - Eastern Region
- Eastern Region Deputy Principals' Network
- Eastern Region Tier 2 Assessments - Foundations of Early Literacy Assessment (FELA) and Astronaut Invented Spelling Test-2 (AIST-2)
- Eastern Region: Student Safety Plans
- Eastern Region: OLT Course - Attention Deficit Hyperactivity Disorder (ADHD)
- Finance Cluster Meeting
- Eastern Region Mathematics Leaders Network
- School attendance, refusal & re-engagement: Why every day counts
- The Intervention Framework Professional Learning Modules
- Introduction to the Mathematics Online Interview (MOI)
- Developing Mathematical Understanding 3-6 Geometry (Eastern Region)
- ERO SILC Webinar with Dr Lyn Sharratt

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Number of teachers who participated in PL in 2021	42
Average expenditure per teacher for PL	\$1228

TEACHER SATISFACTION

In 2021, staff at Holy Trinity completed the Melbourne Catholic Archdiocese Schools: School Improvement Survey. Below is a summary of the Staff results:

- Student Safety: 84% positive score in relation to staff perception of student physical and psychological safety while at school
- School Climate: 89% positive score in relation to staff perception of the overall social and learning climate of the school

- Staff-Leadership Relationships: 82% positive score in relation to staff perception of the quality of relationships between staff and members of the Leadership Team
- Instructional Leadership: 62% positive score in relation to staff perception of the extent to which School Leaders set the conditions for improving teaching and learning at the school
- Feedback: 43% positive score in relation to staff perception of amount and quality of feedback staff receive
- School Leadership: 65% positive score in relation to staff perception of school Leadership's effectiveness
- Staff Safety: 77% positive score in relation to staff perception of safety in the school
- Psychological Safety: 70% positive score in relation to staff perception of how safe it feels to take risks and make mistakes in the school
- Professional Learning: 63% positive score in relation to staff perception of the quality and coherence of professional learning opportunities
- Collaboration around an improvement strategy: 70% positive score in relation to staff perception of the coherence of the School's Improvement strategy
- Collaboration in teams: 82% positive score in relation to staff perception of how well teachers work together in teams to improve teaching and learning
- Support for Teams: 78% positive score in relation to staff perception of how well school leadership sets the conditions for teams to collaborate effectively
- Collective Efficacy: 96% positive score in relation to staff perception that staff at the school have what it takes to improve instruction

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	81.4%

ALL STAFF RETENTION RATE	
Staff Retention Rate	93.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	33.3%
Graduate	5.6%
Graduate Certificate	5.6%
Bachelor Degree	77.8%
Advanced Diploma	38.9%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	24.5
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	12.0
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

Learning Outcomes

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

Achievements

The Covid-19 lock-downs that continued into 2020/21 continued to impact 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 or heavily modified)
- Classroom liturgies (cancelled)
- Whole School Masses (modified, but with the Parent Community not allowed to attend)
- Family/Special Person Day (cancelled)
- Year level expo afternoons (cancelled)
- Twilight Sports (cancelled)
- Carols Night (cancelled)
- Performing Arts Festival (cancelled)
- Working Bees, (substantially reduced)
- Fortnightly assemblies (held remotely or on-site but without Parent participation)

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 School Advisory Council continued to provide guidance to the school and disseminate information to the parents.

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. Sadly, Working Bees were greatly reduced in 2021.

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 2021 due to COVID restrictions

PARENT SATISFACTION

2021 saw the beginning of returning to some sense of normal for our Parent Community, although this year, too, was interrupted by a number of lockdowns. This had the effect of reducing the connection that parents developed with our school. In spite of this, our parents were highly supportive of the school. Below is a snapshot of parent perceptions based on the 2021 Melbourne Archdiocese Catholic Schools School Improvement Survey (MACSSIS):

- 46% Positive in the degree to which families are partners with their child's school
- 75% positive about families perceptions on how well a school matches their child's developmental needs
- 85% positive about families' perceptions of the social and learning climate of the school
- 70% positive on the perceptions of student physical and psychological safety while at school
- 70% positive on the timeliness frequency and quality of communication between school and families
- 64% positive on families' perceptions of and engagement with the overall Catholic identity of the school

Future Directions

2022 promises to be a dynamic year for the Holy Trinity community. Having completed our School Review this year, we have new focus on student learning, agency and growth. This will be a major focus for our school improvement in the next 4 years, which will guide the Professional Learning of our staff.

We will be undertaking a much needed refurbishment of the administration area as well as 6 classrooms in the Main School Building. This will involve reorientating the entry to the school, improving security by changes to fencing around the school, refurbishing the Prep, Year 5 & 6 classrooms and creating more flexible learning spaces for our students. The creation of breakout spaces promises to be an exciting addition to our already impressive resources.

We will be participating in a whole school spelling program called 'SMART Spelling' as our data indicates that this is an area of need for our students. A whole school Professional Learning Day is planned for early 2022 as a way of introducing this program to our teachers. This will ensure a systematic and consistent approach to Spelling which will enhance our students' skills in this area.

Ensuring that all students achieve a minimum of 12 months' growth each year remains a priority for our school. We will continue to participate in Professional Learning to ensure that our teaching practices remain contemporary and effective.

Social Justice in line with the Catholic Social Justice Principals continue to be a highlight of the Holy Trinity Community. As COVID restrictions begin to ease, we look forward to reigniting our passion for our sister school in the Philippines as well as our connection to the Monty chapter of St Vincent de Paul.

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