

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



2017



TRINITY CATHOLIC SCHOOL
In Unity Strength

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Minimum Standards Attestation

I, Peter Bartley, attest that Trinity Catholic 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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2018

Our School Vision

Trinity Catholic School is a welcoming Jesuit school that fosters diversity and promotes innovative, high quality learning. We ensure that every student strives for excellence and engages in our global society

Our School Mission

Trinity Catholic School is driven by the values of Welcome, Resilience, Excellence, Spirituality, Respect, and Community. The five Spheres encompass these values.

LEADERSHIP AND MANAGEMENT

At Trinity Catholic School we promote collaborative teamwork by:

- Promoting open, honest and professional communication
- Recognising and promoting opportunities for parents, staff and students to lead
- Ensuring all decision making processes are respectful and transparent
- Ensuring that school leaders actively build a positive school climate
- Expecting that all staff will actively empower families to be meaningfully connected to their child's learning and the school community

EDUCATION AND FAITH

At Trinity Catholic School we provide an environment where our Catholic faith, based on the Gospel values is developed through:

- Fostering an environment that nurtures and deepens our relationship with God and each other.
- Acknowledging and respecting our multi-faith community
- Developing a whole school Education In Faith curriculum that explores knowledge, rituals, symbols, teachings and traditions of the Catholic faith
- Building positive parish connections
- Celebrating our faith through Liturgies and Sacraments
- Developing and living Ignatian Spirituality

LEARNING AND TEACHING

At Trinity Catholic School we provide an inclusive and innovative curriculum that meets the immediate and future needs of each child by:

- Personalising learning to empower students to be confident and highly engaged
- Implementing innovative educational pedagogy and classroom practice to promote lifelong learning
- Preparing students who engage and contribute positively to their local and global communities
- Encouraging students to strive for excellence
- Equipping students with the skills and confidents to engage with new learning technologies

STUDENT WELLBEING

At Trinity Catholic School we provide students with a welcoming and safe environment which fosters confident, resilient and positive learners. We do this by:

- Giving students meaningful opportunities to develop social and emotional learning skills.
- Providing engaging learning opportunities foster high student engagement and build positive relationships
- Building an inclusive learning environment to cater to students' individual social and learning needs
- Providing opportunity for empowered student leadership and a high level of student voice.

COMMUNITY

At Trinity Catholic School we provide a community that is welcoming, inclusive and respectful by:

- Encouraging the engagement of our families in the social life of our school
- Actively building partnerships with our families in their children's learning
- Promoting meaningful and effective communication within the school community
- Building purposeful and strategic links with outside agencies and schools in the wider community.

School Overview

Trinity Catholic School is a welcoming and innovative learning community, providing an environment in which our diversity is valued, respected and celebrated.

Trinity Catholic School is in the heart of Richmond belonging to a worldwide network of over 2000 Jesuit institutions. It has a strong commitment to building local community partnerships with our local Kinder and pre-school agencies, secondary schools and community organisations. We aim to reflect the ideals of St Ignatius who celebrated Christ's teaching through:

- Finding God's presence in all things
- A desire to support every member of our community (students, parents & staff) to reach their full potential
- Promoting a lifelong love of learning
- Nurturing Respect and care for self and others
- Supporting the discernment of every unique person's own gifts and talents
- Building a more Just society by supporting members of the Richmond and broader community who live at the margins, through a practical living out of our faith and Church's social teaching

We have a well-resourced school comprising:

- 11 learning areas
- A school Library & Resource centre
- Multi-purpose room
- Art Room
- Music Room
- Specialist classes for all students in Mandarin, Art, Music and Physical Education
- Highly developed integrated use of Technology across the school with the adoption of Google Classroom in our Years 3-6 classes and the use of
- Additional available Music lessons are available in Keyboard, Drums and Guitar

Our outdoor areas comprising:

- Synthetic grounds, netball/basketball courts and quiet play areas
- Adventure playgrounds with shade sails
- Sandpit with shades
- Community Garden Areas

Trinity Catholic School is known for having a strong and welcoming sense of community: a community that works together to ensure that academic, spiritual and wellbeing needs are a priority for all.

In 2017 our February census was 207 students from 168 families. We find that our enrolments from year to year remain relatively stable. Class structure in 2016 comprised:

- Prep/1 x 2
- Year 1/2 x 2
- Year 3/4 x 2
- Year 4/5 x 1
- Year 5/6 x 2

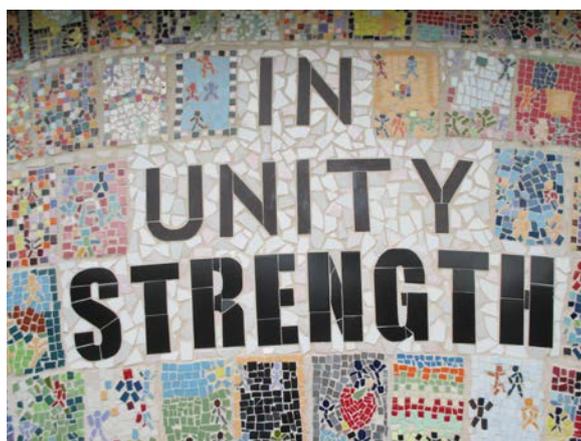
Trinity Catholic School completed its implementation of the Victorian Curriculum in 2017, and began the process of integrating our Religious Education programme into our Inquiry learning. This has increased students engagement in our classroom learning and has helped to ground students understandings of our faith in the challenges facing our society, and has led to numerous social action projects.

Our partnership with CatholicCare has continued to ensure that we have been able to maintain the services of an intern psychologist who works with students who are experiencing social and/or emotional difficulties. A number of our staff members have trained as companions of the SEASONS Programme which is designed to support students experiencing grief or loss, and SEASONS has been offered to several groups throughout 2017.



Principal's Report

It is with great pleasure to complete the Principal's report for 2017. Our school review in late 2016 led into our early work developing our School Improvement Plan 2017-2020. This plan was developed in the context of our Ignatian values of *Welcome, Respect, Resilience, Excellence, Spirituality and Community*. Thanks must be given to our outstanding leadership team who managed to engage our key stakeholders in this process, including our staff, parents & students, and continued to set challenging benchmarks for continued school improvement.



Trinity Catholic School has an outstanding staff, who are dedicated, caring and highly expert teachers who have continued to develop their strategic use of data to support each child's learning growth. Trinity fosters innovative practice, and has done so no more than in their use of Data Meetings and Wellbeings SPRINTs. Data meetings were introduced this year, led by the Student Growth Leader and Literacy & Numeracy leader, with each classroom teacher meeting each term with classroom teachers to review the learning growth of every student, and co-design strategies for their future learning.

In the area of Wellbeing, The Student Wellbeing Leader/Deputy Principal implemented Wellbeing SPRINTs, which used data to inform and improve teacher practice in the classroom. Students were surveyed twice a term, and meetings were held with classroom teachers to respond to data and set goals. Students themselves were empowered through their class leadership meetings to implement strategies, with students led responses leading Teacher and Student change. As a result, substantial gains were seen in student engagement data, with

students feeling more connected to their peers and their teachers, and more engaged in their learning.

Staff attendance at school events and celebrations held in the evenings or on weekends has continued to be high. Many staff members are involved in extra-curricular activities, such as The Maths Club, Choir, Homework Club, Student Representative Council (SRC) and Sustainability Group. In Term 4, our Coding Club was introduced with great success, with a recommendation that Tech Leaders form a part of our Student Leadership group in 2018. I thank the staff for their professionalism, excellent work and dedication to help offer such a diverse range of activities for our students.

At Trinity we value student voice and this is evident through the SRC, School Captains and Class Captains. Student leadership is developed through programs focussing on the development of leadership, communication and interpersonal skills. House Captains continued to oversee our Sporting Activities and House Points system, leading morning assemblies each Monday. Mini-Vinnies led our Social Justice activities, and led our whole school meditation each afternoon. Sustainability Captains promoted recycling, maintained our Community Garden and led whole school activities on Earth Hour and other events. Thank you to all those students, and to the many others who have contributed so much to promote co-operation, a sense of fun and a love of learning. They are the life of our school and we are immensely proud of them.

In 2017 we were fortunate to be offered from the following schools:

- Academy of Mary Immaculate, Fitzroy
- Christian Bothers' College, St Kilda East
- Genazzano College, Kew
- Presentation College, Windsor
- Xavier College, Kew

We continued our partnership with The Smith Family and Melbourne Grammar School in order to create more educational opportunities for the children at our school. This partnership led to the continuation of the Trinity Learning Club which provides an hour of tuition weekly, at the student's point of need, using students from Melbourne Grammar as tutors. This programme is offered to older students, and each term there is a waiting list of students wanting to participate. It continues to be a highlight of our

Our parents are to be commended for their commitment to working collaboratively with the staff to build a cohesive community. Our School Board members are a great support in helping us to shape the direction of our school. They are very faithful to the monthly meetings and work alongside the staff to ensure that Trinity becomes the best school possible. Our Parents & Friends Association have been a tremendous support for our school with many successful Fundraisers. Great thanks to the many parents who have volunteered to support our school in so many ways.

In Term 4 our longstanding Principal Licia Marchese announced her retirement at the end of the 2017 year. She was an outstanding leader, overseeing successive mergers and an almost doubling of classroom building and staff. We wish her well in her retirement and thank her for her great legacy.

In closing I would like to thank Fr. Huy Nguyen Viet, SJ for his support and guidance during 2017.

Yours Faithfully

Peter Bartley
Acting Principal

School Education Board Report

Trinity Catholic School is a co-educational catholic primary school located in North Richmond with a 2017 enrolment of 213 students from Prep to Grade 6.

SCHOOL BOARD

The role of the school board is to act as a forum for discussion on matter concerning education in the school. As a board we support the provision of Catholic education in the parish by providing a link between the Parish Priest, parents and staff of the school. We have a strong commitment to the wellbeing of all our children and staff and promote the role of the community in the life of the school.

FORMATION OF BOARD MEMBERS 2017:

Fr. Nguyễn Viết Huy	Parish Priest, Executive
Ms. Licia Marchese	Principal, Executive
Mr. Peter Bartley	Vice Principal, Executive
Mrs. Christina Stone	Chairperson, Executive, Parent Representative
Mrs. Kate Barrett	Secretary, Executive, Parent Representative
Mr. Peter Scarlata	Member, Parent Representative
Mr Peter Ryan (Resigned)	Member, Representative of Xavier College
Ms. Elena Serraglio	Member, Representative of Xavier College
Mrs. Chrystal Psaltopoulos	Member, Representative of PAF
Dr. Paul Power (Resigned)	Member, Invitee of Parish Priest
Mr. Maurice Sheehan	Member, Invitee of Parish Priest

Board Formation

The board has received the resignation of two members through the year. Peter Ryan our Xavier representative and Paul Power our Parish representative. I would like to personally thank you both for your contributions during our meetings, your input has

been very invaluable and your presence has been missed. Thank you on behalf of the board and school community.

Marketing 2017

Last year 2016's marketing strategy was to research how we can increase exposure of the school in order to increase enrolments. The research conducted through parent survey and a private consultant showed pleasant results indicating that parents, students and teachers are satisfied with the education, care given and programs available. The survey also highlighted Trinity's strengths and what the school could improve on. The results have been collated and put into a new marketing strategy for 2017.

The key message that Trinity Catholic School wanted to portray is:

"Trinity Catholic School is a welcoming school that fosters diversity and promotes innovative, high quality learning. We ensure that every student is valued as an individual, and work to ensure that every student reaches their full potential."

Trinity Catholic School's marketing strategy has focused around community partnerships. The aim of community partnerships is to create bonds like local organisations and businesses which in turn create awareness of our school. The family engagement leader Gabrielle Richardson has done a tremendous amount of work fostering relationships through local kindergartens, aged care, in school activities and local businesses. Our role as board members is also to engage and promote our school and word of mouth is the strongest marketing tool. A part of exposure it has been suggested that there be more signage out the front of St Ignatius and Citizens Park fencing. Improvements on the school website are in progress to make it more accessible and up to date. The numbers of enrolments for 2018 are looking positive.

Other

Trinity Catholic School's finance account Killean Cheah presented his report which indicates a steady and positive position. The MySchool website includes financial situations of all schools including state and federal funding. At this point there will not be any significant impact with government changes in funding formula.

We would like to thank the parish finance committee for their generous contribution that has gone towards school maintenance including new carpet in classrooms and refurbishing of the children's bathrooms.

Acknowledgements

I would like to take this opportunity to thank the Principal Licia Marchese, your commitment to the school has been invaluable. You have given the school your everything and we see it on a daily basis. From the moment you open the gate and greet every student and parent by name, during school time you keep the ship smoothly sailing and the end of each day there to say goodbye. Your love for the kids and your role reflects down on to your staff who are amazing and supportive, and most importantly the environment you have created for our children who love their school and are happy to go everyday. We wish you all the best in the adventures of life after Trinity. You will be dearly missed

Working together with yourself, Father Huy and the members of the Board has been a pleasure. On behalf of the Board, we would like to thank all the staff, parents and most importantly the children of Trinity Catholic School for this amazing year.

Christina Stone

School Board – Chairperson 2017



Education in Faith

Goals

To further strengthen the understanding of Catholic Scripture and Tradition in the contemporary context of our school.

Intended Outcomes

- To improve staff, student and parent understanding of Catholic Scripture and Tradition.

Achievements

Staff, students and parents have continued to embrace the new Religious Education initiatives through their active participation and involvement in all areas of the curriculum. Scripture, Tradition and Catholic Social Teaching Principles were explored as the underpinning of social justice activities in our school. Dedicated staff meetings and professional learning teams empowered staff to further build on their knowledge regarding religious education. Regular opportunities to engage in meaningful prayer provided a contemporary context for staff, students and parents to improve their knowledge and understanding of Catholic Scripture and Tradition.

Social Justice

Staff, students and parents made explicit links between social justice activities, Scripture and the guiding principles of Catholic Social Teaching. We continued to promote and support social justice fundraising activities for Catholic organisations that included Caritas Australia, CatholicCare, Catholic Mission and the St Vincent De Paul Society.

The Mini Vinnie team continued to be a strong presence in our school community. The team of dedicated Year 4 students met on a weekly basis to plan whole school activities to raise awareness of the disadvantaged in our community. Through their leadership, school fundraising activities were run in order to put our faith into action by helping to make a positive difference to those in need.

Engaging in Meaningful Prayer

1. Ignatian Spirituality

As a Jesuit school, we have continued striving to live out our vision of developing and living out our Ignatian Spirituality. This has been achieved through the weekly scheduling of the Examen. This opportunity enabled staff and students to reflect on events in order to become more aware of God's presence in their daily lives.

A whole school approach to teaching and learning about Ignatian values (Welcome, Respect, Resilience, Excellence, Community, and Spirituality), provided a framework for student's to further develop and live out their Ignatian spirituality. Student achievement was celebrated on a weekly basis at school assemblies, where a certificate was awarded to the student who had best demonstrated the appropriate Ignatian value during the week.

2. Meditation

Christian meditation as a form of contemplative prayer continued to flourish in our school. Whole school meditation sessions were led by the Mini Vinnie team and conducted four times a week. Students and staff created environments in their classrooms to reflect a sacred space that included a bible and individual prayer cloths. Teachers and students then practised stillness and silence as a way of opening themselves up to the Spirit within.

3. Liturgy

Students, parents and staff were provided with regular invitations and opportunities to participate in whole school liturgical celebrations such as whole school masses and para liturgies. These were planned around important events in the Catholic Calendar such as Triduum, Holy Days of Obligation, Feast Days, and Advent. Informal prayer opportunities were also practised on a daily basis within individual classrooms.

4. Sacramental Programs

Student preparation for the Sacraments of Penance (Reconciliation), Eucharist (First Holy Communion) and Confirmation were viewed as a partnership between the school and the family. While preparation for these Sacraments was school based, parents continued to play an active part in preparing their child by attending sacramental information nights and engaging in dialogue and activities with their child through home learning based work.

Confirmation continued to be a collaborative partnership between Trinity Catholic School and St Kevin's College, where students jointly celebrated the Sacrament in the St Ignatius Church.

School Community and Parish

- Our weekly newsletter continued to provide a comprehensive section specifically related to Education in Faith. Relevant Catholic faith-based websites of interest continued to be in our weekly newsletter, assisting parents and students on their faith journey.
- We continued our efforts to forge closer links with the Richmond Catholic Parish. Our school choir performed for the elderly at a special morning tea after weekday Mass and we had the St Ignatius based choir at our Confirmation celebration.

Education in Faith

- We implemented the process of providing opportunities for professional development in Education in Faith for staff, especially building the capacity of staff to pose inquiry questions through a student-centred, contemporary Catholic lens.

Parent Satisfaction

Our data continues to indicate a steady degree of parent satisfaction with our Education in Faith curriculum as indicated by our School Improvement Survey (SIS).

VALUE ADDED

- Trinity Staff participated in the CEO Vinnies Sleepout.
- Staff Spirituality & Religious Education PL throughout the year
- Staff, Student & Parental involvement in Triduum
- Staff attending various PL in Religious Education provided by CEM in 2017

Learning & Teaching

Intended Outcomes

- That enhanced staff teaching practice will deliver improved student academic growth in Literacy and Numeracy

Goals

- To provide strategic, purposeful and personalised learning opportunities with high expectations for improvement and growth for all

Achievements

- A focus for the Learning and Teaching team was to further deepen our understanding of personalised learning and to embed personalised learning across the school. All actions encompassed this goal and was reflected across all 2017 Annual Action Plans



- As a result of the whole school review process in 2016, based on the reviewer's recommendations for improvement, we developed a thorough SIP (School Improvement Plan) and AAP (Annual Action Plan) for teaching and learning with intended outcomes, targets, actions and how this will be evidenced
- Another major focus which came out of our School Review and in our work on developing our Learning and Teaching Annual Action Plan was to ensure that we had growth for all students. This goal was reflected across all learning areas and regardless of students/teachers' levels of ability
- We had a continued focus on use of student data to inform all teaching and learning. We have looked closely at the evidence of student learning, using formative assessment to inform what we do with our students daily. We have developed knowledge of students ZAD (zone of actual development- what students know already and demonstrate independently) and ZPD (zone of proximal development - what students will learn next or are ready to learn)

next and can complete/learn with support and then independently). We have used this information to group students who have similar needs or plan interventions at point of need

- Feedback has continued to be promoted throughout the school. Teacher to Teacher feedback at planning meetings, Teacher to Student feedback through writing rubrics; Student to Student feedback through TAG (Tell the writer something you like, Ask a question, Give a suggestion/feedback); Student to Teacher feedback incidentally; School Leader to Teacher feedback through ARMS (Annual Review Meetings), SPRINTS, PLT Meetings and Learning Walks; Teacher to Leader feedback through WWW EBI (What Worked Well Even Better If) at structured PLT (Professional Learning Team), Data and Staff Meetings.
- We have had ongoing weekly Data Meetings led by Literacy & Numeracy Leader and Student Growth Leader with each class teacher, looking at growth and progress of all students with a focus on data to meet the individual learning needs of the students across Literacy and Numeracy
- All school leaders set goals around the AITSL Standards (Australian Institute for Teaching and School Leadership) in all structured meetings to ensure that we met VIT (Victorian Institute of Teaching) requirements to show growth in practice working towards developing expert, highly accomplished and lead teachers
- All learning intentions and success criteria have been made explicitly clear to the students and displayed in classrooms and on student work at the beginning of each lesson so that students know exactly what they are learning and how this would be evidenced
- All teams of teachers developed shared curriculum planners from Prep to Year 6 for Literacy and Numeracy. All planners have links to the Victorian Curriculum and show evidence of how teachers are planning for differentiated personalised learning
- Reviewed the current Assessment and Reporting Schedule to reflect pedagogical understandings about personalised learning and developed a whole school Prep to Year 6 Assessment Schedule for Literacy and Numeracy
- Developed non-negotiables for class teachers for Literacy, Numeracy and Inquiry so that shared understandings and expectations across the school are clear for all and are being maintained
- Provided ongoing professional learning for leaders and teachers related to the new Victorian Curriculum. Teachers planned, assessed and reported to this. Evidence of the Victorian Curriculum can be found on curriculum planners and in the students' reports
- All year levels developed a Scope and Sequence for each Learning Area which reflected the Achievement Standards, Content Descriptions and Elaborations from the Victorian Curriculum had been considered, integrated where possible, and implemented across the year
- All year levels developed Overviews for each Learning Area of the Victorian Curriculum to inform parents of learning through the School Newsletter as well as for the School Reports
- The Capabilities from the Victorian Curriculum were introduced. Teachers were involved in professional learning and began to introduce this into their teaching. The capabilities were integrated across all learning areas, taught and assessed, and were introduced into our school reports for mid and end of year reporting.
- Continued to implement online Inquiry program 'Mappen' across all year levels. Non-negotiables developed for Mappen
- Reviewed the Inquiry Overviews and developed new overviews linked to Mappen
- Teachers began to make connections between Mappen and Religious Education and began to implement a new way of teaching and learning in Inquiry and Religion
- Provided ongoing professional learning for teachers in PLT's to further refine and develop writing rubrics for each genre as a way of giving feedback to students as to what they need to learn next and to track growth and progress

- Continued to use TAG ('Tell the writer something you like, Ask a question, Give a suggestion/feedback') as daily tool to promote feedback between students at the end of a writing lesson
- Class teachers attended VCAA professional learning related to the Victorian Curriculum - Strands and Sub Strands, Achievement Standards, Content Descriptions, Elaborations. The Literacy and Numeracy Leader worked closely with CEM advisors to shape the direction for Literacy and Numeracy at Trinity. This professional learning also included unpacking the new education framework 'Horizons of Hope' from the Archdiocese of Melbourne
- Celebration of learning across the school has been promoted through the Inquiry Learning Expo, Open Days, Book Week celebrations, Home/School partnership activities, School Concert, Talking Circles
- A new learning and teaching curriculum team has been formed. This team incorporates members of leadership, teachers who are responsible for curriculum areas, as well as class teachers
- Continued to review the current school report based on parent feedback. This included the leadership team and learning and teaching team consulting with parents and staff
- Continued with Student Led Conferences, with students taking a more active role in sharing their goals, learning and reflections with their families
- Introduced an opportunity for parents to be more active within the Student Led Conferences and to have time for them to meet with class teachers if desired
- Continued to develop students' Digital Portfolios for them to share learning at the Student Led Conferences
- Continued to offer ongoing support to those students with learning difficulties through the support of Learning Support Staff within the classroom
- Teachers from Prep to Year 2 attended professional learning around how to teach 'Phonics in Context' presented by Literacy 'guru' David Hornsby (Catholic Education Melbourne)
- Teachers have been involved in weekly collaborative planning meetings in their team levels where they look at student assessment and the Victorian Curriculum to plan their teaching and learning for coming week
- All teachers from Prep to Year 6 have been introduced to Fountas and Pinnell (A Literacy Continuum) to enhance their teaching of Reading and Writing in their classrooms. This also involved updating professional learning in completing a Running Record
- Class teachers have continued to be mentors for University of Melbourne Master of Teaching students to support the students as well as enhancing their own professional learning
- Parent Helper sessions were conducted at the beginning of the year by the Literacy & Numeracy Leader so that parents became engaged in our learning community, felt valued and welcomed and provided with induction training as to how they can help in classrooms
- Home reading and home learning activities are valued and continue to support the learning that happens at school
- All teachers are required to keep a record of all student data on the Google Drive so that this is available for school leaders to track growth and progress of all students
- All teachers are required to upload their collaborative planners and work programs on to the Google Drive at the beginning of each week
- With the help of parents, the books in the junior area have been sorted and levelled according to the Fountas and Pinnell reading levels for all Home Reading and Guided Reading
- All class teachers from Year 2 to Year 6 have allocated students to their appropriate level lexiled readers (from the library) to enhance their Home Reading

STUDENT LEARNING OUTCOMES

At Trinity Catholic School we are very proud of our achievements in Literacy and Numeracy as evidenced through our NAPLAN data.

- In 2014, we had 100% of Year 3 students meeting the minimum standards in Reading, Grammar and Punctuation and Numeracy and 97.2% meeting the minimum standards in Writing and Spelling. In 2014, we had 96.8% of Year 5 students meeting the minimum standards in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.
- In 2015, we had 100% of Year 3 students meeting the minimum standards in Writing and Spelling, 97% meeting the minimum standards in Reading and Numeracy and 96.9% meeting the minimum standards in Grammar and Punctuation. In 2015, we had 100% of Year 5 students meeting the minimum standards in Grammar & Punctuation and Numeracy, 96.4% meeting the minimum standards in Reading and Writing and 92.9% meeting the minimum standards in Spelling.
- In 2016, we had outstanding results with 100% of all Year 3 students meeting the minimum standards in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. We had 100% of Year 5 students meeting the minimum standards in Writing, Spelling and Numeracy (showing an upward trend from 2015 in Writing and Spelling) and 92.6% of Year 5 students meeting the minimum standards in Reading and 96.3% meeting the minimum standards in Grammar and Punctuation (unfortunately showing a slight decline in these two areas).
- In 2017, in Year 3, we had encouraging results with 100% of all Year 3 students AT or ABOVE the national and state minimum standards for Writing and Spelling, 97% of students AT or ABOVE the national minimum standard for Reading, 90% of students AT or ABOVE the national minimum standard for Grammar & Punctuation and 97% AT or ABOVE the national minimum standard for Numeracy (NAPLAN Group Summary Report 2017). In year 3, for Reading, Writing and Spelling our results were ABOVE AVERAGE when compared to similar schools across Australia (My School 2017).
In 2017, in Year 5, we had pleasing results with 100% of all Year 5 students AT or ABOVE the national and state minimum standards in Reading, Writing, Spelling and Numeracy, 94% of students AT or ABOVE the national minimum standard for Grammar & Punctuation (NAPLAN Group Summary Report 2017). In year 5, for Writing, Spelling, Grammar & Punctuation and Numeracy our results were ABOVE AVERAGE when compared to similar school across Australia (My School 2017).



Student Wellbeing

Goals

To build the social and emotional capacity of all students

Intended Outcomes

- Explore & Implement Growth Mindsets
- Explore and implement more authentic student voice
- *Continue to build structured process for Transition
- *Review Wellbeing Curriculum

Achievements

In our 2016 School Review, Student Wellbeing was acknowledged as a strength area of our school, with whole school programme embedded across the curriculum and school practice. In 2017 Trinity Catholic School began to review its Wellbeing Curriculum. The Daniel Morcombe curriculum was taught in Term 4 and will continue to form a part of our child safety curriculum. The Esmart curriculum resources have again formed a large part of our Cybersafety lessons, with the Esmart Digital Licence being taught in our senior school. The Personal and Social Capabilities, which are a part of the new Victorian Curriculum, have been interwoven into our Inquiry and Literacy learning. The school's E-smart team worked through the revision of policy, community engagement and safety, and began to revise cyber safety and personal safety programs that are taught in the school.

All members of the Trinity Catholic School staff participated in several highly engaging professional learning sessions relating to Student Wellbeing, including sessions on Mandatory Reporting and Cyber safety. Staff Professional Learning has also been held to continue to maintain our positive approach to student management, with refresher training in Asthma and Anaphylaxis. Staff received training in new Child Safety policy developments, and our Child Safety policy was reviewed and implemented across the school.



In 2017 Student Voice continued to be a focus. Student Leaders attended 3 Student leadership days, which involved reflecting on their roles, setting goals, and examining our school data to produce a Student Leaders Action Plan. They were trained in presentation, organisation and communication skills to enable them to raise the student profile and voice within the school. Students actively led and participated in weekly Student Representative Council (SRC) meetings, as well as running their own class meetings. These Student Leaders also planned and organised a Mini-Fete, again fundraising over \$1000 to contribute to the building of our community gardens in the Classroom shared areas.

To improve student voice and engagement in our classrooms, Wellbeing SPRINTs were initiated across the school. SPRINTs involved data driven surveys twice a term to guide classroom management practice, and student engagement in their rooms. The surveys, delivered individually to the students through Google Classroom, gave teachers feedback on wellbeing aspects of their classroom. SPRINTs resulted in a significant boost in student engagement data, and student to teacher connectness. Similarly, significant effort continued to be placed on the implementation of CEM's (*Catholic Education Melbourne*) Intervention Framework, and this led to the development of weekly Data meetings, led by our Student Services leader, Literacy leader and Numeracy leader. All classroom teachers attend these meetings each term to help ensure that every student experiences growth in their learning.

To target Trinity's support of students in their transition to secondary school, Trinity continued to work with the Inner Northern Local Learning and Employment Network (INLLEN). Trinity is a part of the Yarra schools Shared Learning Community, which seeks to build connection between local primary and secondary schools. As part of this, Year 6 teachers were able to visit Simonds College to observe their excellent secondary teaching practice, and Trinity hosted a visit from local state and catholic schools to share Primary practice.

School attendance was extremely high in 2017. To ensure the safety and wellbeing of all students, we used data from tracking sheets, surveys and class meetings to inform our practice. A shared language assisted with discussing social and emotional issues.

Parents / Guardians are required to advise the school in writing of the reason for any student absence. As a courtesy, parents may phone the office to indicate a student absence, but must later follow up with a written note. Parents/Guardians may also notify the school using the SkoolBag App of any absences.

The Parent / Guardian of any child with three consecutive days' absence (without prior notice) are contacted by the school administration staff.

Value Added

Trinity Catholic School places a strong emphasis on Student Wellbeing, with

- School Captains and Vice Captains
- Student Representative Council (SRC representatives from each grade)
- House System with House Captains
- Sustainability Captains
- Class Meetings
- Student Leadership days
- Seasons – Grief and Loss Programme
- Prep/Year 6 Better Buddies Programme
- Cyber safety programme Prep - 6
- Whole School Outdoor Education Programme (Prep - Year 6)
- Strong commitment to teaching Social and Emotional Learning
- Strong partnerships with local community and government agencies, with access to Speech Pathology, Psychology and Community Health Services
- Leadership Skills Training for School Leaders
- Active Wellbeing Team
- Sustainability Club, School Choir and Maths Club

Student Satisfaction

There is a high degree of satisfaction as indicated by our School Improvement Survey (SIS) in both the Parent and Student data.

Child Safe Standards

Goals and Intended Outcomes

In response to changes in State government legislation, Trinity reviewed its policy and procedures in order to fully implement the Child Safety Standards

Achievements

In 2016 Trinity fully implemented the Child Safe Standards. In 2017 Trinity reviewed and further implemented policies in light of changes to the legislation.

This involved:

- Consultation with the Catholic Education of Office, Melbourne
- Consultation with the School Board and community
- Reviewing its Child Safe: Mandatory Reporting policy
- Developing a Child Safety Policy
- Reviewing and implementing revised procedures regarding visitors and parent helpers
- Reviewing and implementing revised procedures for hiring new staff
- Providing training for school staff promoting awareness raising strategies



Leadership & Management

Goals & Intended Outcomes

- To foster positive staff relationships
- To create and sustain a Professional Learning Culture

Achievements

- That a sense of community, support, respect and interdependence will be developed among all staff
- That a shared understanding of the school vision is developed
- That staff have a clear understanding of their role in living the school vision
- That a reciprocal Professional Learning Culture is developed
- That leadership capacity is developed in all staff



The Leadership Team, which met weekly after school and all day once a term comprised:

- Principal
- Deputy Principal/Student Wellbeing Leader/ICT Leader
- Education in Faith Leader
- Student Growth/ICT Leader
- Literacy/Numeracy Leader

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

Professional and Personal Learning included the following:

- CEOM – Google Website Training
- CEOM – Introduction to Google Docs Online Module
- CEOM – Introduction to Google Presentations Online Module
- CEOM – Introduction to Google Sites Online Module
- CEOM – Using Google for Research
- CEOM – Administrative Officers' Conference 2017
- CEOM – Improvement SPRINTs into Action
- CEOM – Reportable Conduct Scheme
- CEOM – Phonics in Context- Successful Animated Readers
- CEOM _ CLIL- Content Languages Integrated Learning
- CEOM - Shifting towards a the Theological Normative
- CEOM – Introduction to the Renewed RE Curriculum Framework
- CEOM – Reading Recovery Ongoing PL: Initial Day & Seminar
- CEOM – Reading Recovery: Ongoing Group 08
- CEOM - Southern Digital Network Term 1, 2, 3, 4
- CEOM – Leading Languages Professional Learning Program (LLPLP)
- CEOM – Mathematics: Expert Teaching F-4 A
- CEOM – Religious Education Conference 2017
- CEOM – Family School Partnership Leaders Induction and Orientation
- CEOM – Middle Leaders – Leading a Culture of Professional Learning
- CEOM - Deputy Principal Network – Southern Term 1, 2, 3, 4
- CEOM - Learning and Teaching Network Days Term 1, 2, 3, 4
- CEOM - Southern Region Religious Education Leaders Network
- CEOM - Southern Region Student Services Network Term 1, 2, 3, 4
- CEOM - Student Wellbeing: Connect, Grow, Learn, Flourish (South & East)
- CEOM - Parish Priest and Principal Briefing
- CEOM – Parent Engagement Future Directions: Workshop with Maggie Farrer
- CEOM - Southern Region Principals' Meetings Term 1, 2, 3, 4
- First Aid Certificate II CPR
- CEOM - Enhancing Catholic Identity – Leuven Experience.
- ICT PL Learning and Mentoring with Anthony Holohan
- CEOM – Parish Education Board Workshop

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

26

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2,357

TEACHER SATISFACTION

- *The 2017 School Improvement Survey (Insight SRC) teacher surveys indicated that Appraisal and Recognition, Role Clarity and Supportive Leadership significantly improved*

School Community

Goals

To build a highly engaging learning community with strong, local community and family partnerships

Intended Outcome

That partnerships & connections with the community are improved to support student learning & engagement

Achievements

- Continued to implement Student Led Conferences in lieu of Parent Teacher Interviews. This was very successful and attracted 97% parent attendance with excellent feedback.
- Held a successful School Concert with fantastic parent support in set design and dance tuition
- Working Party established with three other cluster schools to build 'Student Engagement'. Our practice in Wellbeing SPRINTs was shared with Sacred Heart Fitzroy, St Joseph's Collingwood and St Brendan's Flemington.
- Feedback from parents after each school event, and in the revised reports and student led conferences
- Talking circle offered for Catholic Identity
- Continued Trinity Homework Club in conjunction with the Smith Family and Melbourne Grammar School every Thursday after school.
- Digital Student Portfolios delivered through Google Classroom.
- Modified written school reports to make them more parent- friendly.
- Continued partnership with Biggin and Scott the 'Books In Homes' program, giving our children access to new books and bringing in authors/illustrators to talk to the students.
- Continued to welcome "Community helpers" into our school to work with children – listening to them read.
- Parent Representative Role, organising events for each level as well as fundraising opportunities

- Held visits by our FEL (Family Engagement Leader) to local kindergartens. Prep teachers were involved in visiting main feeder kindergartens as well as information evenings at kindergartens. Our Trinity Choir was part of the Spring Fair at Dame Nellie Melba Kinder and our Sustainability Captains visited the Multicultural Kinder

PARENT SATISFACTION

According to our School Improvement Survey (SIS) 2017 Actual Scores, the Parent Partnership data was at 79% and Approachability (the extent to which the school is receptive of, and understands, the views and concerns of parents) was at 84% when measured against all other Victorian Primary Schools. Stimulating Learning was at 81% and Student Motivation was also high, at 83%.



Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	14,104
Other fee income	121,983
Private income	28,539
State government recurrent grants	523,678
Australian government recurrent grants	1,911,618
Total recurrent income	2,599,922
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	1,814,800
Non salary expenses	536,914
Total recurrent expenditure	2,351,714
Capital income and expenditure	Tuition
Government capital grants	-
Capital fees and levies	96,291
Other capital income	-
Total capital income	96,291
Total capital expenditure	31,523
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	536,179
Total closing balance	460,943

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

Future Directions

Education in Faith

- To continue to provide opportunities to develop our staff's understandings of the pedagogy around the new Religious Education Framework so that Religious Education is engaging and purposeful for a contemporary world.
- To embed Education in Faith across the school ensuring best pedagogy and practice.
- To provide opportunities for students to give and receive feedback on their learning in Education in Faith.
- To encourage staff to use student feedback to support student learning.
- To continue to strengthen teachers' capacity in the analysis and rigorous use of performance data to inform planning and development of learning programs through unpacking the new learning progressions and standards in the Religious Education Framework.
- To keep at the forefront the changes in Learning and Teaching pedagogy throughout the school and its impact on the Education in Faith sphere.
- To begin unpacking and developing the staff's understanding of the 'Horizons of Hope' documents.
- To continue to rebuild our connections with the local Aged Care facility which went through a major staff restructure.
- To provide opportunities for staff to learn about other faiths and encourage robust conversations around our new learning and understandings.
- To allocate regular planning time for teams to plan in the area of Education in Faith providing the staff opportunities to clarify and deepen their understandings of the Catholic traditions and rituals through professional dialogue.



Learning and Teaching

- To set goals based on the Review and develop our SIP and AAP.
- To continue to promote feedback (teacher to student, student to student, student to teacher, leader to teacher, teacher to teacher, teacher to leader) as a way of improving practice.
- To continue to use writing rubrics and TAG as tool to give feedback to students.
- To refine the way our data meetings operate. To review student data to evaluate effectiveness of current practice. To set goals for teachers to improve current practice and to provide opportunities for reflection.
- For teachers to participate in an AITSL Standards Self Evaluation to monitor how they are meeting the VIT Standards and improving their practice.
- To embed Digital Education into all areas of the curriculum
- To fully implement and report to the Victorian Curriculum, including all Learning Areas and Capabilities
- To pre and post test all students in all areas of Numeracy to track growth and progress of all students.
- To use and analyse data effectively so that we meet the personalised learning needs of our students.
- To have a whole school shared understanding and shared pedagogical approach to Literacy.
- To implement SMART goals for teachers and students particularly for those students who require an ILP
- To continue to use Mappen for Inquiry and to integrate other learnings areas into our Inquiry learning.

Student Wellbeing

- To continue to embed Trinity's Secondary School Transition Action Plan
- To continue to implement the Berry Street Model of Education
- To continue to deepen the opportunities for student feedback through wellbeing SPRINTs

Leadership and Management

- Foster a Culture of Respectful Challenge
- Build Appraisal Processes and Recognition
- Continue to build a culture of learning, excellence and shared decision making

Community

- Continue to build deep family school partnerships
- Build deeper learning partnerships with local Kinders
- Continue to engage families with their children's learning

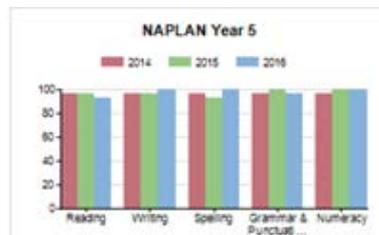
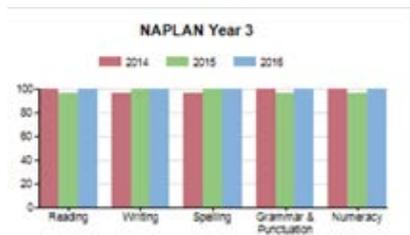


VRQA Compliance Data

E1036
Trinity Catholic School, Richmond North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015–2016 Changes %	2017 %	2016–2017 Changes %
YR 03 Reading	97.0	100.0	3.0	97.0	-3.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Grammar & Punctuation	96.9	100.0	3.1	90.0	-10.0
YR 03 Numeracy	97.0	100.0	3.0	97.0	-3.0
YR 05 Reading	96.4	92.6	-0.4	100.0	7.4
YR 05 Writing	96.4	100.0	3.6	100.0	0.0
YR 05 Spelling	92.9	100.0	7.1	100.0	0.0
YR 05 Grammar & Punctuation	100.0	96.3	3.7	94.0	-2.6
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
YR 1	91.5%
YR 2	94.5%
YR 3	94.1%
YR 4	91.0%
YR 5	92.8%
YR 6	93.5%
Overall average attendance	

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance rate	79.97%

STAFF RETENTION RATE
Staff Retention Rate 82%

TEACHER QUALIFICATIONS	
Doctorate	0%
Masters	25%
Graduate	33.33%
Certificate Graduate	9%
Degree Bachelor	75%
Diploma Advanced	33.5%
No Qualifications Listed	0%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	16
FTE Teaching Staff	12
Non-Teaching Staff (Head Count)	2

