

# Trinity Catholic School Richmond North

## 2020 Annual Report to the School Community



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## Minimum Standards Attestation

I, Nigel Rodrigues, 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 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.

14/05/2021

**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](http://www.acnc.gov.au)

## 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.

## School Overview

Trinity Primary School is a welcoming school community and enjoys a very central location in Richmond.

Trinity is rich in history and celebrates the wonderful diversity of its families. Its close-knit learning community is fostered through a strong focus on values and the provision of individual attention, enabling the full development of each child.

We provide a vibrant, inclusive and innovative approach to learning where the academic, social, emotional and spiritual needs of each child are met. We offer a large array of extra-curricula opportunities which can be explored on our school website and video.

Trinity Primary 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 2020, following our school's four yearly review the following priorities were identified and will give us the direction for the next four-year period.

### **Develop high impact instructional leadership able to:**

- Partner with teachers to lead evidence-informed growth for students
- Build the capacity of teachers to form the faith life of students in dialogue and encounter with the Catholic context
- Lead the evaluation and renewal of the school's policies and practices for wellbeing and behaviour

### **Improve student learning outcomes by:**

- Defining and embedding shared, consistent approaches to pedagogy
- Improving teachers' understanding of the teaching of literacy and numeracy
- Designing learning that caters for all students, including accelerating achievement for highly-able learners

### **Enable staff, student and parent voice to guide thinking and practice in:**

- Renewing the school vision and mission to reflect a learning culture that stimulates growth for all
- Collaborating to improve outcomes within relationships of trust, challenge and mutual respect
- Empowering students to monitor their learning and identify their next steps
- Privileging the voice of parents in planning and decision-making

### **Our Strategic Intent:**

To develop and implement a whole school shared approach of 'expert teacher' and high expectations for all; to develop 'charism' of excellence, equity and engagement, introduce and support 'respectful challenge' between staff; embed Education in Faith across the school/curriculum, ensuring best practice pedagogy is consistently applied; track and target student progress to design point of need learning; develop and embed a performance and development culture.

## Principal's Report

It is with great pleasure that I present our school's annual report for 2020. As the incoming Principal this year it is important that I firstly acknowledge the great work done by Ms Lindy Smith, Acting Principal in 2020 and Ms Annabelle Marinelli, Acting Deputy Principal, members of the Parish Board, as well as the entire staff who all worked tirelessly to ensure Trinity Primary School was able to provide an outstanding learning environment for each of its students during what can only be described as an extremely challenging year for all.

Having assumed the position of principal at the beginning of the 2021 school year I was immediately overwhelmed by the strength of the community and the commitment of each family and the extremely dedicated staff who make up this wonderful school. Trinity Primary School is a smaller school able to provide all the learning opportunities of schools twice its size. The great benefit for us is that with these smaller numbers, much greater attention, opportunity and experience can be given to each of our children. This, no doubt, was highlighted in the 2020 school year which was a very significant one for schools across the world in the light of COVID 19 and one which presented the staff, parents and children of Trinity Primary School many great learning challenges as well as great learning opportunities. Prior to 2020 most schools, particularly primary schools, would have seen online, home based learning as something that may happen in the distant future. For all of us, as we now know, this concept became our reality and one which I sincerely believe provided great learning and growth for all of us. Never before in my experience have teachers and parents had to work so closely, and in partnership, to ensure our children's learning needs were met in the best way possible with the means available.

Trinity Primary School completed the Catholic Education Melbourne, now known as MACS, Melbourne Archdiocese of Catholic Schools, four-yearly review in 2020, and it is clear that from its findings the school has many great strengths and a solid base on which to achieve continued improvement over the next four-year cycle. Following the independent reviewers school report, staff worked hard to develop a School Improvement Plan which will provide direction to address areas for improvement and further consolidate the effective practices already in place. From this review an annual action plan will be devised for each of the 4 years in the cycle to focus on the major school priorities which have been identified in the School Overview section preceding.

From the insights I have gained as the new principal to the school, this community has much to be proud of in its achievements throughout the 2020 school year, not only in academic achievements, but for what has been created as a team and the solid foundation on which we can all build in the new school year. I look forward, with much enthusiasm and hope, to 2021 and the many great challenges and opportunities this will provide.

Mr Nigel Rodrigues

Principal

## Education in Faith

### Goals & Intended Outcomes

#### Goal & Intended Outcome:

To strengthen the understanding of the beliefs and traditions of the Catholic Faith in a contemporary environment so that staff, student and parent understanding of the Catholic Faith is improved.

### Achievements

In 2020 Trinity Primary School had many successes in enacting its whole school approach to Faith Education, in the challenging climate of COVID-19. Many significant achievements were made and some of these include:

- A demonstration of its commitment to Ignatian Spirituality through the promotion of Jesuit values and the weekly reflective time of The Examen, which are core elements of its catholic identity
- Student engagement in sacramental celebrations, prayer, Christian meditation which provided regular opportunities for the school community to express and experience the catholic faith
- A continued respect for the diverse Trinity School community, other cultures and faiths which were much valued by the school community
- A successful strategic faith formation and professional learning plan which was focussed on developing leaders' and teachers' capacity
- Opportunities to develop students' faith and stimulate a search for meaning and truth were created through the faith-based inquiry units of learning that incorporate the Capabilities of the Victorian Curriculum and Catholic Social Teaching Principle
- The development of social awareness and a sense of justice which was fostered in students through engagement with community links such as MiniVinnies and in the units of faith-based inquiry
- Discipleship which was cultivated by leading students to act for the common good, as inspired by their faith, the principles of catholic social teaching and the Jesuit values

### VALUE ADDED

Despite the restrictions placed on the staff during 2020, many of the targets set in the school's annual action plan, in the area of religious education, were met. These include but are not limited to:

- Regular newsletter items showcasing student learning in religious education
- Student reflections on Gospel readings consistently used to deepen their knowledge

- Whole school guidelines for assessment and reporting in religious education were developed
- Exploration of the dispositions, forms of dialogue and curriculum resources for the study of world religions, as recommended by the Archdiocese of Melbourne
- Staff attendance at the Aboriginal Catholic Ministry for professional learning
- Religious Education Leader modelled and assisted staff to plan and lead liturgies
- Dedicated staff meetings held for setting up the church for Mass
- Religious Education Leader and staff liaising with the Parish Priest when planning Masses
- Prayer audit conducted to ensure children are knowledgeable of catholic tradition in prayer
- Morning, afternoon prayers — established as a whole school routine
- Renewed our practise of the Examen
- Roster for staff prayer at meetings developed to build capacity of all staff
- Regular use and reflection of scripture during staff meetings
- Student religious artwork showcased throughout the school
- Whole school scripture passage displayed in every class
- Ignatian award recipients acknowledged at assembly and front office display
- Purchase of contemporary religious art and iconography
- Dedicated staff meetings and Pilot's' to discuss assessment tasks, moderation of student work and reporting guidelines
- Continued use of the pedagogy of encounter when planning and implementing religious education and embedded in learning
- Rotating foyer display of student work in religious education

## Learning & Teaching

### Goals & Intended Outcomes

#### Goals & Intended Outcomes:

To build the rate of growth of learning outcomes and engagement for all students through meaningful and contemporary pedagogy, with a focus on improving literacy and numeracy outcomes so that enhanced staff teaching practice will deliver improved student academic growth (in literacy and numeracy) and build responsibility, engagement and independence in learning.

### Achievements

Trinity Primary School's capacity for powerful teaching and visible learning was enhanced by the priority given to performance and development processes. Leaders and teachers engaged in high quality, research and evidence-based professional learning that was strongly reflective and shaped by the context in which the leaders and teachers practise.

Evaluating rich evidence of student learning was prioritised within teams and in leaders' monitoring of teacher performance. Dialogue was encouraged in assessment processes such as moderation using student work samples, to make informed judgements of student capabilities and to track development, reflective of the intensive focus on Writing in the last two years with Year 5 NAPLAN scores above the State and trending upwards.

A culture of openness to feedback underpinned the success of collaborative Learning Sprints to promote teacher improvement. Leaders modeled the skill of giving targeted, specific, growth-focused feedback on teaching practice. Feedback was used to empower students to have a voice in their learning and in school decision-making.

The school's focus on '*Growth For All*', was evident in the collective responsibility for student learning and wellbeing across a range of practitioners, who catered for the diversity of learners, following the, Response to an Intervention model. This focus was reflected in the planning that aimed to challenge students across curriculum levels, provide opportunity in learning clubs and in Personalised Learning Plans that were designed to accelerate the academic achievement and engagement of students with special needs, including high-ability learners.

In 2020 three key improvement strategies were identified and achievements under each of these have been listed below.

#### **1 Strengthen teacher competence to design and implement effective and personalised learning**

- Professional Learning during Staff Meetings, Data Driven Research Informed PLTs, Digital Technology PLTs
- Data driven collaborative planning
- Ongoing Professional Learning, Coaching and Instructional Leadership for Leaders
- Embedded Teaching Sprints
- Feedback embedded in practice
- New Speech Pathologist at Trinity to undertake assessments and provide support

- Trinity Child Safety Team to cater for social emotional needs and learning
- NCCD-ILP's for students

## **2 Build a shared and consistent understanding and practice of expert teaching**

- Collaborative planning with leaders
- Parent engagement in learning
- Coaching and instructional leadership for leaders
- Shared understanding across the school related to best practice in the teaching of spelling and reading
- Embedded Horizons of Hope framework
- Speech Pathologist supporting Class Teachers and LSO's

## **3 Strengthen staff use of student data to identify point of need learning**

- Data Driven PLT s
- Data Meetings with Leaders
- Formative and summative assessments used consistently
- Data accessible to all teachers
- Ongoing analysis of NAPLAN and other student data to inform teaching & learning and school direction

### **STUDENT LEARNING OUTCOMES**

At Trinity Primary School assessment is ongoing, continuous and rigorous. Our teachers are assessing all the time, recording observations and gathering data about student progress.

In the absence of NAPLAN in the 2020 school year, Trinity Primary school used a variety of assessment measures to gather data and track student progress from a range of sources including, but not limited to:

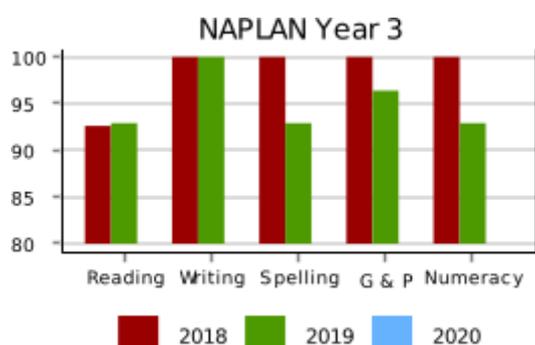
- Essential Assessment in English and Maths R
- Running records
- Progressive Achievement tests in English, Maths and Science
- Writing Rubrics
- Writing Moderation to Victorian Curriculum
- South Australian Spelling
- SMART Spelling Tests and Dictation
- Maths Early Years Oral Interview

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	96.4	-3.6		
YR 03 Numeracy	100.0	92.9	-7.1		
YR 03 Reading	92.6	92.9	0.3		
YR 03 Spelling	100.0	92.9	-7.1		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	88.0	-12.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	92.0	-8.0		
YR 05 Spelling	97.1	96.0	-1.1		
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

#### Goals & Intended Outcomes:

To continue building, in partnership with parents, caregivers & community agencies, an inclusive culture, that develops critical, resilient and confident learners so that learning for all students is personalised to support the development of interpersonal skills, leadership & resilience.

### Achievements

Trinity Primary School has always placed great emphasis on the importance of student wellbeing and the need to ensure that comprehensive systems and supports are in place, to ensure a safe and supportive school environment is created and available to all. The valuing of diversity and of every student and family underpins the strong sense of inclusion that permeates the culture at Trinity.

Adaptive practices by staff and the strengthening of partnerships with families in part due to the remote learning contexts of 2020, reflect the positive progress towards the school's goal to create *an inclusive culture that develops critical, resilient and confident learners*.

A core component of the school's approach to student wellbeing and learning was the implementation of the Berry Street Education Model (BSEM), incorporated into regular programs and the explicit teaching of social-emotional competencies. In 2020 there was a focus on building quality relationships with students, specific teaching of self-regulation, employing strategies to assist students to be ready to learn and using the language of growth mindset in all learning areas with students.

Trinity recognises the integral role of wellbeing in learning for life and for optimal academic growth. The teaching of the Capabilities of the Victorian Curriculum and Protective Behaviours was integrated into units organised within a two-year scope and sequence of learning. Personalised, tiered support was targeted to meet the diverse needs of students. Suitable adjustments or interventions were made, in dialogue with teachers, parents, and external organisations.

The strength of the *Teacher-Student Relationships* had a positive impact on the quality of the school climate, the sense of student safety at the school and the extent to which students felt as if they belong. Collaboration and authentic decision-making were encouraged within class meetings, the curriculum, student leadership and a wide range of clubs and activities with other schools or agencies. The Learning Sprints strategy was employed successfully to strengthen teachers' capacities to teach concepts of emotional literacy in Wellbeing Sprints.

## VALUE ADDED

Student Wellbeing is central to all that occurs at Trinity Primary School. Our Wellbeing Leader, in partnership with all staff, parents and students was able to achieve many outcomes throughout the year both onsite and in the online environment. These achievements are listed but not limited to those below:

- Consolidation and implementation of Wellbeing SPRINTS to facilitate Student-Teacher Feedback
- Expansion of Lunchtime clubs based on input from student leaders
- Increased leadership opportunities and capacity for students across the school
- Continued to Build Highly Effective Transition program for Prep students
- Reviewed Implementation of Senior Transition Programme
- Implemented Transition Programme
- Reviewed Mid-Entry Transition Process
- Implemented Wellbeing Curriculum (SEASONS, Berry Street Curriculum)
- Recapped Berry Street Module 1, 2 and 3 Plan to put into daily practice
- Completed Berry Street Module 4 PL & Implementation
- Reviewed & Implement revised E-Smart Curriculum

## STUDENT SATISFACTION

Feedback from students forms an important component of the procedures that Trinity Primary School has in place to ensure student voice remains an important component of the policies and procedures we have in place to promote a positive learning environment for all. In 2020, as a result of COVID19 restrictions the formal survey data normally collected was replaced with student surveys to gauge their responses to the challenges faced throughout the year. Below is an example of the questions asked of students and various responses common to many:

'In 2020 During March, April and part of May 2020 I was unable to go to school due to COVID-19. We continued our learning at home by remote learning. Below is a reflection of what we experienced and felt during this time.'

### **How did you feel during remote learning?**

"I liked it when everyone one was gathered, and we shared what was special."

"We saw everyone every day and that was fun."

"You could get snacks and could continue working online."

### **What was challenging?**

"Getting on some times and the glitches when you couldn't hear."

"When other people couldn't hear you."

"When your camera didn't work and other people couldn't see you."

"Not finding the link to the meet."

### **What did you discover about yourself?**

"That to be a good learner you have to focus and not be late to meets."

"School is a place to learn, and I actually really appreciate it."

"That I can learn in different ways."

**What did you learn about yourself as a learner?**

"That everyone is still learning."

"Everything is not easy."

"Be what your heart says to be."

**What new skills did you learn/discover?**

"How to type faster."

"How to listen better."

"To look on the bright side."

**What will you take forward with you when we return to school?**

"To not worry about anything."

"Everyone is still learning."

"You are not the only one who doesn't get things straight away everyone else is still at that point too."

**What new opportunities do you see for yourself?**

"To love what I am doing and appreciate your friends."

"To not stress."

"Never be scared because school is a safe place."

## STUDENT ATTENDANCE

Student attendance is recorded twice each day - in the morning before 9:00am and in the afternoon before 3:15pm by the teacher in charge of the class.

All attendances are recorded electronically.

Any student arriving between 9am -11am will be recorded as 'Late Arrival'.

Any student arriving between 11:00am-12pm will be recorded as 'Morning Absent'.

Students leaving between 12pm-2:15 will be deemed 'Afternoon absence'.

Students leaving after 2:15pm will be deemed 'Early Departure'.

Administration staff will make all alterations electronically for students arriving after 9:00am or leaving before 3:15pm.

Emergency teachers will take a paper role at the beginning and end of the day and send this to the office. Administration staff will enter this online.

Written notes from parents are collected by the classroom teacher and handed to the Deputy Principal for archiving at the conclusion of the school year.

Class teachers must send any email absence to 'absent@tcs.catholic.edu.au'.

Administration staff must send any electronic absent notifications to 'absent@tcs.catholic.edu.au'.

Any student exhibiting consistent or high absence must be reported to the Principal/Deputy Principal.

If a parent has not contacted the school by 10am with an explanation of the absence, the Administration staff will attempt to contact the parent who is responsible for ensuring the child's attendance on that particular day (by telephone or SMS text message) as soon as practicable.

If there is no response and there are concerns about the safety of the child, contact should be made with local Police.

If, following contact, the student's safety has been established, but no written explanation has been provided within 10 school days, the absence will be recorded as an unexplained absence and also be noted in the student's file.

While cultural and other circumstances of students and families should be acknowledged and sensitively considered, they should not compromise the expectations for the student's full attendance at school.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	84.0%
Y02	94.7%
Y03	93.5%
Y04	94.2%
Y05	91.5%
Y06	96.0%
Overall average attendance	92.3%

## Child Safe Standards

### Goals & Intended Outcomes

#### **GOALS & Intended Outcomes:**

To continue to work on a whole school approach to Child Safety using the Victorian Registrations Authority guidelines to embed a culture of Child Safety across the school in order to comply with the Ministerial Order 870 so that the care, safety and wellbeing of students as a central and fundamental responsibility of our school is well maintained.

That Trinity further embed its Child Safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries continue to be reinforced with all staff members and volunteers, regarding the protection and reporting of allegations or disclosures of abuse.

### Achievements

***'At Trinity Primary School we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.'***

To ensure Trinity Primary School community creates an environment which is safe for all its children numerous practices and policies were in place in 2020 and will continue to be a priority into the future.

All staff new to the school were thoroughly inducted into the culture of child safety as part of their transition into the school.

All existing staff reviewed the staff handbook and revisited the code of conduct to ensure their familiarity and acceptance of its contents.

Regular professional learning was provided to all staff with a focus on child safety and the use of PROTECT to ensure our commitment to child safety was embedded in daily practice.

A child-friendly version of the school's Child Safety Policy has been created to ensure all children have access to its contents and are able to clearly understand what is outlined.

The school's Wellbeing Leader continued to promote student voice and agency through our Student Leader program to address concerns/issues that children from across the school have raised at class meetings.

Classroom teachers continued the practice of Circle Time as a means of enabling students to share concerns as well as celebrate achievements.

Child Safety remained a standing agenda item for School Board Meetings.

Risk Assessment was carried out in accordance with Catholic Education Melbourne (MACS) guidelines.

## Leadership & Management

### Goals & Intended Outcomes

#### Goals & Intended Outcomes:

To develop & sustain a supportive professional learning culture incorporating shared responsibility & accountability for feedback, appraisal, individual and collective growth as teachers whose core business is engaging all students & improving their learning; so that effective teamwork & individual capacity building of staff is enhanced through consistent, professional, respectful, timely and ongoing professional feedback, and that the knowledge & capacity of leaders is improved, enabling them to lead effectively as instructional leaders.

### Achievements

Whilst Trinity Primary School has an established School Leader Team, consideration is also given to the leadership development and responsibilities of all staff. In 2020 most professional learning occurred online which in fact, enabled more staff to attend professional learning opportunities more often than when attending in person activities. Below are listed many of the achievements from the school's annual action plan in the area of Leadership & Management. The list is by no means exhaustive but highlights the main achievements in 2020:

- An instructional leadership learning focus was designed for school leaders
- Coaching for the leadership team was provided to build leadership capacity
- Priority was given to teachers as learners to ensure ongoing improvement in classroom practice
- Explicit connections were made with the school improvement plan and annual action plan in staff meeting and whole school professional learning
- Explicit communication with part-time and admin staff re; general business and staff meeting topics to improve whole school approach to learning
- Leadership opportunities and professional learning provided for playgroup leader, junior transition leader
- Middle leaders attended middle leaders professional learning was provided
- Obtained research grant to enable research lead position to drive whole school improvement
- Priority release time given for class teachers to unpack research in order to improve teaching, incorporating learning SPRINTS
- Further developed blogging for staff to reflect on, communicate and share learning from professional reading
- Professional reading and goal setting embedded for school leaders, in the area of instructional leadership
- Blogging maintained for leaders to reflect and share learning

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

Professional Learning for all staff at Trinity Primary School is highly valued and integral to the continuous improvement focus held by the school. Whilst most staff members attended formal professional learning activities both externally, and internally, it is important to note that the school maintains a consistent approach to teacher improvement through focussed staff meetings, data meetings, child safety meetings and professional learning team meetings throughout the week. Included here is a list which includes examples of many of the professional learning activities attended:

- 2020 NCCD Moderation (Primary - Eastern/Southern)
- 2020 New Learning Diversity Leaders (Central)
- Assessor Training Program (HALT) 2020-21
- Colourful Semantics (Learning Support Officers)
- eLearning Network Meeting Term 1
- Emerging Leaders Program 2020
- Finance Cluster Meeting - Semester One
- Finance Cluster Meeting - Semester Two - ICON Schools
- Foundation Teaching Sprints - Online Program
- Foundation Teaching Sprints Workshop
- Literacy Through Languages Series - Using Languages Mats
- Mentoring: Leading a Learning Culture
- Record of Student Adjustment & Evaluation (ROSAE) Training Sessions
- Request for Information (RFI) Principal Information Session
- SRO LDL CONNECT
- Student Wellbeing Leaders Primary Network - Southern
- Supported Playgroup: Getting Started
- Supported Playgroups in Catholic Education (SPiCE)
- SWIF 2020 Southern Region
- Transition Support for Prep Students Requiring Extensive Adjustments Southern Region
- Workforce Planning & Recruitment for School Leaders - What you need to know about staffing

Number of teachers who participated in PL in 2020	32
Average expenditure per teacher for PL	\$254

**TEACHER SATISFACTION**

Although faced with the considerable challenges of remote learning in 2020, the teachers at Trinity have been agile, creative and responsive to the needs of the students and families. This positive response to these challenges reflects the great satisfaction the staff have with the school in general. The collegial approach and a supportive leadership enabled the staff to continue to focus on the wellbeing and learning of all students and their families throughout the many changes faced during the year.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	89.2%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	81.8%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	21.4%
Graduate	14.3%
Graduate Certificate	7.1%
Bachelor Degree	57.1%
Advanced Diploma	42.9%
No Qualifications Listed	14.3%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	24.0
Teaching Staff (FTE)	17.8
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	18.6
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

#### Goals & Intended Outcomes:

To build a highly engaging learning community with strong local, community and family partnerships so that partnerships and connections with the community are improved to support student learning & engagement.

### Achievements

Notwithstanding the challenges of 2020 the community of Trinity Primary School was able to maintain and develop its strong sense of community, belonging and connection. Throughout the periods of remote learning, new and innovative ways of building community were adopted and experienced by children, parents and teachers. As well as solid learning experiences online, children were given opportunities to engage in virtual gatherings, assemblies, prayer celebrations and other less formal but equally, community building activities.

Listed here are many of the achievements in the area of community building seen throughout the year.

- The school's playgroup leader completed professional learning to implement a research informed approach
- Strategic partnerships were developed with core Kinders and other Learning Centres
- Trinity's, "Early Years Transition Policy" was reviewed
- Partnership with Biggin and Scott affirmed to ensure ongoing relationships regarding advertising and marketing
- Launch of Books in Homes from 2018
- Social inclusion policy completed
- Social inclusion statement completed by Staff and School Board
- All other school policies updated in light of social inclusion policy
- Ongoing communication via website and newsletter to parent and wider community
- Developed a reconciliation plan and met with Reconciliation Australia to outline a timeline for plan to be implemented
- Parent reps goals identified
- Feedback from school board in regard to aspects of community, acknowledged and acted upon
- Feedback from families indicate parents' high levels of satisfaction with the school's acknowledgement of and respect for diversity, both cultural and learning
- Trinity places a deliberate focus on social inclusion and implements proactive strategies to build a socially cohesive and culturally safe school

- Trinity maintains a strong focus on values to create a welcoming culture, acceptance of diversity and other faiths and the responsiveness of staff to students' particular needs
- An-going emphasis on supporting parents to be engaged in their child's learning. This support was accentuated during the 2020 remote learning context. Trinity's adaptation, flexibility and regular 'check-ins' with parents were much valued, according to parent input into the school review. Trinity will continue seeking to maximise the potential of digital technologies and the strength of the relationships developed through the remote learning context to further strengthen the connection of parents to their children's learning in 2021
- Opportunities for parents to gain a greater understanding of school initiatives in learning and wellbeing were offered, on-site and on-line, to develop three-way learning relationships
- A structured approach to student-led conferences with parents enabled them to celebrate progress and recognise the development of their child's agency in monitoring their own learning
- Links with other educational and community organisations or services were fostered to provide targeted support for students and families. These opportunities and curriculum aligned to Catholic Social Teachings, assisted students to develop a sense of connectedness to the world beyond their homes and school where they could contribute by service, to the common good.

## PARENT SATISFACTION

Trinity Primary School enjoys a very positive partnership with parents and this was reflected in the feedback received both formally and informally throughout 2020. The year provided considerable challenges yet highlighted the support and satisfaction parents have for the school and staff. In 2020 parents were encouraged and welcomed to participate in school activities and events, most of which occurred online. Throughout the remote learning period, parents were able to maintain open communication with leaders and teachers. Trinity provided opportunities for parents to understand the language and practices of schooling through student led parent teacher meetings and in regular communications throughout the year. At Trinity a strategic approach to developing parent/school partnerships has been developed and will continue to be implemented while considering the new learnings brought about by COVID-19 and the move to online learning.

## Future Directions

As Trinity Primary School moves into its next four-year cycle there are a number of opportunities to consolidate its many existing excellent programmes and practices and to form new directions based on the findings of its recent school review. In summary these include but are not limited to:

- Developing religious leadership to nurture the faith and spirituality of the diverse school community
- Improving staff-leadership relationships in a culture of evidence-informed decision-making, clarity of purpose and empowerment
- Capitalising on the potential of a learning sprints model to develop teacher expertise
- Forming a collective understanding of the school's approach to wellbeing and positive behaviour
- Strengthening students' agency in decision-making, self-reflection, feedback and connectedness to community
- Re-engaging families after the pandemic
- Marketing the school to maximise enrolments