

Trinity Catholic School

Richmond North

2021

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 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.

01/03/2022

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



Trinity Primary School is a welcoming catholic school that fosters diversity and promotes innovative, high quality learning.

We ensure that every student strives for excellence and is able to engage 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 2021 the following school improvement goals were identified and actioned through strategic and timely planning.

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 Teaching' and high expectations for all; to develop a '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 2021. Having commenced as Principal of Trinity Primary School at the beginning of the 2021 school year I feel well-placed to reflect on the many achievements made in what was, once again, an extremely challenging year for the entire school community.

I acknowledge the great work done by our entire leadership team with all staff, whose professionalism and dedication to the students in our care was simply outstanding.

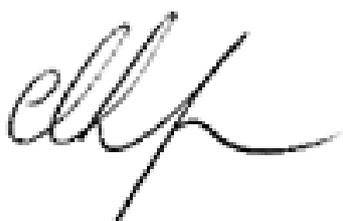
Whilst the position of Principal carries great responsibility I believe it is an extremely privileged position to hold, and I thank each parent for their great support and appreciation shown throughout the year.

Trinity Primary School is well known in our local area as being a school which boasts an extremely tight-knit community based on respect for our diversity and a genuine care for each other. This wonderful foundation enables each of us to work together to create an excellent learning environment for all children. The school's enrolment numbers remained fairly steady throughout 2021, however, there have been a larger number of families than normal moving out of the Richmond area following the impact of the past two years of COVID lock-downs and restrictions. We expect this to balance out during 2022 and into 2023 as other new families move into the area.

As we are all now aware, the 2021 school year did not return to normal as we had hoped and by the end of first term we once again found ourselves managing lock-downs with remote and online learning once again becoming the norm. I thank again our teaching staff who worked tirelessly to ensure quality content was still being taught, and with the incredible support of our families at home, great learning was most certainly achieved.

As reported last year, Trinity Primary School completed the MACS, (formerly known as Catholic Education Melbourne), four-yearly review in 2020. From this review the 2021 Annual Action Plan was formulated to provide direction for further school improvement which would focus on the major school priorities which have been identified in the School Overview section preceding.

There were so many great achievements made throughout 2021 that it is impractical to name each and every one, but many of these will be outlined in the following pages as we celebrate the great work done in the areas of: Education in Faith, Learning and Teaching, Student Well-being, Leadership and Management as well as Community.



Mr Nigel Rodrigues

Education in Faith

Goals & Intended Outcomes

Goal:

To build the capacity of teachers to form the faith life of students in dialogue and encounter with the Catholic context

Intended Outcomes:

That staff will build their knowledge and use of the Pedagogy of Encounter

That staff will have the opportunity to build on their own faith life journeys

Achievements

In the area of Religious Education in 2021, all staff participated in regular professional learning to ensure a well-balanced Faith education was delivered to all students. Many achievements in this area were made in response to the school's annual action plan goals throughout the year. These include but are not limited to:

- Regular facilitated planning sessions
- Professional learning opportunities for staff in regard to RE curriculum, ECSI data & Pedagogy of encounter through staff school improvement meetings
- Leaders Modelled a process for engaging in prayer
- Engagement in prayer experiences with staff at each meeting
- Engagement in professional learning with Richard Leonard/Catholic Identity in a contemporary world
- Maintained Parish / School connection through Sacramental preparations and celebrations
- RE pedagogy tool completed by staff
- Staff used RE curriculum in their planning documentation
- Staff utilised a Pedagogy of Encounter 'How do I encounter this?' in planning documentation
- Growth in staff confidence and knowledge to lead prayer and plan liturgical celebrations
- Staff increased participation in staff prayer, school prayer liturgies, school Masses

VALUE ADDED

Despite the restrictions once again placed on the staff during 2021, considerable achievements were gained and many of the targets set in the school's annual action plan, in the area of Religious Education, were achieved. 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 further consolidated
- Exploration of the dispositions, forms of dialogue and curriculum resources for the study of world religions as recommended by the Archdiocese of Melbourne
- 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
- Ignation award recipients acknowledged at assembly and front office display
- Dedicated staff meetings and PLT'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 inquiry units

Learning & Teaching

Goals & Intended Outcomes

Goals:

To partner with teachers to lead evidence-informed growth for students

To improve teacher pedagogy and practice of the teaching of literacy and numeracy

To empower students to monitor their learning and identify their next steps

Intended Outcomes:

That Collaborative dialogue around research and data will be embedded in our reading practice

That a shared and consistent approach to pedagogy of reading will be defined and embedded

Learning Intentions and Success Criteria are embedded in classroom practice in the area of Reading

Achievements

Learning and Teaching is the core business of all schools and at Trinity much time is given to ensuring our programs are researched based and data driven. Building individual teacher capacity was a major focus of our professional learning throughout 2021. Listed below, but not limited to these, are many of the achievements made in the area of Learning and Teaching.

- Targetted and timely professional learning for all staff including, (Teaching Sprints, School Wide Improvement Framework, Agile Leaders, Literacy Toolkit, Research Leaders, English as an additional language PL, Giftedness PL, Autism PL)
- Development of Clarify Canvas for Reading to identify targets
- Data driven, research based Teaching Sprints each term (Modelled Reading, Guided Reading) using Sprints Tools
- Staff Meetings to facilitate collaborative dialogue around new embedded reading practices from Teaching Sprint
- Reflections on research through blogging each term
- Reading research embedded into weekly team meetings to facilitate changes to practice
- Teachers utilising data at planning meetings as embedded practice to make links between data and Victorian/EAL Curriculum, considering different learning needs
- Data Meetings to provide coaching, mentoring and support for teachers around data and practice
- School Improvement Rubric indicators achieved
- Blogging using Edublogs
- Research Dialogue Tool for research synthesis
- Data Meeting conducted to review student data for personalised learning

- Research embedded into weekly team meetings
- Reading Policy further developed to reflect data and research
- Assessment Schedule enacted by teachers to measure progress and identify next steps

STUDENT LEARNING OUTCOMES

In 2020, due to the restrictions of COVID 19, no NAPLAN tests were conducted, therefore 2021 results can only be compared with results from 2019. At Trinity it was pleasing to see that, whilst 2020 and 2021 presented numerous interruptions to learning programs and challenged schools in planning and implementing lessons our schools, NAPLAN results remained consistent and reflected the efforts made by teachers in both on-site and online settings. When comparing the results of our Year 3 cohort in 2019 with their achievements in 2021 we are proud of the value added in all areas of NAPLAN testing. In particular our Numeracy results show 64% of our students making above average progress compared with other schools.

Trinity has in place extensive and well established programs and strategies to support student learning and promote student achievement.

Weekly data meetings ensure individual student results inform planning and individual learning programs.

Ongoing and specific assessment enables teachers to measure their success and identify areas for improvement.

Multiple intervention practices, such as speech therapy and reading intervention are in place to support students with learning difficulties and to assist other students to excel in their learning.

The use of specific learning intentions and success criteria enable our students to set goals and to clearly articulate their learning and therefore their personal needs.

In relation to students at risk, further support is provided in the way of Personal Learning Programs which are devised and implemented with support of our Learning Diversity Leader and other school leaders and in consultation with families. Each of our classroom teachers is supported by a Learning Support Officer who further enables both small group and one on one targeted teaching to take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	96.4	-	-	89.5	-
YR 03 Numeracy	92.9	-	-	94.7	-
YR 03 Reading	92.9	-	-	94.7	-
YR 03 Spelling	92.9	-	-	100.0	-
YR 03 Writing	100.0	-	-	94.7	-
YR 05 Grammar & Punctuation	88.0	-	-	96.6	-
YR 05 Numeracy	100.0	-	-	92.9	-
YR 05 Reading	92.0	-	-	100.0	-
YR 05 Spelling	96.0	-	-	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

Goals:

To lead the evaluation and renewal of the school's policies and practices for well-being and behaviour

Intended Outcomes:

That staff will begin to develop a clear and consistent whole school approach to student wellbeing and managing student behaviour

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.

In 2021 Trinity continued to achieve excellent outcomes in the area of student well-being as listed but not limited to those below.

- Student Wellbeing Leader facilitated data driven and research based Teaching Sprints each semester to impact change to build teacher capacity and capabilities in Student Wellbeing
- Engagement with MACS Staff to further develop PL in the area of Positive Behaviours for learning
- Implemented Sprints which focus on Respectful Relationships and incorporated all teaching staff
- Constructed a Student Wellbeing Roadmap which was established and visible including a renewed student leadership model
- Development of the core team for PBL(Positive Behaviours for Learning)
- Positive Behaviours in Learning further developed including the Positive Behaviours Team
- All staff completed further PL in the area of Positive Behaviour Learning facilitated by MACS staff
- Teaching Sprints completed and evidence of teacher learning gathered
- Student action teams introduced for 2022

VALUE ADDED

At Trinity Primary School the well-being and safety of our entire community, our students, parents and staff, is central to all we do.

Our Wellbeing Leader, in partnership with all staff, parents and students were once again able to achieve many positive outcomes throughout the year, both onsite and in the online environment. These achievements are, but not limited to those listed 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
- Implementation of Senior Transition Programme
- Implemented Transition Programme
- Reviewed Mid-Entry Transition Process
- Recapped Berry Street Modules 1, 2, 3 and 4 to put into daily practice
- Implemented 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 practices we have in place to promote a positive learning environment for all. In 2021, MACS School Improvement Surveys were used to gain important data related to overall student satisfaction. It is important to note that this data may be impacted by the almost two years of remote learning, and therefore it is difficult to compare these survey results directly to the last collected in 2019. Below are some of these results which capture the overall sense of satisfaction the students have for their school and it is noted that all data shows an overall very positive trend.

96% Positive or no change to questions related to teachers having high expectations.

84% Positive or no change to children's sense of engagement at school.

93% Positive or no change to students sense of belonging to the school.

85% Positive or no change to students sense of opportunity to have a voice in their learning.

Our goal in 2022 will be to review those areas which showed the least positive growth so that we are able to further improve our school climate for all students.

STUDENT ATTENDANCE

Student attendance is recorded twice each day. In the morning before 9:00 and in the afternoon before 3:15 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 9am 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	97.5%
Y02	96.3%
Y03	95.2%
Y04	95.8%
Y05	97.2%
Y06	97.3%
Overall average attendance	96.5%

Child Safe Standards

Goals & Intended Outcomes

GOALS &

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 well-being of students as a central and fundamental responsibility of our school is well maintained.

Intended Outcome:

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 well-being 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 2021 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.

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 Well-being 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 where necessary in accordance with Catholic Education Melbourne (MACS) guidelines.

Leadership & Management

Goals & Intended Outcomes

Goals:

- To build an instructional leadership framework
- To Promote a culture of trust, challenge and mutual respect

Intended Outcomes:

- Established and embedded framework to leadership exists across the school
- Framework and practices are in place to enable feedback between leadership and amongst staff

Achievements

The leadership and management processes at Trinity Primary School are linked to the school's Annual Action Plan and overseen by the school's Leadership Team. The team met regularly throughout 2021 to ensure the Annual Action Plan remained at the forefront in our planning in all aspects of the school.

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 2021:

- An Instructional Leadership model was further developed by all School Leaders
- Targetted Professional Learning provided for all Teachers to ensure ongoing improvement in classroom practice
- Explicit connections made with School Improvement Plan and Annual Action Plan in staff meetings 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
- 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
- Blogging maintained for Leaders to reflect and share learning

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Professional Learning for all staff at Trinity Primary School is highly valued and integral to the continuous improvement focus held by the school. Whilst some staff members attended formal professional learning activities externally, 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:

- Creative Rigorous Action research Collaborative - Languages (CRACL)
- RenewALL: Renewing Languages Learning for ALL
- Finance Cluster Meetings
- SWIF 2021 Session 1,2.3.4
- Finance Cluster Meeting Term Two
- Grammar in Context (Group B)
- Southern Regional Religious Education Network
- Southern Deputy Principals' Network
- Enhancing Catholic School Identity
- Provocations and Guiding Questions - Pedagogy of Encounter PLT
- Catholic Social Teaching - Charity to Justice
- Eastern Region Online Training (OLT) Understanding Dyslexia and Reading Difficulties - Blended Learning
- Student Wellbeing Leaders Primary Network - Southern Region
- (NRO) Understanding Significant Reading Difficulties and Dyslexia
- Re-imagining Languages 2021
- Emerging Leaders Program 2021
- Cued Articulation- Northern Region
- RE Curriculum Framework and Achievement Standards - Professional Dialogue and Moderation
- Assessment for Learning in Religious Education. Professional Learning for leaders and teachers of RE in the Southern Region.
- Shared Services ePortal Training - Payroll
- Supporting students with diverse learning needs in the return to the onsite school
- Ruby Highlight: building teacher capacity to make evidence informed decisions in reading

Number of teachers who participated in PL in 2021	32
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Average expenditure per teacher for PL	\$744
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TEACHER SATISFACTION

Staff at Trinity began the 2021 school year with much hope that the restrictions placed on us due to COVID in 2020 would not be repeated. However, after a short time we, as with most other schools, found ourselves once again having to adapt to remote learning and the disruptions of ongoing community lock-downs and their impact on all of us. With the lessons of

2020, our teachers in particular, with school leadership, once again sort the input of families to ensure suitable and high quality learning could take place. From the data and feedback gained throughout the year and including the results of the 2021 MACS School Improvement Surveys I can confidently say that teacher satisfaction was high, and all staff should be extremely proud of what they were able to achieve in both academic learning programs and through social emotional learning and opportunities provided.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	80.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	82.4%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	15.4%
Graduate	23.1%
Graduate Certificate	0.0%
Bachelor Degree	61.5%
Advanced Diploma	46.2%
No Qualifications Listed	7.7%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	18.9
Non-Teaching Staff (Headcount)	21.0
Non-Teaching Staff (FTE)	16.7
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal:

Privilege the voice of families in planning and decision-making

Intended Outcomes:

Families are involved in relevant decision-making around policy at the planning stage

Leaders and staff seek to involve families in planning and decision-making around aspects of learning

Achievements

Considering the ongoing challenges of 2021 the community of Trinity Primary School should be proud that they were able to maintain and further develop its strong sense of community, belonging and connection. Throughout the periods of remote learning, new and innovative ways of building community were adapted 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 2021 school year.

- Input gained from the parent community via Google survey and 1:1 discussions in regard to which school values are important to their family
- Undertook School Improvement Meetings with staff to seek input in regard to school values
- Consulted with Student Representative Council for input into School values
- Began process of consultation around renewal of vision and mission statement which includes input from parents, children and teachers
- Google staff/Parent surveys used consistently to gather relevant data for school improvement
- Strategic Partnerships further developed with local Kinders.
- Ongoing Communication via Website and Newsletter to parent and wider community
- Feedback from school advisory committee in regard to aspects of community acknowledged and acted upon
- Feedback from families indicated that parents' have high levels of satisfaction with the school's acknowledgement of and respect for diversity, both cultural and learning
- Deliberate focus on social inclusion and implementation of proactive strategies to build a socially cohesive and culturally safe school
- A maintenance of a strong focus on values to create a welcoming culture, acceptance of diversity and 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 2021 remote learning context. The school's adaptation, flexibility and regular 'check-ins' with parents were much valued, according to parent input.
- 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.

PARENT SATISFACTION

Whilst the usual surveys conducted annually were not completed in 2020, Trinity Primary School can be proud of the way it managed to maintain its learning programs and connection with families. During 2021, which was once again disrupted by lockdowns and a return to online learning, feedback was regularly gathered from parents through the use of local surveys and acted upon to recognize the needs and expectations of families.

Below are some samples of parent feedback which assisted us in identifying areas for improvement and also feedback which reflected the overall satisfaction most parents had, particularly during periods of remote learning. After considering feedback such as this, Trinity was able to continually improve its practice to meet the changing needs of families and student learning.

I understand it is difficult to organise, but it would be great to see more time spent online with teachers. As parents working from home, we are limited in the time we have to teach. Furthermore, we don't have expertise in all subjects, especially specialist classes (e.g. Mandarin)

More online sessions with smaller groups of kids through the day Maybe just a weekly one on one with their actual teacher. More relevant if lockdown is longer than a couple of weeks

Reduced screen time. I recognise that my child is in the senior years, but the workload at times can be a lot to get through, especially when you're trying to strike a balance between learning and well-being. The teachers are doing a fantastic job and that is to be commended but I wonder if delivery of content could have less of a digital presence in the future.

Our child's teacher has been very supportive of our son's learning. She was also very proactive in ensuring he is on task, and calling him back to activities when he wandered away. Teachers are doing an amazing job under the circumstances. It is very challenging, but they are so patient and do a wonderful job.

Thanks so much for all the work undertaken on remote learning. I found our child's teacher to be very engaged and positive with teaching, despite all the challenges. It is very difficult to encourage our child to extend themselves a little with remote learning, and not just to 'do the basics'. The challenge of excessive screen time is a big one in a family of multiple children, and even in grade six I don't believe most children have much capacity to self-monitor their screen time yet, both in terms of time and in terms of energy levels.