

# Trinity Catholic School Richmond North

## 2022 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

27/04/2023

**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)

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - “Forming lives of faith, hope and love in the light of Jesus Christ” - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, “Every student is inspired and enabled to flourish and enrich the world”, and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne’s north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

### 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.**

### Mission

#### Leadership & Management

**At Trinity Primary School we promote collaborative team work 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 & Religion

**At Trinity Primary 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 Religious Education 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 & Teaching**

**At Trinity Primary School we provide an inclusive and innovative curriculum that meets the immediate and future needs of each student 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 confidence to engage with new learning technologies

### **Community**

**At Trinity Primary School we provide a community that is welcoming and inclusive and respectful by:**

Encouraging the engagement of our families in the social life 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 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 2022 the following school improvement priorities 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:**

At Trinity we strive to deliver high impact teaching in a collaborative partnership, giving voice to our staff, students and families to enable the best learning outcomes for our students.

## Principal's Report

It is with great pleasure that I present our school's annual report for 2022. The year was significant for many reasons, not the least being that it was our first full and uninterrupted year since the beginning of the COVID-19 Pandemic. Whilst we can still reflect on the many great achievements throughout the pandemic and in the move to online learning, I do not believe that many of us would wish to return to structures and routines such as those.

This year I once again sincerely acknowledge the outstanding dedication and talents of our Leadership Team, Admin Officers, Class Teachers and Learning Support staff who all work together to create a very positive, challenging and supportive learning environment for our children, and school community for all our families.

I wish to also thank all our parents, especially members of the School Advisory Board and Parents and Friends, as well as all those who volunteered at different times to support the learning programs we put in place throughout the year.

In 2022 Trinity Primary School continued to be a school of first choice for many of the families in our local area as well as a number of families who travel considerable distance so that their children can attend Trinity. Our relationships with our local Kinders continued to grow, with positive word of mouth recommendations being made to parents of three and four year olds in the process of making decisions about the best school for their children.

Throughout the 2022 school year our leadership team, with all staff continued to focus heavily on major school improvement through its strategic annual action plan with its main priorities being to:

- develop high-impact instructional leadership
- improve all students' learning outcomes
- enable staff, student and parent voice to guide thinking and practice.

With these priorities in mind, and the intense work done throughout the year, I believe we successfully moved closer to achieving the goals set out in our four-year school improvement plan.

There were many highlights from the 2022 school year and a number of these will be covered in the following pages, however, I would like to mention one in particular which saw our whole school community pack the Hawthorn Arts Centre for our whole school production, 'On Stage and Offline' which was a humorous yet reflective look back on a journey through the pandemic and back to where we all belong, in school learning and celebrating together.



Mr Nigel Rodrigues

Principal



## Catholic Identity and Mission

### 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 2022, staff once again participated in regular professional learning, both internally and through Melbourne Archdiocese Professional Learning Programs, 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
- All staff contributed to regular prayer and reflection in meetings and school gatherings
- Engagement in professional learning
- Maintained Parish / School connection through Sacramental preparations and celebrations
- RE pedagogy tool completed and reviewed by staff
- Staff used RE curriculum in their planning documentation
- Staff utilised a Pedagogy of Encounter in planning documentation
- Further growth in staff confidence and knowledge to lead prayer and plan liturgical celebrations
- Staff increased participation in staff prayer, school prayer liturgies, school Masses
- Created opportunities for Parish Priest to lead Staff Faith Formation

### VALUE ADDED

Once again, throughout 2022, considerable achievements were gained and targets met from the school's annual action plan, in the area of Religious Education. These included 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
- Religious Education Leader modelled and assisted staff to plan and lead liturgies
- Religious Education Leader and staff liaising with the Parish Priest when planning Masses
- Morning, afternoon prayers - established as a whole school routine
- Consolidated our practise of the Examen
- Roster for staff prayer at meetings used to build capacity of all staff
- Whole school scripture passage displayed in every class
- Ignation award recipients acknowledged at assembly
- Dedicated staff meetings and PLT's to discuss assessment tasks, moderation of student work and reporting guidelines



## Learning and 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 learning programs are research-based and data-informed. Building individual teacher capacity and delivering differentiated explicit teaching was a major focus of our professional learning throughout 2022. We continue to have high expectations of our staff and students in delivering a learning program where all students experience growth and progress. Listed below, but not limited to these, are many of the achievements made in the area of Learning and Teaching.

- The school has engaged in targeted and timely professional learning for all staff including: Teaching Sprints, School Wide Improvement Framework, Research Lead, Positive Behaviours for Learning, High Impact Teaching Strategies with a focus on Explicit Teaching, English as an Additional Language, Giftedness, Autism and Other Special Needs PL)
- All staff were involved in professional learning school closure days for Mathematics with MACS and Martin Holt, Positive Behaviours for Learning and Faith Formation
- In 2022 we had a focus on Mathematics and Reading, and leaders and teachers engaged in extensive professional learning in these two areas. We unpacked the Victorian Curriculum and new Learning Progressions for Mathematics and Reading.
- We used School Improvement Tools such as Clarify Canvas for Mathematics and Reading to determine what impact we were aiming to have.
- We used Teaching Sprints each term to improve our teaching practice which incorporated using data and research to improve our teaching in Reading and Mathematics
- We introduced a structured Reading model incorporating Modelled and Shared Reading, Guided Reading and Independent reading as well as a structure for Mathematics with open ended Mathematical tasks to cater for our range of student learning needs, which included differentiated, point of need, explicit teaching

- Our Literacy Support teacher led one on one reading support intervention with year levels 1-4.
- Teachers engaged in blogging, reflecting on current research to impact their current practice
- Teachers accessed a range of current research, using tools for research synthesis
- We introduced Peer Observation where teachers learnt from each other focussing on a particular area of practice in Mathematics and Reading
- We conducted weekly School Improvement Meetings for all teaching staff which focussed on all aspects of school improvement
- We introduced Facilitated Planning in which school leaders worked with teachers to analyse student data and use the Victorian Curriculum, across a range of levels, to plan for differentiated student learning
- Reading research was embedded into weekly professional learning team meetings to facilitate changes to practice
- Teachers utilized data at planning meetings as embedded practice to make links between data and Victorian/EAL Curriculum, considering different learning needs
- Adjustments were made in teacher work programs to meet the needs of NCCD students, highly able students and EAL students
- In 2022 we focussed on meeting the needs of our highly able students and incorporated additional learning programs and activities, student led groups and clubs
- Leaders facilitated Data Meetings with teachers to provide coaching, mentoring and support for teachers around data and practice
- In 2022 we made significant progress against the School Improvement Framework Rubric showing progress in all spheres-Leadership and Management, Religious Dimension, Learning and Teaching, Student Wellbeing and School Community Sphere
- Our MACSSIS data showed significant areas of growth particularly in the areas of focus for 2022
- We continued to update and develop our learning policies reflective of Horizons of Hope, current research and professional learning
- Our Assessment Schedules and Data Plans for Literacy and Numeracy also continued to be updated to ensure that teachers continue to measure progress and growth in a timely manner
- Coming out of Covid and lockdowns we tried to prioritise family engagement in learning and have facilitated talking circles and opportunities for parents to be involved in their child's learning through activities such as Learning Expo, School Concert and helping with reading in classrooms
- We revisited our reporting to parents and consulted with our community in making new changes to our Reporting processes. We continued to value our Student Led conversations
- We focussed on our whole school Behaviour management and engaged in extensive professional learning around Positive Behaviours for Learning and consulted with parents in this process

- We consulted with all stakeholders around our Home Learning Policy and updated this to reflect the needs of our school community
- We continued to work on our School Vision And Mission, and again, consulted our school community in the process
- Authentic student voice continued to be an area of focus, and we provided opportunities to develop our school leaders within our senior school and other year levels giving opportunities for students to have a voice in class through our Class Meetings, through SRC and at School Assemblies.

## STUDENT LEARNING OUTCOMES

In 2020, due to the restrictions of COVID 19, no NAPLAN tests were conducted, therefore 2022 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 and oral language 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.

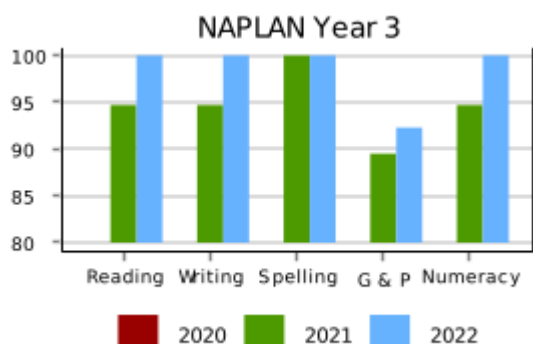
In relation to students at risk, further support is provided in the way of Personalised Learning Plans which are devised and implemented with support of our Learning Diversity Leader and other school leaders and in consultation with families. Each of our classroom teachers is supported by a Learning 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	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	89.5	-	92.3	2.8
YR 03 Numeracy	-	94.7	-	100.0	5.3
YR 03 Reading	-	94.7	-	100.0	5.3
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	94.7	-	100.0	5.3
YR 05 Grammar & Punctuation	-	96.6	-	100.0	3.4
YR 05 Numeracy	-	92.9	-	100.0	7.1
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

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

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

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



## Student Wellbeing

### Goals & Intended Outcomes

#### 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 the wellbeing of each child at the forefront of its thinking in all we do.

In 2022 Trinity continued to achieve excellent outcomes in the area of student wellbeing as listed but not limited to:

- Student Wellbeing Leader facilitated data informed and research based Teaching Sprints each semester to impact change to build teacher capacity and capabilities in Student Wellbeing
- Further developed our Student Wellbeing Roadmap which was established and visible including the renewed student leadership model begun in 2021.
- Positive Behaviours in Learning further developed including the Positive Behaviours Team
- All staff completed further PL in the area of Positive Behaviour Learning
- Teaching Sprints completed and evidence of teacher learning gathered
- Student action teams which were introduced for 2021 were further developed
- Completed pre and post staff surveys to measure improvements made

### VALUE ADDED

At Trinity Primary School the wellbeing 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 was once again able to achieve many positive outcomes throughout the year. These achievements were, but not limited to:

- 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

- Consolidation of Senior Transition Program
- Continued Transition Program
- 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 implemented to promote a positive learning environment for all. In 2022, MACS School Improvement Surveys were used to gain important data related to overall student satisfaction. 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 to questions related to teachers having high expectations.

87% Positive to children's sense of engagement at school.

95% Positive to students sense of belonging to the school.

88% Positive to students sense of opportunity to have a voice in their learning.

88% positive to teacher and student relationships

Our goal in 2023 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	91.1%
Y02	92.4%
Y03	90.2%
Y04	90.7%
Y05	91.6%
Y06	95.3%
Overall average attendance	91.9%

## 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 2022 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 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 Advisory Council Meetings.

Regular Child Safety Meetings were conducted each term to ensure timely and adequate intervention as required.

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

## Leadership

### 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 2022 to ensure the Annual Action Plan remained at the forefront of 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 2022:

- Prioritised and scheduled regular weekly meetings for Leadership Team to check in, as well as develop collective expertise
- All leaders engaged with SWIF (School Wide Improvement Framework)
- Established a method to capture, plan and monitor impact (eg Trello)
- Made all leadership goals and intended outcomes visible
- Articulated and referenced the School Improvement Plan and Annual Action Plan in line with the SIF rubric at each meeting
- Developed Rapid Action Plans for each of the AAP areas
- Developed Clarify Canvas for each leader in each sphere
- Continued to ensure our Staff Charter was enacted in our daily activities by regularly referring to it.
- Analysed and discussed staff MACSSIS (School Improvement Surveys) Data to prioritise areas for improvement in relation to Leadership and Staff, trust, challenge and mutual respect
- Familiarised staff with MACS policies and engaged in collaborative dialogue on school based policies.
- All staff took ownership by initiating actions, events and conversations to build a culture of trust, challenge and mutual respect.
- Introduced Staff Focus Groups to promote voice.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

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:

- Differentiation Online PL Session
- EAL - Supporting Language Learning Across the Curriculum
- English Online Interview Workshops
- Fanning The Flames Workshop
- Feedback Online PL Session
- From Data to Action for School Improvement - Understanding the ECSI Standard Report for your School
- Incremental Progression and Salary Assessments
- Learning Intentions and Success Criteria Workshop
- Lesson Structure Workshop
- Mission Formation Workshops - Eastern Regional Office
- NDIS Information Session
- Parent Engagement Online PL Session
- Pathways to Improved Literacy - Reading
- Pathways to Improvement - Writing
- Principal Forum Session 1
- Southern Deputy Principals' Network
- Southern Primary REL Network Term 1 2022
- SRO Using Provocations in the Design for Learning in RE workshop Term 4
- Student Engagement Online PL Session
- Student Health Support Plan Workshop
- Student Wellbeing Leaders Primary Network - Southern Region - Term
- Finance Cluster Meetings
- SWIF 2021 Session 1,2.3.4
- Southern Regional Religious Education Network
- Southern Deputy Principals' Network

- Enhancing Catholic School Identity
- Student Wellbeing Leaders Primary Network - Southern 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

Number of teachers who participated in PL in 2022	17
Average expenditure per teacher for PL	\$236

**TEACHER SATISFACTION**

Each year all staff are required to complete school improvement surveys to measure a wide range of factors effecting their work, environment and professional growth. It was pleasing to see some significant improvements in much of the data gained from the surveys which I believe reflects an overall very positive picture of teacher satisfaction at Trinity. Most significantly many of these improvements were in the area of school climate.

- 96% of all staff report an extremely collegiate atmosphere at the school
- 88% of all staff see the work environment as being a positive place to work. This is more than 20% higher than the MACS average.
- 100% of staff consider students to be extremely respectful towards teachers

Another area effecting teacher satisfaction, which was measured through the surveys, was in the area of staff relationships with leaders.

Significant gains were made in all questions asked with all responses being well above MACS averages in this domain.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	75.8%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	63.2%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	14.3%
Graduate	21.4%
Graduate Certificate	0.0%
Bachelor Degree	57.1%
Advanced Diploma	42.9%
No Qualifications Listed	21.4%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	20.2
Non-Teaching Staff (Headcount)	18.0
Non-Teaching Staff (FTE)	12.7
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### 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

Our sense of community and what that means is at the forefront of all we do at Trinity. There has always been a very strong sense of belonging and this continued throughout 2022.

Following two very disrupted years our school was able to re focus on those important school activities which brought people together to celebrate each child's learning, as well as for numerous social activities designed to connect families in meaningful ways. Being onsite and able to gather in ways preceding the COVID pandemic, allowed us to plan and implement our whole school gatherings such as our Multicultural Family night, Mother's and Father's Day Masses and Breakfasts as well as in classroom parent meetings and student led learning conversations. It is pleasing to look back on 2022 knowing that as a school community our sense of connectedness is still, well and truly, a great strength of our school. The school's Annual Action Plan outlined a number of actions to achieve set targets to ensure that all stakeholders, and in particular parents, had a voice throughout the year to contribute to decisions affecting the school community. Below are some the actions implemented:

- Feedback was sought from parents about children's learning styles through parent, teacher meetings
- Families were surveyed to seek input in regard to important topics for discussion, e.g home learning, communication
- Parent Talking Circles were held based on survey data to seek feedback, gather information, inform school planning
- Home Learning Policy, in draft form, sent home to seek parent feedback
- Positive Behaviours for Learning (PBL) Policy in Draft form sent home to parents to seek feedback
- School Advisory Council invited to contribute to discussion, evaluation and decision-making in regard to school policies, student learning etc.

### PARENT SATISFACTION

In 2022 following two years of disruption, due to COVID and the school closures implemented in Victoria, Melbourne Archdiocese Catholic Schools were once again able to use the MACS School Improvement Surveys to gather important feedback from families in regard to a

number of broad areas of school life. It was pleasing that this feedback presented an overall positive, and improved perception in many of the areas measured. Most importantly there was great satisfaction in the overall school climate with many areas showing growth from previous years. Significantly the following areas all showing improvement since 2021.

- Student Safety
- Family perceptions of the social and learning environment
- School climate
- Fewer barriers to parent engagement
- Families report that their children respect their teachers

Whilst the formal surveys implemented in 2022 were a helpful indicator of overall parent satisfaction, much insight into this area was also gained from our parent talking circles, school based questionnaires and general feedback received from parents.