



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Trinity Catholic School

57 Davison Street, RICHMOND 3121

Principal: Nigel Rodrigues

Web: www.tcs.catholic.edu.au

Registration: 2036, E Number: E1036

Principal's Attestation

I, Nigel Rodrigues, attest that Trinity Catholic School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 24 May 2024

About this report

Trinity Catholic School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Values

Community Excellence Respect

Purpose

Trinity Primary School is a welcoming and inclusive Catholic School in the tradition of St Ignatius, where lives of faith, hope and love are formed in the light of Jesus Christ.

Vision Statement

At Trinity Primary School we foster the values of Community, Excellence and Respect, so that every student is inspired and enabled to flourish and enrich the world.

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.

*I have called you by name
Isaiah 43:1*

School Overview

Trinity Primary School is a welcoming school community and enjoys a very central location in Richmond. It is a school characterized by its strong, positive sense of community, a community that works together to ensure that academic, spiritual and wellbeing needs are a priority for all.

In 2023 our February census was 173 showing that our enrolments from year to year remain relatively stable. Our Class structure in 2023 comprised:

Prep

Year 1/2 x 3

Year 3/4 x 2

Year 5/6 x 2

Trinity Primary School offers a balanced learning program drawing from the Victorian Curriculum and Education in Faith. The students are fortunate to have specialist teachers in Physical Education, Performing Arts, Visual Arts, Science and LOTE (Mandarin). Students also have the opportunity to learn a musical instrument (e.g keyboard, guitar, drums etc) through our external provider ABC Music. Through a partnership with CatholicCare, we have the services of an intern psychologist who works with students who are experiencing social and/or emotional difficulties. We are also partnered with SPS (Speech Pathologists in Schools) and employ a speech pathologist one day per week to work with students and provide support and professional learning to our teachers.

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 the values of Community, Excellence and Respect. Trinity prides itself on offering each child the individual attention they need to flourish in their world.

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 include five specialist subjects and a huge selection of lunch and snack time clubs. All these things can be explored on our school website and video.

In 2023 the following school improvement priorities were identified and actioned through strategic and timely planning.

Priority 1

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.

Priority 2

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.

Priority 3

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.

Principal's Report

It is with much pleasure and great pride that I offer you our 2023 Annual Report to the School Community.

Trinity Primary School is well known in our local and wider areas for being a school which, not only provides excellent academic programs in a safe yet challenging learning environment, but also one which offers each member of the school, students, parents and staff, a community to which they are able to feel a great sense of belonging. It is in fact this strength which has led to our strong enrolments over the past few years and an ever growing and positive reputation amongst other schools in the Richmond area. It is difficult to list all the many achievements made in 2023 many of which will be covered in other areas of the report, however, I would like to mention our excellent NAPLAN results in 2023 which reflect considerable work done in the learning programs at Trinity and in particular our success in providing differentiated and targeted learning for our children. 2023 was also a memorable one for the school community which worked together to host a hugely successful school fete as well as numerous other community events.

I acknowledge and thank our dedicated and enthusiastic staff, including our classroom teachers, specialists, learning support staff, our admin team and of course all other school leaders for the outstanding job they do each day to ensure each of our children has access to the best learning environment possible. I also thank in particular, the many parents who provide the essential support schools need in the way of Classroom Volunteers, Parents and Friends and our School Advisory Council. It is this great partnership which further contributes to the great strengths of the school.

In 2023, as part of the school's Masterplan, a number of grants were submitted and if successful will mean refurbishment and improvement of physical resources to further enhance our school's facilities.

In looking back at the school's 2023 Annual Action Plan many great things were achieved throughout the year and important priorities set for further growth and improvement in 2024.

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 develop their knowledge and use of RE Curriculum, the Pedagogy of Encounter and ECSI data
- That all staff will be provided with the opportunity to build on their own faith life journeys

Achievements

In the area of Religious Education in 2023, 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:

- Liaising with MACS RE Staff to provide Professional Learning for all staff in the use of Pedagogy of Encounter, RE Curriculum, ECSI data
- Engaging in and facilitating prayer experiences with staff and students
- Participation in Masses and special liturgies on special days throughout the year
- Preparing and celebrating the sacraments of, Reconciliation, Eucharist and Confirmation
- Engaging in professional learning around the Sacraments, planning Masses and Liturgy
- Inviting our Parish Priest to lead Staff Faith Formation
- Utilisation of Pedagogy of Encounter for staff to delve into faith life inquiry concepts and plan rich learning experiences for students
- Developing staff knowledge in assessment and reporting in R.E
- Developing awareness of our Catholic tradition of supporting those in need through our Mini Vinnies Program, Caritas Project Compassion and the support of our own school families

Value Added

In 2023, through the achievements we made in the area of Catholic Identity and Mission much value was added to our school community. These included but were 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 in how to plan and lead liturgies
- Religious Education Leader and staff liaising with the Parish Priest and Parish Manager when planning Masses and Sacraments
- Morning, afternoon prayers - maintained as a whole school routine
- Consolidated our practise of the Examen and Meditation
- 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

Goal 1

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

Intended Outcomes

- That teachers with Leaders partner together to regularly monitor student growth
- That teachers and Leaders have the capacity to analyse and interpret student outcome data
- That changes in practice will be consistent and embedded

Goal 2

To improve teachers' pedagogy and practice of the teaching of literacy and numeracy

Intended Outcomes

- That teachers have a consistent approach to the teaching of literacy and numeracy
- That teachers are able to select from evidence informed practices that best meets student needs
- That teaching skills improve

Goal 3

To design learning that caters for all students, including accelerating achievement for highly-able learners

Intended Outcomes

- That literacy and numeracy outcomes for all students improve
- That teachers regularly monitor student data to impact practice
- That teachers have high expectations of all students

Goal 4

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

Intended Outcomes

- That families are involved in relevant decision making around policy at the planning stage
- That leaders and staff seek to involve families in planning and decision making around aspects of learning

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 continued to be a major focus of our professional learning throughout 2023, with a particular focus on Mathematics which emerged from the work across the Southern region through SWIF. We continue to have high expectations of our staff and students in delivering a learning program where all students experience progress and achievement.

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 explicit professional learning for all leaders and teaching staff including: School Wide Improvement Framework which looked at Selena Fisk's Data Storytelling, Dr Jenni Donohoo's Collective Efficacy, MACS' 2023 Vision for Instruction and the Flourishing Learners Statement, Agile Leadership Tools, other leadership PL including MACS Created and Loved, Leadership Framework PL with Principal Consultant Simon Fitzpatrick.
- The teaching staff have engaged in targeted and explicit professional learning which has included Positive Behaviours for Learning, High Impact Teaching Strategies, English as an Additional Language, Giftedness, Autism, Diabetes and other Special Needs PL which included working with Dan Petro.
- Our Prep to Year 2 teachers were involved with the Little Learners Love Literacy professional learning with the introduction of a synthetic phonics program. We made a significant financial investment not only through professional learning for staff but also in the purchase of the books and resources to deliver this program with fidelity.
- All staff were involved in professional learning school closure days for Faith Formation.
- We had a strong focus on Mathematics where leaders and teachers engaged in extensive professional learning in this area. We unpacked the refreshed Victorian Curriculum 2.0 for Mathematics. We developed new scope and sequences for each level incorporating this new curriculum and began to explore and use the new Mathematics resources developed by MACS and Ochre.

- Teachers have continued to engage in professional learning around the VCAA Learning Progressions for English and Mathematics.
- We used School Improvement Agile Leaders Tools to help the school leaders plan the direction and evaluate the impact of school improvement.
- We used Teaching Sprints as a framework which incorporated using data and research to improve our teaching in Mathematics.
- We had a strong focus on differentiated learning where students undertook pre and post testing and teachers planned point of need, targeted and differentiated teaching and learning for students in the area of Mathematics and English.
- The Prep, Year 1 and Year 2 teachers were involved in the system-wide MACS professional learning for MOI (Mathematics Online Interviews) and EOI (English Online Interviews) and some students in these year levels participated in this testing.
- The teaching staff have continued to be involved in professional learning around the High Impact Teaching Strategies with a strong focus on explicit teaching, learning intentions and success criteria.
- Teachers have been involved in meetings with school learning leaders to look at student data, with a strong focus on identifying and extending the highly able students.
- A new teaching structure for Mathematics has been developed which incorporates the Launch, Explore, Summarise model which includes open ended Mathematical tasks to cater for our range of student learning needs, with an emphasis on enabling and extending students.
- The Learning Diversity leader worked collaboratively with class teachers developing Personalised Learning Plans for students who required additional support and intervention.
- Teachers engaged in blogging, reflecting on current research to strengthen their practice.
- Teachers engaged in some peer observation learning from each other focussing on a particular area of practice in Mathematics.
- We conducted weekly School Improvement Meetings for all teaching staff which focussed on all aspects of school improvement.
- Leaders and teachers worked together in Facilitated and Collaborative Planning analysing student data and accessing the Victorian Curriculum, across a range of levels, to plan for differentiated student learning.
- Adjustments were made in teacher work programs to meet the needs of NCCD students, highly able students and EAL students.
- 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 Conversations with teachers to provide coaching, mentoring and support for teachers around data and practice with a strong focus on highly able students.
- We analysed and interpreted current student data during data conversations, PLP writing and moderation meetings.

- We demonstrated significant progress against the School Improvement Framework Rubric showing progress in all spheres: Leadership and Management, Religious Dimension, Learning and Teaching, Student Wellbeing and the School Community Sphere.
- Our 2023 MACSSIS staff data showed significant growth and improvement.
- We continued to update and develop our learning policies reflective of Horizons of Hope, current research and professional learning.
- Towards the end of 2023, our school leaders engaged in some initial professional learning around MACS' 2030 strategic vision and the Vision for Instruction Flourishing Learners Statement.
- Our Assessment Schedules and Data Plans for Literacy and Numeracy also continued to be updated to ensure teachers continue to measure progress and growth in a timely manner.
- We continued to strengthen and prioritise family engagement in learning, facilitating talking circles and other opportunities for parents to be involved in their child's learning through activities such as Learning Expo, Art Show, or by supporting with reading in classrooms or attending school excursions or assemblies where learning is shared weekly. Families also have the opportunity to access the Seesaw Platform where student learning is shared weekly.
- We listened to feedback around communication between school and families and investigated new platforms to deliver timely and efficient communication about student learning.
- We strengthened our reporting processes in consultation with parents and made some changes to our school reports.
- We continued to value our Student Led Conversations as part of sharing and celebrating learning with families.
- We focussed on our new whole school behaviour management and engaged in continued 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. As a result we have a new Vision Statement for Trinity.
- 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 Class Meetings, SRC and at School Assemblies.
- We provided additional opportunities for highly able students to take part in programs, competitions and clubs such as G.A.T.E.WAYS, the Maths Competition, Maths Talent Quest and BEBRAS to meet needs and interests of students.

Student Learning Outcomes

In 2023 our Year 3 and Year 5 students participated in NAPLAN testing. These nationwide tests are undertaken in the areas of Reading, Writing, Conventions of Language and Numeracy. Almost all tests were online, except for the Year 3 writing test which is still undertaken in a written format.

In 2023 our school's NAPLAN results were extremely pleasing as reflected on the My School website for 2023: <https://www.myschool.edu.au/school/46119/naplan/results>

When compared to other Australian students, students at Trinity performed well above or above in all areas of the NAPLAN testing which encompassed Reading, Writing, Spelling, Grammar and Numeracy.

In order to ensure we maintain this level of growth and achievement, Trinity has in place extensive and well established programs and strategies to support student learning and promote student achievement.

Analysis of the NAPLAN data as well as other student learning data occurs in an ongoing way.

Weekly data meetings and collaborative facilitated planning meetings ensure individual student data information is analysed to inform planning and that the learning programs are designed to cater for students' learning needs.

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 meet 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.

All leaders, teachers and learning support staff work together for the purpose of growth and achievement of all students at Trinity.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	471	77%
	Year 5	505	78%
Numeracy	Year 3	437	83%
	Year 5	495	61%
Reading	Year 3	453	74%
	Year 5	509	78%
Spelling	Year 3	446	73%
	Year 5	533	89%
Writing	Year 3	473	91%
	Year 5	531	89%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal

To lead the evaluation and renewal of the school's policies and practices for wellbeing and behaviour

Intended Outcome

- That staff will 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 2023 Trinity continued to achieve excellent outcomes in the area of student wellbeing as listed but not limited to:

- Continuation and expansion of the schools Clubs Program to help students develop social skills
- Continued development of our Student Leadership through our SRC meeting weekly to give their student voice
- All staff completing Child Safety training including Mandatory Reporting
- Parent Support Group meetings held consistently throughout the year which focus on social emotional development as well as academic achievement
- Child safety meetings conducted regularly with school leaders and classroom teachers to address identified student wellbeing needs
- Child Safety a standing item on meeting agendas
- All families signing our code of conduct to ensure we meet Child Safe standards
- Building expertise, skills and knowledge of the Student Wellbeing Leader through professional learning and Wellbeing networks
- Consolidation of our Positive Behaviours for Learning initiative to ensure consistency across the school
- Providing Professional learning for staff and implementation around Respectful Relationships and Ripple Programs within the PBL matrix
- Review of all school policies to ensure they reflect Positive Behaviours for Learning
- Develop a consistent approach and shared understandings in the implementation of the PBL processes (tracking sheet, yard book, reflection sheets etc)
- To ensure our families continue to be engaged with the PBL Matrix through SEESAW and Home Learning

- Our Welcome Family Night held at the start of the year to acknowledge our school's diversity and desire to include all our families

Value Added

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 include but were not limited to:

- The use of Wellbeing Sprints to implement research based practices into our classroom programs to ensure improved wellbeing for our children
- 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 including a "Make a Friend" afternoon for new families
- Maintained a partnership with St Kevin's College to run our before school fitness program for all students
- Implemented our camping program for year 3-6 students building resilience, independence and social skills
- Implemented outdoor education opportunities for Prep - Year 2 students building independence, social skills and self confidence
- Our comprehensive specialist program continued to provide opportunities for children to develop a wide range of skills and self confidence

Student Satisfaction

Feedback from our 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 2023, MACS School Improvement Surveys were used to gain important data related to overall student satisfaction.

Below are some of these results which capture the sense of satisfaction the students have for their school and it is noted that all data shows an overall neutral to very positive trend.

94% Positive to questions related to teachers having high expectations.

81% Positive to children's sense of engagement at school.

87% Positive to students sense of belonging to the school.

83% Positive to students sense of opportunity to have a voice in their learning.

88% positive to teacher and student relationships

Our goal in 2024 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 9:00am 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 - 2:15pm 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	93.2%
Y02	89.7%
Y03	91.8%
Y04	90.9%
Y05	90.6%
Y06	92.3%
Overall average attendance	91.4%

Leadership

Goals & Intended Outcomes

Goal 1

To build an instructional leadership framework

Intended Outcomes

- That an established and embedded framework to leadership exists across the school
- That increased, high impact instructional leadership skills are visible

Goal 2

To promote a culture of trust, challenge and mutual respect

Intended Outcomes

- That a framework and practice are in place to enable feedback between and amongst staff, parents and students
- That staff have a voice in relevant decision making
- That an agreed staff charter is in place and regularly reviewed and updated

Achievements

In 2023, our first goal in the area of Leadership & Management, as outlined above, ensured much progress and achievement in this area. With the support of Melbourne Archdiocese Catholic Schools (MACS) staff, school leaders were provided with relevant and timely professional learning which enabled the review and embedding of a clear leadership framework based on an instructional model. Our second goal of promoting a culture of trust and mutual respect was also achieved through consistent work in this area using both formal processes, e.g, school improvement meetings and annual review meetings as well as more informal processes involving feedback and collaboration between colleagues. Our whole school survey data in the area of Leadership & Management showed significant growth from previous years reflecting the focussed work done throughout 2022 and the first half of 2023. Many other achievements in this area were made in response to the school's annual action plan goals throughout the year.

These include but were not limited to:

- Regular weekly meetings for Leadership Team to check in, as well as develop collective expertise through targeted learning opportunities

- School Leaders participating in professional learning including attendance at all School Wide Improvement Forums (SWIF)
- The Leadership Team developed clear targets and success criteria through organizational tools such as Clarify Canvas' to enable achievement in each of the spheres, Leadership and Management, Catholic Identity, Wellbeing, Learning & Teaching and Community
- Using these tools enabled the team to establish a method to capture, plan and monitor impact and evidence
- Leadership goals and intended outcomes were made visible to all staff through School Improvement Meetings on a regular basis
- The School Improvement Plan and Annual Action Plan were regularly reviewed and referenced at meetings to ensure strategic and relevant steps were taken throughout the year to reach our targets and achieve our goals

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

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 externally, it is important to note that the school maintains a consistent approach to teacher improvement through focussed School Improvement Meetings, Data Meetings, Child Safety Meetings and Professional Learning Team Meetings (PLTs) throughout the week.

Included here is a list which includes, but is not limited to, many of the Professional Learning Activities attended throughout the year:

- Primary Religious Education Leader Network Days X 4 : Strengthening REL leadership
- Social Emotional Wellbeing Survey (SEW)
- Created and Loved. A guide for Catholic Schools on Identity and Gender
- Dan Petro - Introduction to Student Safety/Escalation Cycle Management Plans
- Effective Leadership in Mathematics
- English Online Interview Implementation Workshops
- Exploring Advent
- Exploring the Nativity in Luke's Gospel
- Fanning the Flames Religious Education Workshops 2023
- ICON eSIS Day 1 and Day 2 - New Administrator Training
- Mathematics Online Interview Implementation Workshops
- OHS for School Leaders - Term 4 (Inhouse)
- Principal Forum Sessions
- Southern Deputy Principals' Networks
- Southern Primary Schools Administration Network
- Student Wellbeing Leaders Primary Network
- School Wide Improvement Forums X 4
- Team Teach Level 1 Accredited training in positive behaviour support

Number of teachers who participated in PL in 2023	20
Average expenditure per teacher for PL	\$933.00

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 significant improvements in much of the data gained from the surveys from previous years which I believe reflects an overall very positive picture of teacher satisfaction at Trinity.

Below are a number of positive results from the 2023 staff surveys showing many areas of growth from previous years.

- 86% of all staff report an overall positive endorsement
- 94% of all staff have a very positive view of school climate
- 96% of all staff report positive relationships with school leaders
- 100% of all staff report a positive working environment
- 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 from previous years in all questions asked with all responses being well above MACS averages in this domain.

Teacher Qualifications	
Doctorate	0.0%
Masters	16.7%
Graduate	11.1%
Graduate Certificate	0.0%
Bachelor Degree	44.4%
Advanced Diploma	22.2%
No Qualifications Listed	5.6%

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	16.4
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	13.6
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal 1

To renew the school values, vision and mission to reflect a learning culture that stimulates growth for all

Intended Outcome

- That the school's values, vision and mission will reflect the school's priorities and will be owned by all stakeholders

Goal 2

To 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

The sense of community and belonging are two extremely strong factors which become obvious to all those who visit or are a part of our school community. The diversity of our community provides us with many opportunities and reasons to work hard to ensure each member of the school community is able to have a sense of belonging and importance. Throughout 2023 we were able to work together as parents, children and staff to plan and participate in many wonderful events and celebrations. A highlight of the year was undoubtedly our school fete which saw a huge effort from our Parents and Friends as well as many other parent volunteers planning and working together to ensure an incredibly successful event took place.

As part of our school's Annual Action Plan a number of actions were put in place in the area of Community and many achievements were made. Below are some these achievements:

- Feedback gathered from parents about their child's learning through parent/teacher meetings, student led conversations and through Seesaw to further improve student learning
- Families surveyed to seek input in regards to communication and school policies

- Families invited to contribute to a working group around communication and school policies
- School Advisory Council involved in important decision making in regard to Child Safety, Student Reports and School Communication
- Families invited to attend school events, eg multicultural night, fete, learning expos, art show, excursions, reading in classrooms, parent helpers at swimming, maths event, book week, mothers/fathers day breakfasts, ride to school, student led conversations etc

Parent Satisfaction

Both formal and informal means were used throughout 2023 to gain an insight into the overall satisfaction of parents in regard to many different aspects of school life. School Leaders and other school staff were regularly available to speak with parents, answer emails and to promote open conversation to ensure both positive and critical feedback could be gained to enable continuous school improvement. An open door policy also enabled parents to communicate at a point of need to ensure all concerns could be dealt with in a timely manner. Formal surveys were also utilized to gain a deeper understanding of overall parent satisfaction. Below are some of the highlights of the MACS school improvement surveys:

- 86% of parents report a positive or neutral response to how well the school fits their child
- 94% of parents report a positive or neutral view of the school climate
- 91% of parents report a positive or neutral view that their child is safe at school
- 88% of parents report a positive or neutral view of the school communication channels
- 77% of parents have a positive or neutral sense of the school's Catholic Identity

Whilst the formal surveys implemented in 2023 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.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.tcs.catholic.edu.au