



# Trinity Catholic Primary School

## Narre Warren South

### 2022

### Annual Report to the School Community



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## Minimum Standards Attestation

I, Kathryn Pepper, attest that Trinity Catholic Primary 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.

08/03/2023

**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

The 2022 year began with a renewed sense of hope as schools transitioned back to face-to-face learning after two years of navigating the challenges of pandemic lockdowns.

COVID-19 quarantine requirements, however, delivered a new set of challenges as schools grappled with significant student and staff absences, compounded by a national teacher shortage. Once again, school communities demonstrated outstanding resilience and inspiring dedication through this difficult period.

Diocese of Sale Catholic Education Limited continued to focus on providing support and governance to the 38 Catholic primary schools and 5 Catholic secondary schools in the Diocese throughout 2022.

Ongoing investment in school staff and our leadership teams to promote expert learning and teaching practices continued to be a priority. We work in collaboration with parish priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

In August 2022, DOSCEL set a major achievement as the first Diocese in Victoria to successfully negotiate its own *Enterprise Agreement* with the Independent Education Union Victoria Tasmania (IEUVicTas) in consultation with principals. More than 80% of staff voted in favour of the *Agreement* which covers all school staff in the Diocese and DOSCEL Secretariat.

Significant investment in new learning facilities and school infrastructure through the *Catholic Capital Grants Program* resulted in the completion and commencement of many large building projects to enhance learning spaces and amenities for staff and students.

The introduction of new *Victorian Child Safety Standards* during 2022 was rolled out to all our schools. We were delighted with the participation of schools in our Diocesan-wide Child Safety Week Art Competition held to promote child safety awareness among students, teachers, parents and parish communities.

In a world of change, our mission to deliver quality education in a safe and faith-filled environment that nurtures the development of every student, remains the core of what we strive to do every day.

I am thankful for the contributions of everyone involved in Catholic Education within our Diocese and for their ongoing commitment to our vocation of *Inspiring Faith, Inspiring Learning*.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

## Vision and Mission

### School Vision

Trinity Catholic Primary School is committed to providing Catholic education that develops the whole person. We believe that the social, emotional, moral, spiritual and physical wellbeing of our students is pivotal to student health, safety, learning and success.

### School Mission

At Trinity Catholic Primary School we:

- Inspire students to develop a close personal relationship with God and challenge members to deepen their understanding of the Catholic Faith.
- Ensure learning is relevant, challenging and engaging.
- Ensure a love of learning is nurtured.
- Motivate students to be confident, to own their learning and to seek learning challenges.
- Accept responsibility for creating a welcoming, safe, inclusive, respectful and just community.
- Encourage participation in leadership that actively contributes to the growth in learning of all members of the Trinity community.
- Build relationships between family, school, parish and the wider community.

### Strategic Intent

At Trinity Catholic Primary School our Design Principles reflect our Strategic Intent:

- Every leader an instructional Leader
- Every teacher an expert teacher
- 100% of students, 100% of the time
- Improve student opportunities and outcomes.

## School Overview

Trinity Catholic Primary School is part of Our Lady Help of Christians Parish and is governed by the Diocese of Sale Catholic Education Limited (DOSCEL). Trinity services families in the Narre Warren South area. We commenced the 2022 school year with 505 students with 3 learning areas - Junior (Foundation to Level 2), Middle (Level 3 & Level 4) and Senior (Level 5 & Level 6).

Our whole school learning focus is Ownership of Learning, encompassing the Design Principles for Learning:

- Every Leader an Instructional Leader
- Every Teacher an Expert Teacher
- 100% of Students 100% of the Time
- Improve Opportunities and Outcomes for all Students.

In 2022, our aim was to continue to work in partnership with parents to develop the whole child through a comprehensive curriculum that includes contemporary, engaging, authentic and relevant learning opportunities and experiences. Staff began the school year with a Staff Planning Day. Staff participated in First Aid Training - Anaphylaxis, Asthma & CPR, Child Safe Standards Modules and the Mandatory Reporting eLearning Module. Staff Professional Learning, as part of our whole school focus, included effective use of assessment and data to inform teaching and learning and catering for all student needs.

In 2022 Trinity continued to provide a welcoming Catholic community focused on providing a differentiated curriculum with high quality pedagogy. Staff continued to utilise Data and Assessment Schedules to accommodate and differentiate learning for student learning needs. 2022 programs to support student learning and wellbeing included Lego Club, Seasons for Growth, Social Skills Groups, BAS LLI (Benchmark Assessment Schedule - Levelled Literacy Intervention), LLLL (Little Learners Love Literacy), TOE by TOE (Phonemic Approach), Essential Numeracy and EMU (Extending Mathematical Understanding). In 2022 students were also offered lunchtime clubs such as Art Club, Gardening Club, Discovery Centre, Sport, Chess and Choir.

## Principal's Report

Trinity is a wonderfully vibrant Catholic, multicultural community and a proud member of the Diocese of Sale. We pride ourselves on being a welcoming school where everyone is valued and respected. The committed and professional staff provide a safe, caring environment where we aim to engender a love of learning in every student. Trinity provides a comprehensive curriculum which caters for the individual needs of the students where contemporary teaching and learning is the major focus. Strong links between home and school are important to Trinity and parents are offered many avenues through which they can become actively involved in their child's education.

The 2022 school year focused on building our Catholic Identity through our community outreach initiatives and ensured appropriate learning adjustments were provided for all students. Data was successfully used to inform evidence-based teaching and staff further unpacked the VCAA Progressions of Learning, setting high expectations for all students.

The impact of COVID-19 continued to provide unpredictable challenges throughout the year with staff shortages and some restrictions still impacting camps and excursions. During this time staff, students, families and the Parish supported each other with the social/emotional and spiritual aspects of life. The challenges of COVID-19 has made the Trinity community stronger and more united.

The staff at Trinity also completed the School Review Process which is undertaken by schools every four years. The first part involved ensuring all the school's procedures and policies were up-to-date and approved by the Victorian Registration and Qualifications Authority. The second part involved a reflection on what the school had achieved in relation to their School Improvement Plan and a strong emphasis on the future direction of the school in the area of Teaching and Learning. The school was congratulated and acknowledged for their high quality policies, procedures and teaching and learning initiatives.

We are very proud of our school and I hope that you thoroughly enjoy your involvement with Trinity. Please feel welcome to contact the Administration team at any time should you wish to discuss anything in further detail than this Annual Report provides.

## Catholic Identity and Mission

### Goals & Intended Outcomes

#### Goal

- At Trinity, we know and understand the Catholic faith.

#### Intended Outcomes

- That the teaching of Religious Education centres on creating a recontextualised dialogical approach.

### Achievements

**Theme:** 'I come that you have life to the full" (John10:10)

#### Scripture Professional Learning

During 2022, the staff did a deep dive into scripture. The staff had identified Scripture as an area of focus, so throughout all our Professional Learning, we centred our approach on our own understanding of Scripture to ensure that we can confidently explore Scripture with our students.

Focusing on the Gospels, we explored the context of the time and who the writers were. We explored the audience these writers were writing to and the impact this had on our interpretation.

The staff had an excellent Professional Learning day with Dr. Marg Carswell, where we looked at the importance of understanding the context for modern day narratives in picture story books, followed by explicit focus into 'travels and making meaning of the Gospels.

The staff explored the Scripture website from the National Catholic Education Commission, and by the end of the year, they identified not only greater confidence but a change in practice to teach Scripture.

#### Return of Mass and Reconciliation Celebrations

What a joy it was to welcome back our Priests to the School, with Fr. Brendan and Fr. Ajin coming to celebrate weekly Mass with different levels, or Reconciliation with or middles to senior classes. It was wonderful to welcome Fr. Ajin to the School community, with the highlight being the songs he would teach our younger students. At our Masses we focused on greater involvement of the students through singing the responses for the Children's Eucharistic Prayer.

#### Scope and Sequence

The school had a consistent Scope and Sequence across the school. This allowed for a greater emphasis on planning and differentiation across the school. It allowed us to tailor our focus to messages around consistent themes, which was particularly evident during Term Three with the excellent Catholic Social Teaching initiatives that emerged throughout the term. Many levels made great donations to the Shepherd's Table or to St Vincent de Paul, and the Year Two team created their own fundraising campaign, which raised \$470 that went to a new RE Garden. This was an excellent example of bringing the Catholic Social Teaching Principles to life.



## New RE Garden

As stated, the Year Two class planted some new plants and trees, which was supported by the addition of a centrepiece Cross that has our School Motto, focus Scripture and is in our school colours. This Garden is at the centre of our classrooms, constantly being walked past by students, which represents our Catholic faith being at the centre of everything at Trinity.

### VALUE ADDED

#### Sacraments

The school saw an uplift in the number of students completing the Sacraments. We thank Vea from the Parish for her support. Confirmation was a particular highlight, with Bishop Greg Bennett celebrating Confirmation for the first time with our students.

#### Social Justice

The students continued to support the work of Caritas through Project Compassion and St Vincent dePaul, through regular food collection and the Christmas hamper appeal. We also engaged with two more charity partners, Shepherd's Table which is a Parish initiative to feed families and support them within our local community and Catholic Missions Soctober project. This was a big focus in Term Four, with our families raising almost \$2000 for their Ethiopian initiative.

#### New Garden

A new focus at the centre of our school to enhance our Catholic Identity.

#### Professional Learning

The school was privileged to have Dr Marg Carswell lead the staff in Professional Learning in Scripture, with the feedback overwhelmingly positive for the day.

## Learning and Teaching

### Goals & Intended Outcomes

#### Goal

- At Trinity, every teacher is an expert teacher.
- Trinity will effectively use data to improve student outcomes.

#### Intended Outcome

- That there is a shared understanding of effective learning and teaching that is evidence based and informed by the Diocesan agenda.
- That teachers have a deep knowledge of the VCAA Learning Progressions and the Victorian Curriculum.
- That the wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities.
- That leaders and teachers have the capacity to read; interpret and action data and evidence, for the improvement in school and student performance.
- That outcomes in English and Mathematics are improved for every student.

### Achievements

During 2022, our learning theme continued to be Ownership of Learning. The staff at Trinity remained focused on ensuring a high-quality curriculum and evidenced-based teaching practices were implemented to provide rich learning opportunities for all students.

The success of 2022 can be attributed to following statements:

Students had the opportunity to engage in our Learning to Learn focus and demonstrated Ownership of Learning by actively participating in the set-up of their learning space, as well engaging with and learning about our Whole School Expectations (Resilience, Respect, Responsibility and Safe). During this time, students were engaged in a range of learning that focused on building skills within the Personal and Social Capability area of the curriculum.

Students had the opportunity to create and then share their learning goals throughout the year with their parents (developed through the lens of our Whole School Expectations).

Staff continued to use Essential Assessment Data to plan for and target student learning in Mathematics,

BAS Fountas and Pinnell Running Records were effectively utilised to measure student learning and achievement in Reading. This data was actioned through literacy groups.

Use of PAT Assessments to measure student growth in Mathematics (Levels F-6), Reading Levels F-6) and Vocabulary (Levels 2- 6). This data (is now being actioned through 2023 PLTs and learning opportunities for students.

Introduction of the Seesaw Learning Platform to showcase student learning and progress. Seesaw allowed students to demonstrate how their learning was progressing over the year in different curriculum areas. Staff were able to give feedback to the students via this platform, that was shared with parents too.

Staff engaged with Bernadette Wheatley (Collective Facilitator) at the planning table, to further build teacher capacity around identifying and targeting misconceptions in Mathematics and Reading.

Staff engaged with Rob Vingerhoets (Mathematical Consultant) to further build capacity around the features of a high-quality Mathematics lesson.

Lead Teachers were present at planning tables in the Junior, Middle and Senior School to assist in interpreting and actioning data, as well as offering support with the planning of evidence-based learning sequences.

Professional learning opportunities were provided for staff in the areas of LLLL, English, Mathematics, Religion, Curriculum (interpreting/actioning data and creating learning intentions and success criteria), CPR/First Aid, Child Safety Standard, Whole School Approach to Positive Behaviour Support, Supporting Aboriginal and Torres Strait Islander Children in Schools and Learning Adjustments. PLTs were held each week.

PSGs allowed for the school, teachers and parents to review student learning goals and action future focuses through student SAEPS and PLPS.

ESOs participated in PLTs. ESOs ran LLI intervention programs with students identified as being at risk in reading and supported small groups of students in the classroom.

Student learning was assessed and captured through Seesaw, Learning Samples, PAT Assessments, BAS and MAI Assessments, Essential Assessment Pre- and Post-Assessments and Teacher Observations.

Use of Raz-Kids Reading during literacy groups to support and target student reading. Students also had access to Raz-Kids Reading at home, to further support their reading development.

Extra-Curricular Opportunities - Students engaged in incursions and excursions throughout the year. The incursions and excursions students participated in allowed for the deepening of curriculum outcomes being taught in the classroom. Students in Years 4, 5 and 6 attended camp. During their time at camp, students were engaged in a range of activities that supported the outcomes in the Personal and Social Capability area of the curriculum.

## STUDENT LEARNING OUTCOMES

During 2022, Trinity utilised PAT Assessments to measure student growth in Mathematics (Levels F-6), Reading (Levels F-6) and Vocabulary (Levels 2- 6). These assessments were conducted in November and the data is currently being analysed and unpacked as part of the 2023 PLTs to ensure teaching and learning continues to be targeted.

The 2022 NAPLAN Data was analysed and unpacked as part of the 2022 PLTs in the second half of the year (to ensure teaching and learning continues to be targeted).

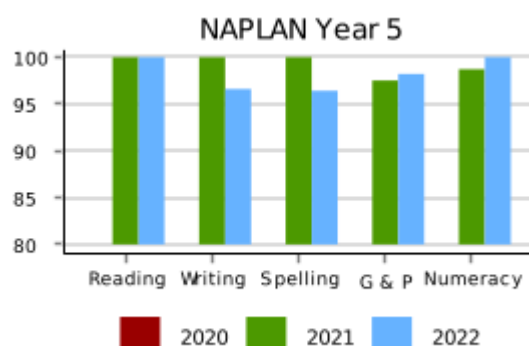
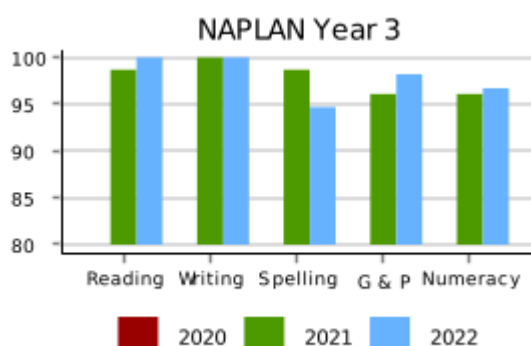
Staff also used Essential Assessment (Mathematics), MAI Testing (Mathematics) and BAS Reading Benchmark System (Reading) to pre- and post-test throughout the year. Student data provided a focus for forward planning.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 03 Grammar & Punctuation	-	96.1	-	98.2	2.1
YR 03 Numeracy	-	96.1	-	96.7	0.6
YR 03 Reading	-	98.7	-	100.0	1.3
YR 03 Spelling	-	98.7	-	94.7	-4.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	97.5	-	98.2	0.7
YR 05 Numeracy	-	98.7	-	100.0	1.3
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	96.4	-3.6
YR 05 Writing	-	100.0	-	96.6	-3.4

\* 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

#### Goal

- Wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum - Capabilities.

#### Intended Outcome

- That the wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities.

### Achievements

Through Whole School Approach to Positive Behaviour Support, our school community continued to embed our four School Wide Expectations, Be Safe, Be Responsible, Be Respectful and Be Resilient throughout 2022. Staff started to unpack and plan for a consistent approach to explicitly teaching the Victorian Curriculum Personal and Social Capabilities. After the past two years in lockdowns, it was great to be able to hold annual Trinity community events such as our Mother's Day and Father's Day breakfasts and Grandparents Day. Overall, there was a genuine sense of community and positive feedback from all sectors.

#### Whole School Approach to Positive Behaviour Support

In 2022, Trinity continued to promote and embed our School Wide Expectations within our school community. Our four School Wide Expectations are:

- Be safe
- Be responsible
- Be respectful
- Be resilient

Throughout Learning to Learn, our Year 6 students had the opportunity to create our Whole School Expectations poster which is used across the school and in the newsletter. All students from Foundation to Year 6 had the opportunity to vote for the poster they believe best represented our School Wide Expectations.

Students from Foundation to Year 6 learnt through the Victorian Curriculum Capabilities what it means to be responsible, respectful, resilient and safe.

In Semester Two, staff reviewed and started to plan for a consistent approach to explicitly teaching the Victorian Curriculum Personal and Social Capabilities. Along with our School Wide Expectations, staff will explicitly teach to students the Zones of Regulation, Catastrophe Scale and Choice Theory Behaviour Car to support understanding their emotions, behaviour and responses.

#### National Child Protection Week

As part of National Child Protection Week, students engaged in a range of age appropriate activities to learn about the importance of being safe, both online and in the 'real world'. At Trinity, we teach students how to Recognise, React and Report if they feel unsafe or can feel their body clues letting them know that something is not right.

Additional activities students participated in throughout National Child Protection Week –

- St John's First Aid sessions
- Engaging and interactive CFA Presentation – Fire Safe Kids
- Australia's Biggest Child Safety Lessons

All students also had the opportunity to create a poster as part of DOSCEL's National Child Protection Week poster competition, responding to the prompt-

Every child, in every community, needs a fair go and a chance to grow up safe and supported. What makes you feel safe and supported in your community, school or at home?

### **Day for Daniel**

Day for Daniel is Australia's largest child safety education and awareness day. On Friday 28 October staff and students wore red to raise awareness of child safety. Students participated in a range of activities learning about the importance of being able to Recognise, React and Report if they feel unsafe. Students also had the opportunity to learn from three members of Victoria Police about how they can stay safe in the community and online.

### **Lego Club Program**

Throughout 2022, Trinity offered students from Year One – Year Six the opportunity to participate in Lego Club, a social skills program. Lego Club aims to develop communication skills, joint attention and listening skills, problem-solving, turn taking, cooperating, patience, and give the child experience of being part of a group or team.

### **Seasons For Growth**

Seasons for Growth was offered to children who have experienced significant change or loss. It is based on the belief that change, loss and grief are a normal and valuable part of life and explores how we can learn to live with and grow from these experiences.

### **Life Education**

In 2022, we were able to welcome back the Life Education Team who provide sessions which are age appropriate, curriculum aligned fun and engaging ways to teach students. The programs build on students' strengths, empowering them with knowledge and skills to make safer and healthier choices.

Foundation - My Body Matters

Level 1- Harold's Friend Ship

Level 2- Growing Good Friends

Level 3- All Systems Go

Level 4- BCYBERWISE

Level 5- Think Twice

Level 6- Relate Respect Connect

### **Lunch Time Clubs**

Throughout 2022, Trinity offered students an opportunity to express their creative talents through the following clubs: Discovery Centre (opportunity to play with Lego, colour/draw, play board games etc), Choir, Library, Sports/Run Club, Art and Robotics. These clubs were run

during lunchtime and were an opportunity for students to showcase their many different talents.

### **Social Justice**

Our SRC and Social Justice Leaders promoted different events and initiatives throughout the year. Some of the events and initiatives our leaders promoted in our school community include,

- Harmony Day
- NAIDOC Week
- Cancer Council Fundraiser Day
- Socktober
- National Child Protection Week
- Day for Daniel
- Aboriginal and Torres Strait Islander Children's Day
- Safer Internet Day.

### **School TV**

In 2022, Trinity utilised SchoolTV which provides schools with an extensive range of wellbeing resources for parents, so they can work together in partnership to ensure better wellbeing for all students.

## **VALUE ADDED**

### **Camps**

- Year 6 Forest Edge Camp
- Year 5 Rumbug Camp
- Year 4 Forest Edge Camp
- Excursions and Incursions
- Sporting Events

Weekly Assemblies (onsite or via Google Meet), Masses (onsite or via Google Meet), Graduation Ceremony for Year Six Students, were all well attended by students, parents and family members. Overall there was a genuine sense of community and positive feedback from all sectors.

## **STUDENT SATISFACTION**

The Insight SRC surveyed students from Years 3, 4, 5 and 6. Across the board there was an increase in all areas surveyed, in particular student-teacher relationships, peer relationships and students feeling connected to school again after the impact of Covid-19.

The data also demonstrated an increase in student confidence and the acknowledgement of purposeful teaching and learning opportunities in the classroom.

Student and teacher morale remained high and students were motivated to learn.

## STUDENT ATTENDANCE

The roll is taken twice daily as per compliance obligations by the teaching staff. Parents register student absences via SIMON. A text message is sent after 9.30am to families if a child is away without an explanation. Teachers report concerns for non-attendance to the Principal, Deputy Principal or Student Support Coordinator, and they are followed up. If a family can not be contacted, then the listed emergency contacts are called. If no one is contactable, Child Protection or the police are contacted.

Parent meetings are held to determine the reason for non-attendance and support offered if applicable. Meetings are documented, and student attendance continues to be monitored.

If a family has planned an extended period of absence due to family holiday or other commitments, parents are asked to notify the principal in advance in writing.

## AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	87.1%
Y02	86.9%
Y03	87.2%
Y04	89.0%
Y05	89.2%
Y06	88.4%
Overall average attendance	88.0%



## Child Safe Standards

### Goals & Intended Outcomes

#### Goals

- Staff are committed to Ministerial Order No. 870 and the Child Safe Standards.
- Wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum - Capabilities
- Staff are committed to providing an education that develops the whole person.
- The social, emotional, moral, spiritual and physical wellbeing of our students is central to our decision-making to ensure student health, safety, learning and success.

#### Intended Outcomes

- That the wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities.

### Achievements

#### Victorian Child Safe Standards

On 1 July 2022, 11 new Child Safe Standards came into effect, replacing Victoria's seven standards and principles (including Ministerial Order No. 870 – Child Safe Standards – Managing the risk of child abuse in schools).

Although very similar to Victoria's previous Child Safe Standards, key changes to the new Child Safe Standards include new requirements to keep children and young people safe, including:

- involving families and communities in efforts to keep children and young people safe
- a greater focus on safety for Aboriginal and Torres Strait Islander children and young people
- managing the risk of child abuse in online environments
- greater clarity on the governance, systems and processes to keep children and young people safe.

As part of our preparation developing staff knowledge of the Standards, staff engaged in Professional Learning and reflected on our current practices and identified areas of focus moving forward.

#### Child Safety Team / Child Safety Champions

The Child Safe Standards under Ministerial Order No. 1359 require certain roles and responsibilities to be allocated in schools, including the role of a 'Child Safety Champion' who supports school leadership to effectively implement their child safety and wellbeing plans.

In Term 2, Trinity established a Child Safety Team and identified eight staff members who are the school's Child Safety Champions.

Key responsibilities of the Child Safety Champions include:

- Promote Child Safety Culture
- Provide Support and Guidance to staff, students and volunteers

- Train and Educate
- Monitor, Review and Report

### **Child Safe Standards**

To create and maintain a child safe organisation, Trinity Catholic Primary School complies with Ministerial Order No. 870 and adheres to the following Child Safety Standards:

- *Child Safe Standard 1* – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- *Child Safe Standard 2* – Child safety and wellbeing is embedded in organisational leadership, governance and culture.
- *Child Safe Standard 3* – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
- *Child Safe Standard 4* – Families and communities are informed, and involved in promoting child safety and wellbeing.
- *Child Safe Standard 5*  
– Equity is upheld and diverse needs respected in policy and practice.
- *Child Safe Standard 6* – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- *Child Safe Standard 7* – Processes for complaints and concerns are child focused.
- *Child Safe Standard 8* – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- *Child Safe Standard 9* – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- *Child Safe Standard 10* – Implementation of the Child Safe Standards is regularly reviewed and improved.
- *Child Safe Standard 11* – Policies and procedures document how the organisation is safe for children and young people.

The following policies are embedded within the organisation and are accessible to all in our school community via the Trinity Catholic Primary School website:

- Statement of Philosophy
- Commitment to Child Safety
- Child Safe Principles
- Child Protection and Safety Policy
- Child Safe Standard — Code of Conduct
- Pastoral Care Policy
- PROTECT Identifying and Responding to Abuse
- Protection of Children — Failure to Disclose

- Protection of Children — Failure to Protect
- Protection of Children — Grooming Policy
- Reporting — Child Protection OR Child First
- Child First

### **Creating a Culturally Safe Environment – Child Safe Standard 1 & Child Safe Standard 3**

At Trinity, we are very fortunate to have a multicultural community, and we use significant celebrations as an additional opportunity to learn and embrace our differences. We place an importance on creating a culturally safe environment which enables students to feel comfortable to share.

Throughout 2022, some of the significant dates Trinity celebrated include-

- Harmony Day
- NAIDOC Week
- Anzac Day
- Aboriginal and Torres Strait Islander Children's Day

### **Safety Audit – Child Safe Standard 3**

At the beginning of the year, our Year 6 Leaders reviewed our Child Friendly Child Safe Policies. The purpose of the document is to-

- Inform students of the practices we have in place at Trinity to ensure all students are safe.
- To revisit what students should do if they ever feel unsafe (Recognise, React and Respond).
- Review Safety Hands – ensure students are able to identify five trusted adults.
- Revisit our four School Wide Expectations.
- Discuss the importance of valuing all of our differences.

The Child Friendly Child Safe Policy is reviewed by all students with their classroom teacher each term before completing the Safety Audit. The Safety Audit is an additional opportunity students have to let their teacher know if someone or something is making them feel unsafe or if there is something worrying them. Where relevant, further follow up may be required by way of meeting with the child's parents and/or contacting other professional support organisations such as Child First.

### **National Child Protection Week - Child Safe Standard 3**

As part of National Child Protection Week, students engaged in a range of age appropriate activities to learn about the importance of being safe, both online and in the 'real world'. At Trinity, we teach students how to Recognise, React and Report if they feel unsafe or can feel their body clues letting them know that something is not right.

Additional activities students participated in throughout National Child Protection Week –

- St John's First Aid sessions
- Engaging and interactive CFA Presentation – Fire Safe Kids
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All students also had the opportunity to create a poster as part of DOSCEL's National Child Protection Week poster competition, responding to the prompt-

Every child, in every community, needs a fair go and a chance to grow up safe and supported. What makes you feel safe and supported in your community, school or at home?

### **Day for Daniel - Child Safe Standard 3**

Day for Daniel is Australia's largest child safety education and awareness day. On Friday 28 October staff and students wore red to raise awareness of child safety. Students participated in a range of activities learning about the importance of being able to Recognise, React and Report if they feel unsafe. Students also had the opportunity to learn from three members of Victoria Police about how they can stay safe in the community and online.

## Leadership

### Goals & Intended Outcomes

#### GOAL

- At Trinity, every leader is an instructional leader.

#### Intended Outcomes

- That the school's strategic intent and instructional vision drive leader and teacher practice.

### Achievements

Trinity commenced 2022 by welcoming three classroom teachers, an Italian teacher and two education support officers.

Leadership roles and positions of responsibility were shared amongst the staff of Trinity as we employed a team approach. The Deputy Principal carried out the role of Religious Education Leader and one staff member was responsible for leading student well-being and student Learning Adjustments. Two staff members assumed the role of Curriculum Leaders in Mathematics and English. Three staff members assumed the leadership position of Lead English Teacher and three staff members, Lead Mathematics Teacher.

The Leadership Team meet weekly to monitor and discuss the progress of the school and to guide future direction. The 2022 Team consisted of the Principal, Deputy Principal / Religious Education Leader, Learning Adjustment Leader, Curriculum Leaders, and the six Lead Teachers.

Courses to improve leadership skills were encouraged at all times. Four staff members were engaged in Master's Degree qualifications - Masters of Evidence Based Teaching. Staff Insight Data saw the Clarity pillar being the highest, demonstrating a strong connection between the work of the school leadership team and the teaching staff in enacting the school's vision.

The school continued the Induction Program for all new teachers articulating the school's priorities and the expectations of all teachers.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

- First Aid - CPR, Asthma, Anaphylaxis
- Mandatory Reporting eLearning Module
- Child Safe Standards
- Choice Theory Training (4 days for new staff)
- Learning & Teaching Network Days
- Curriculum Review and Planning Day
- Gippsland Primary Principal Conference

- Masters of Clinical Teaching
- 2022 Staff Planning Day
- Learning Adjustment Day - Professional Speakers (Psychologist, OT, Speech, Education Consultants)
- Little Learners Love Literacy Training
- Collectives
- Principal Formation
- Marg Carswell - Scripture Formation Day
- Rob Vingerhouts - Inquiry approach to teaching Mathematics
- SIMON Learning Management Training
- Emergency Management Training
- Whole School Approach to Positive Behaviour Support
- Curriculum and EAL Webinars
- REL Formation
- Seesaw Training
- Inquiry Planning and Teaching in To Live In Christ Jesus curriculum
- OHS in Schools training
- Deputy Principal Formation sessions
- Analysing Naplan through ACARA.

Number of teachers who participated in PL in 2022

35

Average expenditure per teacher for PL

\$621

## TEACHER SATISFACTION

The Insight SRC survey conducted during Term 2 indicated that staff felt extremely supported by the school's leadership team which was reflected in the Clarity and Empathy Pillars being the highest and in line with each other.

The school's curriculum processes remained a strength for the school and was supported by the staff's understanding of the school's improvement agenda.

Staff indicated that they valued working collaboratively in teams and pastoral care remained high.

Despite a slight decrease in teacher confidence after returning to the classroom after two years of disrupted teaching and remote learning, role clarity and ownership remained high. This demonstrated that staff clearly understood their roles within the school and felt confident they had the skills to carry out their responsibilities.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	83.9%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	79.3%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	42.4%
Graduate	6.1%
Graduate Certificate	6.1%
Bachelor Degree	87.9%
Advanced Diploma	3.0%
No Qualifications Listed	0.0%

### STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	39.0
Teaching Staff (FTE)	32.2
Non-Teaching Staff (Headcount)	28.0
Non-Teaching Staff (FTE)	17.7
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

- To engage all families in school activities that will enhance student learning.

### Achievements

During 2022, we welcomed our school community back onsite after the easing of COVID restrictions. It was great to see some many parents and grandparents supporting the school at the following events:

- Shrove Tuesday
- Student led Family Learning Conversations
- Parent Support Group Meetings
- Mother's and Father's Day Breakfasts and Stalls
- Weekly Assemblies
- Trinity Feast Day Celebrations
- Athletics Carnival
- Cross Country Event
- School Excursions
- Grandparents Day
- Easter and Christmas Play
- Liturgical Celebrations
- Christmas Carols
- Sacramental Programs
- Assisting in the School Canteen
- Sporting Events - Netball, Basketball, Inter-school sports
- Sharing of student learning through Seesaw
- Grade 6 Graduation

### PARENT SATISFACTION

The Insight SRC School Improvement Survey sought feedback from randomly selected members of the school community. The results indicated that stimulating learning remained high and that parents felt positively about their child's teacher and the safety of all students at school. The data also indicated that parents found staff approachable and supportive which also aligned with the lift noted in student/teacher relationships. Despite the challenges of Covid-19, parents noted a significant improvement in peer contentedness. The parent



community noted that the partnership between home and school remained strong which supported the data around the students feeling connected to school.

## Future Directions

In 2023, we look forward to:

- Continuing to build the capacity of all staff to effectively interpret data to inform Targeted Teaching.
- Continuing to utilise the expertise of our Masters of Clinical Teaching students to inform and guide expert teaching practice.
- Implementing the Whole School Approach to Positive Behaviour Support.
- Ensuring the Learning Adjustments made for all students are based on evidence and data.
- Implementing the Government Tutoring Program to support students disadvantaged during COVID-19.
- Redeveloping out school grounds after the completion of our new Art room and Library Space.
- Replacing the wooden junior playground with a new playground.
- Creating an outside learning space.
- Continuing to ensure the school is safe and compliant.