Holy Trinity Primary School

'Faith, Learning, Together!'

2023 ANNUAL REPORT



Catholic Education
Diocese of Wagga Wagga

2023 Annual Report (Holy Trinity Wagga Wagga)

About this Report

Holy Trinity Primary School, Wagga Wagga is registered by the NSW Education Standards Authority. Catholic Education Diocese, Wagga Wagga (CEDWW) is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

Holy Trinity Primary School, Wagga Wagga's Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese, Wagga Wagga. This report has been approved by Catholic Education Diocese, Wagga Wagga and in so doing, acknowledges that Holy Trinity Primary School, Wagga Wagga has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to the Holy Trinity Primary School, Wagga Wagga's newsletters and other forms of communication. Further information about Holy Trinity Primary School, Wagga Wagga may be obtained by contacting the school directly or by visiting the school's website.

Section 1: Message from Key Groups in Our School Community

Message from the Principal

2023 was a very busy and successful year at Holy Trinity. After much anticipation we were finally able to go ahead with the Opening and Blessing of our new primary classrooms and administration block.

In August we had the opportunity to showcase Holy Trinity, as guests from CSNSW and directors across all NSW Dioceses toured selected schools within the Wagga Diocese. Visitors were highly impressed, especially with the excellence achieved in our Naplan results.

Year 6 students worked in partnership with parents and staff to install a new yarning circle in our playground and commenced an indigenous reconciliation garden project with the support of a generous grant from Woolworths and Landcare. The Parents and Friends Association began selling family pavers for an alumni walk in conjunction with this project.
We were also fortunate to receive a grant to implement the Root Cause Program into our school. The program began with an incursion and parent information evening and focused on healthy lunchboxes and reduced waste. Our Year 2 students developed and cared for a vegetable garden as a result of this initiative.

Some of our primary students entered the Tournament of Minds Competition for the first time. Stage 2 held a cultural day as a culmination of their studies and families enjoyed coming in to sample foods, dances and games from around the world.

The year ended with a Christmas Concert led by David Enever, featuring dances from each grade.

2023 was a year to "prepare the good soil". We introduced "The Way, The Truth and The Life" awards in recognition of those students who truly live our school values daily. Students in Year 5 began a Junior Ministry group responsible for planning and leading liturgies.

Holy Trinity appreciates all who contributed to making 2023 a year of joy and celebration.

Kayelene Gleeson
Principal

Message from the Parent Body

In 2023 the School Advisory Council continued to meet regularly each term and together we shared in the same vision for the school and community.

The School Advisory Council looked over many policies and identified attendance to be the main focus of the year. The School Advisory Council also moved a motion for a two week turnaround of uniform change in between the seasons of summer to winter.

Covid funding was not extended into 2024. As a result staffing was organised and effectively distributed throughout the classes to ensure the needs of all students were met.

We thank our principal Kayelene and Executive Team for their continued leadership and strong vision for the children, staff and families of Holy Trinity.

The School Advisory Council polled the community and moved to cancel fortnightly newsletters. These were replaced with weekly Compass posts and a simpler monthly version of the newsletter. Seesaw and Facebook continued to be utilised regularly.

The Parents and Friends held successful raffles and fundraisers. A new Silly Socks fundraiser was trialled and had a great response from the children of the school but didn't sell overly well. The Pie Drive and Easter raffle continue to be firm favourites.

Father Murray worked alongside the School Advisory Council to encourage more parish participation within the school community.

On behalf of the School Advisory Council, I want to recognise the work of the Principal and staff of the school for all that they have done this year to look after the education and wellbeing of our children. Their commitment is commendable and valued.

It has been a privilege to be the Chair of the School Advisory Council for the past two years.

Alison Butler

2023 Annual Report (Holy Trinity Wagga Wagga)

School Advisory Council Chair

Message from the Student Body

Year 2 to 6 students have an elected student represent their class for a semester on the Student Advisory Council. This is an opportunity for the students' voice to be heard, raising concerns and offering suggestions for improvements.

Students reported the highlights of 2023 as:

- Holy Trinity is a helping community where you feel you belong. There are kind people who are supportive and loyal. It is welcoming and everyone is happy. We have good teachers and lots of friends. We have lots of opportunities for fun and it is balanced well with times for learning.
- The facilities are amazing. We have lots of equipment and giant play spaces. We have opportunities to develop our special interests by joining things like the dance group or chess club. Everyone enjoys our weekly Breakfast Club.
- Favourite memories in 2023 include Gala Days and Carnivals, the Year 6 Fun Day, House Days including discos, talent quest and creating personal care packages for the homeless, overnight excursions to Canberra and Ballarat, as well as day excursions to the Riverina Museum and Civic Theatre. The excursions gave us the chance to learn in an engaging way, making our own smores as part of our Science and Reading lessons, playing and doing partner work with our buddies.
- We supported others in the wider community by participating in days such as Superhero, Crazy Socks, Footy Colours and Clean Up Australia Day. Our Mini Vinnies group visited elderly residents in the Home of Compassion.

Student Representative Council

Section 2: School Features/Context

Holy Trinity Primary School is a two stream, co-educational Catholic School providing quality education to approximately 240 students. It is a learning community functioning under a vision of engaging with Jesus as the Way, the Truth and the Life. The school operates according to our core values of learning, respect and responsibility.

Holy Trinity Catholic Primary School believes that children need support and challenge for learning to take place. The strong relationships developed between staff and students shape the foundations of the school's approach to teaching and learning. Parents are welcomed as the first educators of their children.

Holy Trinity Catholic Primary School was established in the Diocese of Wagga Wagga as a lay-led Infants School in 1970 to serve the Parish of West Wagga. By 1978 it had grown to become a Kindergarten to Year 6 school. The Parish of West Wagga now includes the suburbs of Ashmont, San Isidore, Collingullie, Flowerdale, Glenfield, Kapooka and Lloyd.

Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2023:

Girls	Boys	LBOTE*	Indigenous	Total
98	105	2	43	248

*Language background other than English

1. **Enrolment Policy**

   Catholic Education Diocese, Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment.

   Copies of this policy and other policies in the report may be obtained from the Catholic Education Diocese, Wagga Wagga website or by contacting the Catholic Education Diocese, Wagga Wagga or by contacting the school directly.
   See CEDWW policy here.

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	86%
Year 1	86%
Year 2	87%
Year 3	89%
Year 4	85%
Year 5	87%
Year 6	85%

The average student attendance rate for 2023 was 86%.

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

Holy Trinity's staff, under the principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of well being and belonging to the School community.
- Maintaining accurate records of student attendance.
- Recognising and rewarding excellent and improved student attendance.
- Implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese, Wagga Wagga or designated Catholic Education Diocese, Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

Section 4: Staffing Profile

There are a total of 22 teachers and 21 support staff at Holy Trinity. This includes 16 full-time and 6 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	4
Proficient	16

Percentage of staff who are Indigenous	12%

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese, Wagga Wagga.

2023 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. It is framed by the following domains of the National School Improvement Tool:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

In 2023, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- Diocese of Wagga Wagga Catholic Education Charter
- CEDWW Transformative Learning Statement
- Wellbeing for Learning Framework, focusing on Parents as Partners as review of our Child Safety Procedures
- K- 2 English and Maths Syllabus
- Constructing a Reading Data Wall
- Compulsory staff training through RISE modules
- CPR training for all staff

Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Holy Trinity Primary School West Wagga follows the Wagga Wagga Diocesan Religious Education curriculum, *Sharing Our Story.*

Catholic Heritage

Holy Trinity was established as a lay-led Infants School in 1970 to serve the Parish of West Wagga. Holy Trinity School, West Wagga is one of 26 Catholic Primary and 5 Catholic Secondary Colleges that form the System of Schools serving the Diocese of Wagga Wagga.

In 1978, guided by Fr Andrew Quinn, Holy Trinity became a K-6 primary school as the western suburbs of Wagga Wagga expanded. From 1970-2005 the school was known as Holy Trinity Ashmont.

In 2006 the school adopted the new name of Holy Trinity West Wagga.

Holy Trinity became two steam in 2017. Building works have been completed over the past 10 years and the final primary buildings, office and staff room were completed by the end of 2021.

These final buildings were opened in 2023 by Bishop Mark Edawards .

Liturgical Life of the School

Students had opportunities for faith development with class, stage and whole school liturgies held. Parents, grandparents and the wider school community were invited to join in with school liturgies. Masses were led by the Parish Priest Fr Gabriel Murray

Major community events such as Mother' Day, Father's Day. Mission Week and Naidoc were celebrated with staff, students and community members present.

Confirmation was not held in 2023 due to staging the previous year. Reception of the Sacrament of Confirmation will resume at the Cathedral in 2024, enabling students to have the opportunity to celebrate in the Cathedral at least once in their primary education.

First Holy Communion was celebrated at San Isidore and Reconciliation was held in the Holy Trinity Parish Church.

The whole school prayed together at Friday afternoon assemblies. The principal and the Year 6 students lead prayers at these assemblies. Each week a staff member led the staff in prayer at the weekly staff meeting. Teachers ensured that prayer was an integral part of the students' day

Staff and Student Faith Formation

Staff participated in a spirituality day which enabled them to have time to reflect on the Charter and how this is relevant in their role as part of the Holy Trinity Community. The staff then went on to explore how Jesus is present in their lives and had time to reflect using Lectio Divina, Visio Divina . Staff also had the opportunity to reflect on our school motto.

The staff meetings each term focused on Introducing and deepening staff understanding of the Catholic Education Charter and each of the four pillars.

Connection Programs were offered to staff. Some staff took the opportunity to attend but due to low numbers across the diocese these were cancelled.

The Principal, Assistant Principal and Religious Education Coordinator participated in retreats run by Catholic Education Diocese of Wagga Wagga.

Students participated in many class prayer and faith based activities throughout the year and were encouraged to be part of organising class prayers. The students participated in formal religion lessons each week and were given the opportunity to receive the Sacraments of the Eucharist and Reconciliation on a number of occasions throughout the year.

Social Justice

Holy Trinity exists to serve the Parish of West Wagga and supports families in their prime role of educating their children in the Catholic faith. As the school Vision and Mission states;
'*At Holy Trinity, we encounter Jesus and His message to engage with Him as the Way, the Truth and the Life.*'

This is achieved as a community of:

- Faith — Living, celebrating and teaching the Gospel Values
- Learning — Actively engaging and collaborating together utilising explicit teaching of skills and content in order to develop all learners
- Care — Building a caring, supportive environment which is inclusive and sensitive to the needs of the community
- Service — Encompassing leadership for the wellbeing and benefit of all within the Holy Trinity community
- Stewardship — Caring for, connecting with and appreciating creation, people and the natural environment

The school gives students the opportunity to be part of a Mini Vinnies group and they take a lead role in promoting social justice within the community. The group was led by the School Chaplain, Miss Libby Ridley. The Mini Vinnies group are all volunteers. Mini Vinnies continued to support the annual St. Vincent de Paul Winter and Christmas Appeals by promoting this to members of the school community.

Holy Trinity also supported Caritas Australia and Catholic Mission. Students often asked if they could fundraise for a cause which was important to them and for which they saw a need.

Support and strategies for people in need continues to be put into action. A supply of food was available for students who may not have been provided with breakfast or lunch. Support was also available for families who had suffered loss or were experiencing hardship.

Breakfast Club takes place on Tuesday mornings to help those who may not always have sufficient or balanced breakfast, without simply focussing on those students. Staff members assisted our Centacare worker with her work in the school.

Professional Learning in Catholic Life and Mission

As Leadership, in 2023, we planned to focus on the introduction of the Catholic Education Charter and develop a deeper understanding of what it meant .

We planned a staff spirituality day and 4 staff meetings:

- Spirituality Day Focus - Diocese of Wagga Wagga Catholic Education Charter and understanding our role in catholic education
- 4 Staff Meetings which focussed on;

1. Welcome
2. Faith
3. Service
4. Learning

A number of staff took the opportunity to gain their Accreditation to Teach Religious Education with Campion College .

Section 6: Curriculum

The school provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLA's) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and school's implement the Religious Education Syllabus requirements for the Catholic Education Diocese, Wagga Wagga.

As a community of learners the school promotes the balanced development of the whole student. Therefore the school provides a wide range of teaching and learning experiences to develop the skills, competencies, attitudes and content prescribed in the syllabuses.
Holy Trinity:

- Provides quality education through spiritual, academic, emotional, physical and social programmes that stimulate, challenge and support each child at their learning level.
- Allows all students access to specialist art, dance, music and drama classes.
- Promotes opportunities that develop leadership, responsibility, acceptance, tolerance, confidence, cooperation, flexibility and self-esteem.
- Recognises the talents of all members of the learning community and that all are life-long learners.
- Conducts staff meetings with professional dialogue, current research and professional readings to support staff to be the most effective teachers possible.
- Incorporates ideas into the school newsletter that affirms and/ or challenges all parents and educators to walk the learning journey together.
- Offers Extending Mathematical Understanding (EMU) Mathematics Program, which provides intervention to develop maths knowledge and understanding for Year One students.
- Employs a Specialist Mathematics Teacher, who works with other classroom teachers to support the growth of mathematical concepts for all students at the school.
- Provides Reading Recovery to teacher identified students in Year 1.
- Has a Targeting Literacy initiative supported by the Literacy Focus Teacher, who leads staff in reviewing data and developing improved pedagogical practices based on research, as well as working alongside teachers in all classrooms.
- Accesses the Royal Far West rural support program for students who need Speech, Occupational Therapy and Wellbeing assistance.
- Created personalised plans to cater for individuals diverse needs, as well as offering quality differentiation curriculum in each classroom. Each classroom was supported by Teacher assistants.
- Provided Quicksmart Reading and Numeracy Program on a needs basis for students in Years Five and Six.
- Worked with the Centre for Effective Reading to provide intensive literacy support for individual students.
- Implemented a state funded COVID-19 Learning Intervention Program to support groups of students in all grades in both numeracy and literacy.

- Engaged in a Stage 3 Stem project, working in partnership with surrounding schools and parents.
- Provided an intensive swim program for selected grades and professional gym coaching sessions across the school.
- Engaged with expert coaches to provide K- 6 skill development in cricket.
- Provided multiple opportunities for primary students to participate in a range of sports gala days and compete at higher levels of sport achievement.
- Linked teaching and learning outcomes to excursions for Year 5 to Ballarat goldfields and Year 6 to Canberra. Year 6 also participated and engaged in a leadership program that focused on teamwork cooperation and communication within a team.
- Explicitly taught leadership skills program in Year 5, led by the principal.
- Continued our work with the Learning Collaborative, embedding learning intentions, success criteria, feedback and Bump it Up walls in all classrooms.
- Continued to consistently track student progress and interpret and use data to inform teaching and learning.

Section 7: Student Performance in State-Wide Tests and Examinations

NAPLAN 2023 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2023, all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	32	436.5	415.9
Reading	33	402.5	411.1
Writing	31	435.6	426.3
G&P	32	439.4	421.4
Spelling	32	399.2	416.2
Year 5			

Numeracy	37	518.6	496.8
Reading	37	515.2	500.5
Writing	37	517.8	491.0
G&P	37	535.5	503.3
Spelling	37	519.7	497.6

Section 8: Pastoral Care and Well Being

Information here about your school's procedures and programs

Catholic Education Diocese of Wagga Wagga has established a Pastoral Care and Well Being Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by the Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy **HERE**.

To support the development of wellbeing the school has in place:

- A Wellbeing Practitioner from Centacare who works in the school for three days per week supporting students and their families
- A School chaplain who interacts in a supportive manner with students K–6 paying attention to their specific needs two days a week
- An Inclusive and Diverse Learning Teacher four days a week, coordinating with teachers, parents and students to support a variety of needs
- Two full time Aboriginal Support Workers to engage with Indigenous students, their family and broader community
- Wellbeing Committee meet weekly
- Buddy System involving Kindergarten and Year 5 classes
- Weekly Breakfast Club
- Student Representative Council from Years 2 to 6 to allow for student voice and raise any common concerns and offer ideas for improvement
- Modelling and explicit teaching of desired behaviours and clear understanding of choices/consequences
- Staff acknowledge and celebrate birthdays and other special occasions together
- Celebrations with families, including Fathers Day breakfast, Mothers day morning tea, Grandparents Day
- Merit and Principal Awards
- Regular communication including phone calls, email, facebook, Seesaw, newsletter, informal and formal teacher and parent meetings
- Behaviour management plans
- Restorative Practices used in the school

- Playground options to support special interests and those requiring social support
- Personal Safety – Personal Development Health and Physical Education and Health Program based on Syllabus
- Centacare practitioners supported staff in the delivery of:
    - 'Friendship program in Kindergarten
    - Stage 3 'Girls Squad' and 'Boys Code"
    - Transition to High School in Year 6
- Safe on Social Media talks for students and parent information sessions
- Meals were provided to support families at times of need or phone calls to check in
- Riding for the Disabled Program for identified individual students.
- Collaboration with outside agencies to implement the recommendations of specialists to enable all individual students to be efficient and successful learners.

Discipline Policy

Catholic Education Diocese of Wagga Wagga has established a Discipline Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy **HERE**.

Holy Trinity worked with CEDWW staff to revise our Behaviour management policy in 2022.

The behaviour implementation plan focuses on the development of clear expectations, based on the school values of respect, responsibility and learning. These expectations are modelled and explicitly taught daily in each classroom. Positive behaviours are affirmed daily and recognised with special value awards at assemblies.

Holy Trinity does not sanction the use of corporal punishment. A restorative approach is utilised, whereby students not responding to reminders have an opportunity to reflect on their choices in a coaching session. Parents are contacted to help support students learn the desired behaviour that contribute to a positive and healthy community. Procedural fairness allows students the 'right to be heard' and the 'right to an unbiased decision'.

Individual behaviour plans are developed to support students who require additional support.
The school strives for personal excellence, quality education and justice for all members of the community.

Anti Bullying Policy

Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy **HERE**.

Holy Trinity Catholic Primary School supports the Diocese of Wagga Wagga Anti Bullying Policy, which is applied across all schools. Holy Trinity Catholic Primary demonstrates care and respect towards all students and attempts to resolve disagreements through a restorative practice focus.

Recognising Christ as the cornerstone of Catholic education, Holy Trinity Catholic Primary fosters a community of learners where children, staff, and parents bear witness to their faith and uphold the rights of all individuals to work, learn, and live in harmony. The school community exemplifies gospel values in interactions and promotes an understanding of Catholic teachings through religious education programs. Holy Trinity encourages students to cultivate self-discipline through a structured system of relationships, rules, rewards, and sanctions, guiding them towards responsible decision-making aligned with their conscience. Fostering self-discipline involves granting students appropriate levels of responsibility according to the situation.

In addressing specific behaviours or incidents, the school community focuses on understanding their impact without assigning blame, assessing how individuals were affected, and seeking solutions to restore peace and enable progress. Regular staff meetings are held to discuss the welfare of each student and determine appropriate actions.

Any suspected instances of bullying are promptly reported to the Principal, who offers support and counselling to the victim. The school collaborates with the perpetrator and their family to promote positive behaviour changes.

Initiatives Promoting Respect and Responsibility

- Stage 3 Leadership Program
- Formal recognition of students each fortnight at assemblies
- School values visible throughout the school
- Information and strategies available via school newsletter and as relevant on Facebook
- Promotion of SchoolTV articles
- Specific anti bullying and resilience programs conducted with target groups as needed e.g ROAR, Centacare programs
- Interpersonal relationships programs in personal development and health
- Guest speakers and parent information meetings e.g Safe on Social

Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

See CEDWW Policy **HERE** & Procedures **HERE**.

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the Catholic Education Diocese, Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a safe and supportive environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese, Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these documents in 2023.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the school office.

See CEDWW Policy **HERE**.

Section 9: School Review and Improvement

Each year the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese, Wagga Wagga Annual Improvement Plan.

2023 Annual School Improvement Plan

Evangelisation and Religious Education
All staff participated in a day led by CEDWW to unpack the new Catholic Education Charter and subsequent staff meetings focused on how the pillars were evident at Holy Trinity. The Charter was shared via school communications with the parent community.

House patrons continued to be celebrated on our special days. A past teacher (Green House) passed away in 2023 and the occasion was acknowledged as a community.

Learning and Teaching

- Professional learning sessions on syllabus structure and online platform (K-2, 3-6)
- 'Effective Spelling' was trialled in all classrooms as a basis for a whole school approach and will be reviewed in 2024.
- Scope and Sequences for English and Maths and accompanying assessment plans were reviewed and refined in other KLAs.
- Mentor texts are commonly used in each grade and teachers are more conscious of concepts in English.
- All staff utilise standard school program proformas in each KLA
- There was a focus on problem solving in Mathematics and the launch and explore phases.
- Literacy and Numeracy Instructional Teachers modelled exemplary practice, co-planned, and engaged in critical reflection and coaching conversations with teachers weekly and during staff meetings each term.
- Early Career Teachers were supported through mentors, with several gaining their accreditation at proficient level.
- A dedicated teacher work space was developed.
- A reading data wall was co-constructed.
- Collaborative team planning, Case Management Meetings, Learning Walks and time with knowledgeable others was timetabled and regularly occurred.
- Agreed practices in literacy and numeracy were reviewed and the Teaching and Learning Cycle continued to be embedded in all classes.

Community Engagement

- The school participated in a Workforce Strategy trial led by Peoplebench to support staff wellbeing.
- A roster was developed for utilising boards in the entrance to showcase learning in classes and grade assemblies introduced a greater focus on learning.
- Two parents attended a feedback session with Cath Garrett Jones, who later visited our school council. and throughout the year several resources were shared with families.

- The school website was under development through an outside agency. This will require further updating in 2024.
- Formal parent walks and talks and learning information sessions were not held, however, open classroom sessions did occur.
- A Welcome evening was postponed until 2024 due to more workers required.
- Safe on Social Parent workshop was not well attended.

Leadership and Stewardship

A number of policies, such as Attendance and Assessment, Reporting and Planning, were reviewed in preparation for School Registration in 2024. Work will continue in 2024 in order to present these to the community, especially via the website. Of significant focus will be Positive behaviours for Learning policy.

Priority Key Improvements for 2024

2024 Annual School Improvement Plan

Section 10: Parent, Student and Teacher Satisfaction Parent Participation

The information below is a guide only. You may write this to suit your school.

Parents are the primary educators of their children and are always welcome at **School**. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year the school used a variety of processes to gain information about the level of satisfaction from parents, students and teachers.

The School Council met twice a term to support the school and represent the voice of parents. Many members had a dual role as Parent Representatives for each class and new ways to engage others in these positions needed to be priority.
Our Parents and Friends Association actively sought ways to encourage new members, speaking at Kindergarten Information Sessions and holding a Pizza Evening to welcome others. However, the majority of work continued to be led by a dedicated few, who successfully raised funds through activities such as raffles and barbecues but focused primarily on providing opportunities to come together as a community.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
100	-	-

A survey was offered to parents. Minimal response was received but all were highly satisfied.

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
100	-	-

Data was collected via Student Council Representatives.

Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
99	1	0

Data was collected via a survey with a further opportunity for written feedback in a suggestion box placed in the staffroom. All staff were highly satisfied except 2 who rated their level as satisfied. Staff reported strong collegiality and a high level of support given.

Financial Report



