2024 ANNUAL REPORT

HOLY TRINITY PRIMARY SCHOOL, ASHMONT



Catholic Education
Diocese of Wagga Wagga

About this Report

Holy Trinity Catholic Primary School 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 Catholic Primary School 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 Catholic Primary School 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 Holy Trinity Catholic Primary School newsletters and other forms of communication. Further information about Holy Trinity Catholic Primary School 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

As 2024 ends, Holy Trinity Primary School is filled with pride and gratitude for all that has been accomplished together. This year has been one of growth, resilience, and collaboration, and it is a privilege to lead such an extraordinary school community. Despite the challenges we may have faced, Holy Trinity Primary School has continued to uphold our commitment to excellence in education and the well-being of our students.

Throughout the year, we have celebrated numerous achievements that reflect the hard work and dedication of our students, staff, and community. These achievements extend across many fields of endeavour, including academic, spiritual, creative and sporting pursuits.

Holy Trinity Primary School was privileged to host the Deanery Mass to begin the new school year. This was followed shortly thereafter by our Welcome Evening to which an overwhelming number of families participated and thoroughly enjoyed the festivities. 2024 marked a successful change to our Parent/Teacher interview structure, with Parent Meet and Greet sessions occurring early in Term 1 and student-led conferences being held mid Term 3.

Term 2 was busy as we enthralled audiences with our whole school production of “The Jungle Book”. Later in the year our volunteer dance group received first place in the eisteddfod recital for their “Oliver” routine. A small group of students also presented their response to a Literacy challenge at the Tournament of Minds.

Quality teaching and learning remained a high priority and efforts were rewarded through excellent Naplan results, with our school being listed as high achievers in both The Age and The Sun newspapers. Holy Trinity Primary School engaged in the process of school registration and received commendation for our processes and high standards. We were again selected for a visit by CSNSW delegates and praised. Staff continued to host training teachers during their practicum experiences to help strengthen the professional workforce.

Term 3 saw the community devastated with the tragic loss of a beloved Year 5 student shortly after the Stage 3 excursion to the nation’s capital, Canberra. The entire community came together in faith and love to support one another. In Term 4, a Splash and Dash day was held in honour and a significant monetary amount was donated to the Multiple Sclerosis Society in memory of this student.

Andrew Chin led a concert to conclude 2024, bringing together students, staff, and families for an unforgettable evening of music and celebration.

Kayelene Gleeson
Principal

Message from the Parent Body

The School Advisory Council met each term to work closely with the Principal and Parish Priest to ensure the wellbeing of students and provide advice on the future direction of the school. They supported the school's efforts to enact the Annual Improvement Plan and build strong partnerships between home, school and parish.

Members of the council contributed to defining the school values of Respect, Responsibility and Learning. They endorsed school and CEDWW policies and new learning initiatives. The School Council were represented on panels to recruit new staff and were appreciative of the efforts and dedication all staff continuously demonstrate.

Parents were welcomed into the school on many occasions, for assemblies, open days, feast and house days, liturgies, Easter Hat and Bookweek Parades, Naidoc, concerts and days of significance such as Mother's Day Morning Tea, Father's Day Breakfast and Grandparents Day. They were grateful for the opportunity to gain firsthand insight into the student's world. Parents were also present and very supportive at extracurricular events, such as gala days and eisteddfods.

The P and F subcommittee successfully raised money through their annual Mother's and Father's Day stalls, Pie Drive and Easter raffle. They purchased a new Holy Trinity gazebo shade for sport carnivals and replenished the sandpit and soft fall under the equipment. They hope to continue to attract new members.

The generous spirit of the community shone through in the care and compassion expressed to the Hilton family in their time of great loss. Everyone rallied as one and provided great comfort and practical assistance. The sense of family in the community is ever present. The School Council thanks every member of the school community for their unwavering commitment and enthusiasm. As we look ahead to the future, let us remember that it is the collective efforts of students, staff, council members, and families that make our school truly exceptional.

Melinda Chamberlain
2024 School Advisory Council Chair

Message from the Student Body

During our time at Holy Trinity, we learned a lot of things: how to solve tricky math problems, how to write stories, and how to understand the world around us. But some of the most valuable lessons have been about connecting with others. We've seen how a kind word or a helping hand can really change someone's day. A simple "you've got this" can give someone the courage to keep going.

2024 was a fabulous year. We experienced a lot of fun and were given special opportunities across a variety of interests. Year Six students improved their leadership skills during

leadership development days, preschool visits, school tours, house days and Anzac Ceremonies.

All grades participated in excursions. Stage 3 had an overnight stay in Canberra as part of their Democracy unit. They were also lucky enough to attend a Science and Engineering Day and Year 6 were invited to the local high schools' musical performances whilst Year 5 viewed "Wild Robots" at the movies after studying the novel in class. Kinder visited the animals at the Botanical Gardens whilst Year 1 ventured to Hooves of Empowerment. The town library was the venue for Year 4 and Year 3 set off for Yarrangobilly Caves.

We lived our pillars of faith and service. Year 6 visited the Home of Compassion. Year 5 participated in a Missionary Discipleship leadership day with students from other schools and led many liturgies throughout the year. We all gave generously to support St Vincent de Paul Winter and Christmas Appeals, as well as Project Compassion and Caritas. Year 6 students were initiated into the Church as adult members through the Sacrament of Confirmation, Year 3 celebrated their First Communion, and Year 2 held a Reconciliation ceremony.

Sport was an important aspect of our schooling, with multiple clinics, gala days and carnivals. Some classes participated in the Little Champions Gymnastics program whilst others joined swim classes. Many of our students proudly represented the school at higher levels, such as Diocesan, MacKillop and even state.

There were opportunities to demonstrate our creative flair. Our musical was a huge success and so enjoyable. Those who especially love dance performed at the eisteddfod and those who like a challenge entered the Tournament of Minds. Our usual opportunities for cultural expression occurred during Naidoc day, with a focus on Torres Strait Islander Peoples. Dulbinya shared their skills with the broader community.

One of our favourite events was the Welcome evening in Term 1. There were jumping castles, face painting, basketball shoot offs, soccer kicking, guessing competitions, lucky envelopes, sumo wrestling and so much more, with tons of great prizes. The Year 6 fundraising event at the end of the year was also great and our final gift to the school was a donation to support the Hilton family. Lindsay we remain in our hearts always.

Our graduation was a time to farewell several families that had journeyed together with us for many years. We hold very fond memories of the Holy Trinity and are confident our new families will love it as much as we have. Thank you to the amazing staff who have helped us to grow over the years.

Rusty, Ruby, Molly, Jaxon
Year 6 School Captains

Section 2: School Features/Context

Holy Trinity Primary School is a two stream Catholic school providing quality education to more than 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 is located in the West Wagga Parish and attracts enrolments from across Wagga and surrounding areas. It was founded in 1970 and soon grew from a modest infants school to a thriving community serving students up to Year 6. All facilities have undergone recent renovations to present a contemporary learning setting.

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.

Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2024:

Girls	Boys	LBOTE*	Indigenous	Total
121	120	4	42	242

*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	92%
Year 1	92%
Year 2	89%
Year 3	91%
Year 4	91%
Year 5	86%
Year 6	90%

The average student attendance rate for 2024 was 90%.

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 Catholic Primary School 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 21 teachers and 21 support staff at Holy Trinity Catholic Primary School. This includes 15 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	3
Proficient	17

Percentage of staff who are Indigenous	10%

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.

2024 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 from system strategic priorities:

- Evangelisation and Religious Education - Education Charter, Religious Education Program
- Learning and Teaching - Transformative Learning, Wellbeing for Learning
- Community Engagement - Partnerships with Parents, Families and Carers, Parish and Community Partnerships, Staff Wellbeing, Student Voice and Engagement and Marketing.
- Leadership and Stewardship - responsible planning, management and sustainability of human, fiscal and physical resources.

In 2024, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- Exploring Wonder and Awe Pedagogy
- Welcome Pillar of Charter
- Leading Curriculum reform
- Embedding K-2, 3-6 English (with a focus on Spelling) and Maths syllabus
- Staff training in Stage 2 EMU
- Targeted reading in Kindergarten

- Renewing PBL school practices
- Safeguarding training

Section 5: Catholic Life and Religious Education

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

Catholic Heritage

Holy Trinity Catholic Primary School was established as a lay-led Infants School in 1970 to serve the Parish of West Wagga. Holy Trinity Catholic Primary 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 expanded. Between 1970 to 2005 the school was known as Holy Trinity Ashmont. In 2006 the school adopted the new name of Holy Trinity West Wagga.

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 Edwards.

The School celebrates the Feast of The Holy Trinity, recognising the belief in one God existing in three persons: the Father, the Son, and the Holy Spirit. The community endeavours to further the mission of Jesus in the context of the Catholic tradition and its sacramental life.

Liturgical Life of the School

The Liturgical Calendar of the Church guides school liturgies that celebrate significant seasons such as Lent, Easter and Advent. Students had opportunities for further faith development with additional class, stage and whole school liturgies held. Major community events such as Mother' Day, Father's Day, Mission Week and Naidoc were celebrated with staff, students and community members present. Masses were led by the Parish Administrator Fr Gabriel Murray.

Confirmation was held at the Cathedral led by Bishop Mark Edwards. First Holy Communion and Reconciliation were celebrated in the Holy Trinity Parish Church.

The whole school prayed together at Friday afternoon assemblies held fortnightly. 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 and ensured the dedicated prayer space in each classroom was regularly refreshed.

Staff and Student Faith Formation

Holy Trinity Catholic Primary School exists as a branch of the Parish of West Wagga and supports families in their prime role of educating their children in the Catholic faith.

Staff participated in overnight Spirituality Days at Galong this year to reflect on the Gospel of Mark. This opportunity was enabled by CEDWW and led by members of the Evangelisation and Religious Education Team.

RE staff meetings were held each term. The focus of these meetings were on the introduction of Pedagogy of Wonder and Awe and reviewing the Welcome pillar of the Charter. Staff also participated in a twilight meeting to further understand the Pedagogy of Wonder and Awe.

Connection programs were offered and two staff took the opportunity to attend the Early Career Teachers program at Galong. The Principal, Assistant Principal and Religious Education Coordinator participated in renewal retreats run by CEDWW, also at Galong.

Students participated in organising many class prayer and faith based activities throughout the year. The students participated in daily prayer and formal religion lessons each week.

Social Justice

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

Older students have the opportunity to volunteer for the school's Mini Vinnies group, where they take a leading role in promoting social justice within the community. Guided by the School Chaplain, Miss Libby Ridley, these student volunteers actively support the annual St. Vincent de Paul Winter and Christmas Appeals by raising awareness among the school community and collecting recyclable cans to benefit St Vincent de Paul. Ms Ridley also led the school choir in performing for the Home of Compassion and at church services.

Holy Trinity again supported Caritas Australia and Catholic Mission. Students sold ice blocks in the summer months and 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 continued to be put into action. The community reached out to families who had suffered loss or were experiencing hardship.

Staff volunteered to prepare and serve meals at Lillier Lodge, a rich experience meeting families going through cancer treatment.

Professional Learning in Catholic Life and Mission

The Religious Education Coordinator planned a staff Spirituality retreat, termly staff meetings and a Twilight meeting focused on the introduction of the Pedagogy of Wonder and Awe and review of the Welcome pillar from the Charter.

A number of our staff took the opportunity to gain their Accreditation to Teach RE through 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, knowledge and attitudes prescribed in the syllabuses, and assist students to become creative and critical thinkers prepared for the future. .
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, cultural respect, teamwork and inclusion.
- 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 an Extending Mathematical Understanding (EMU) Mathematics Program, which provides a boost in maths knowledge and understanding through focussed intervention in Year 1 and Stage 2

- 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.
- Creates 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.
- Provides Quicksmart Reading and Numeracy Program on a needs basis for students in Years Five and Six.
- Works with the Centre for Effective Reading to provide intensive literacy support for individual students.
- Provides an intensive swim program for selected grades and professional gym coaching sessions across the school.
- Engages with expert coaches to provide K- 6 skill development in specific sports.
- Provides multiple opportunities for primary students to participate in a range of sports gala days and compete at higher levels of sport achievement.
- Links teaching and learning outcomes to an excursion for Year 5 and Year 6 to Canberra and various day excursions for students K-4.
- Uses learning intentions, success criteria, feedback and Bump it Up walls in all classrooms.
- Consistently tracks student progress and interprets and uses data to inform teaching and learning.
- Provides weekly library borrowing to all classes

Leadership journeyed with expert Dr Simon Breakspear to engage with curriculum reform. Two additional pupil free days were held to prepare for the implementation of all new syllabus by 2027. Selected staff also worked alongside lead Instructional CEDWW staff to target reading skills in the early years.

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

NAPLAN 2024 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 2024, all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	38	432.8	410.1
Reading	38	414.1	410.5
Writing	38	437.2	426.7
G&P	38	442.4	418.8
Spelling	38	402.8	411.8
Year 5			
Numeracy	36	487.9	496.7
Reading	36	500.5	496.4
Writing	36	508.1	493.2
G&P	36	500.6	506.5
Spelling	36	476.5	495.6

Section 8: Pastoral Care and Well Being

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 Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy **HERE**.
To support student wellbeing the school has in place:

- A Centacare Counsellor who works in the school for three days per week supporting students and their families
- A School Chaplain who supports identified students 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 as identified through the NCCD
- Two full time Aboriginal Support Workers to engage with Indigenous students, their family and broader community
- Wellbeing Committee that meet fortnightly
- 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

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 Catholic Primary School strives for personal excellence, quality education and justice for all members of the community. The school revisited its 'Positive Behaviours for Learning'(PBL) approach focusing on our core values of Respect, Responsibility and Learning. Positive behaviours are affirmed daily and recognised with special value awards at assemblies.

Individual behaviour plans are developed to support students who require additional support. Parents are notified and the identified support put in place to help the student's growth and development.

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 contributes to a positive and healthy community. Procedural fairness allows students the 'right to be heard' and the 'right to an unbiased decision'.

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

- Positive Behaviours for Learning School
- Stage 3 Leadership Program
- Formal recognition of students each fortnight at assemblies
- The Way, The Truth,The Life award given twice a term to students who exemplify school values
- School values visible throughout classrooms
- Information and strategies available via school newsletter and as relevant on Facebook
- Transition to high school programs
- Promotion of SchoolsTV articles
- Specific anti bullying and resilience programs conducted with target groups as needed e.g Centacare programs
- Interpersonal relationships and personal safety programs in PDH
- Photos of work and recognition of performance in the school newsletter, school notice board and as relevant on Facebook
- Working with students regarding responsible use of technology and social media
- Modelling and explicit teaching of desired behaviours and clear understanding of choices/consequences
- Staff acknowledge and celebrate birthdays and other special occasions together
- Acknowledgement of student birthdays at assembly
- Celebrations with families, including Fathers Day breakfast, Mothers day morning tea, Grandparents Day
- 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
- Police Community Liaison Officer talks on social media for students in Stage 2 and 3
- 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.

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 2024.

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.

2024 Annual Improvement Plan

Achievements

Evangelisation and Religious Education

- Pedagogy of Wonder and Awe was introduced and teachers are prepared to move into the enact stage in 2025. Resourcing and storage for one per grade has been provided and further resources for one per class will be provided in 2025. Professional development was ongoing and led by the CEDWW team each term. Teaching staff all viewed demonstration lessons modelled by the CEDWW team.
- Staff spirituality retreat at Galong was a great success and staff appreciated the time together.
- Vision and Mission refined statement prepared by REC and CEDWW team and consultation through School Advisory Council will be held in 2025
- Charter effectiveness tool utilised to find observable evidence of welcome domain and suggested areas for growth. Leadership had the opportunity to give feedback on the tool.

Learning and Teaching

- Dr Simon Breakspear sessions with school leadership, including 1 x 3 hr zoom and 1 x 1hr check in session each term indicated we were well positioned to implement curriculum reform. Principal was invited to speak at Principal Day around our school processes, particularly with backward mapping. Staff member was selected to form part of a diocesan transformative learning team.
- Each grade had termly collaborative planning time with knowledgeable others to work with English and Maths syllabus as well as weekly classroom visits
- Additional planning time given to each grade each term to explore new syllabus across other KLAs and draft Scope and Sequence developed for Science and HSIE.
- Staff meetings occurred each term for English, Maths and Curriculum, with an additional pupil free day used to map English concepts and a second day to explore problem solving and parallel outcomes in maths.
- F and P tracking of reading supported by providing time for teachers to individually assess students
- Review of Spelling practices and professional development led by the Instructional Literacy teacher saw an increased use of anchor charts across the school and monitoring using Effective Spelling resource
- CEDWW staff worked in the classroom with a Kinder teacher for 1 semester to increase teacher capacity in targeted guided reading. The experience offered a good balanced approach between decodable readers and PMs and upskilled staff on explicit teaching using the gradual release of responsibility model. Instructional Literacy teacher and principal were involved in planning sessions.
- Middle years EMU training for MFT and teaching of Early Years EMU
- PB4L team established. Professional development, including CEDWW, to review our journey and define values with staff, students and parents. Behaviour matrix completed. Use of CeD3 data to analyse triggers and develop specific targeted behaviour plans will occur in 2025.

- Application for Reals Schools grant was not successful.

Community Engagement

- Attendance improved by 0.57% to an average of 90.18%. School procedures were further reviewed.

Priority Key Improvements for 2025

2025 Annual Improvement Plan Framework.docx

Section 10: Parent, Student and Teacher Satisfaction Parent Participation

Parents are the primary educators of their children and are always welcome at Holy Trinity Catholic Primary 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.

Parent Satisfaction

12 Responses

Highly Satisfied	Satisfied	Dissatisfied
83%	17%	0%

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
75%	25%	0%

Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
83%	17%	0

Financial Report



