

Holy Trinity Primary School

2023 Annual School Report



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Catholic Schools
Parramatta Diocese

Introduction

About the Annual School Report

Holy Trinity Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2023 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Ms. Shauna Nash

I am proud to present to you the 2023 Annual School Report for Holy Trinity Primary School, Granville. Holy Trinity Primary School, is part of the Holy Cross Catholic Parish community at Granville, which provides hope, confidence, and quality education to equip children to participate in a changing society. Holy Trinity Primary School is a multicultural school with students coming from 24 different cultural backgrounds, which adds to the richness of life at our school. Religious Education, prayer and faith development, are major parts of the curriculum and culture of the school. At Holy Trinity Primary School, the teaching of Christian values and the development of the whole child are central to our values and beliefs. We value our Catholic faith tradition the dignity of each individual the welcoming and hospitable atmosphere in our school. We believe Every child has a right to learn and feel safe, secure, valued and respected. Parents and teachers are partners. The multicultural nature of our school is something to be celebrated. Holy Trinity Primary School motto of Love, Serve and Hope underpins what our school is all about. As a school we are committed to engaging students in contemporary learning, being creative, collaborative, communicative and critical thinkers. Progress reports were provided to families twice last year and following the mid-year report parent-teacher interviews were held. Committed and dedicated staff integrated technologies across the curriculum. The school enjoyed the full support of our parents.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

In 2023, parent involvement and engagement was encouraged and invitations to parents and carers were extended at every level of school life. In 2023 parents contributed to the life of the school through their attendance at assemblies, liturgies, whole school events such as the Athletics Carnival, and the Cross Country and at the weekly afternoon assemble to celebrate the learning and achievements of our students. Despite not having a dedicated Parent and Friends group, parents have been encouraged to give feedback on all aspects of school life through the Tell Them from me survey, and through discussion throughout the year. We believe that parent engagement enhances student learning and we work together as a community of learners.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

From the Students

All of the Year 6 students in 2023 had leadership roles within the school. There were four school leaders elected by their peers and teachers to represent the student body. These

students possessed excellent leadership qualities and acted as role models for all students. They represented the student body when visitors came to the school, as well as fulfilling duties during the school day such as assisting at assemblies. House captains were elected to represent their sporting house and these students were responsible for leading their teams at carnivals and for managing sport equipment on the playground daily. Our Liturgy team was made up of ten students who worked with our Religious Education Coordinator to set up for masses and liturgies. Our Year 5 cohort provided Library monitors in 2023. The students in Years 5 and 6 participated in Zing Dance Challenge and our band program facilitated by Delany College and the Captivate team.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the school

Holy Trinity Primary School was established in 1885. It was founded by the Sisters of St Joseph and continued under the sisters' administration until 1976 when the first lay principal was appointed. The school has seen many changes with building programs taking place in 1913, 1934, 1964, and 1995. In 2009, the school received Australian Government funding as part of the Building the Education Revolution (BER). There were two components: the National School Pride (NSP) program with work carried out in 2010 and the Primary Schools in the 21st Century (P21) program with work completed in Term 4, 2010. In 2015/2016 the school was involved in a refurbishment of Stage 2 and Stage 3 to develop the spaces so that they could be agile, flexible learning spaces. The school follows the Charism of St Mary of the Cross MacKillop: 'Never see a need without doing something about it'.

Location / Drawing Area

Holy Trinity Primary School is located in Granville and serves the Parish of Holy Trinity. Holy Trinity Primary School is a small school and draws on students from Granville, Merrylands, Guildford and a number of other suburbs. School spirit is a high priority and parents are encouraged to build happy working relationships with members of staff. At Holy Trinity Primary School, 95% of the children come from language backgrounds other than English. The Lebanese culture forms the dominant group and makes up 46% of the student population. Twenty three languages other than English are spoken as the first language of the children.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	25
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	12
Number of part time teaching staff	7
Number of non-teaching staff	6

Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	363
Provisional Teachers	125
Proficient Teachers and/or above	3495

Teacher status at Holy Trinity Primary School can be sourced directly from the school.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- Staff were engaged in ongoing professional learning opportunities for the planning for the implementation and delivery of the new English Syllabus.
- Staff were engaged in ongoing professional learning opportunities for the planning for the implementation and delivery of the new Mathematics Syllabus.
- Staff engaged in professional learning on reconnecting with Sharing our Story.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Students engaged in Mufti days to raise funds for Caritas.
- Students support the Vinnie's Winter Appeal by making donations of food to distribute to those less fortunate.
- Students from the Fiat team worked to raise awareness of the plight of children in other countries who do not have access to a free education.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent

with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Staff were offered the opportunity to explore their own spirituality through prayer.
- Staff were invited through the Formation day to gain a deeper understanding of our motto Love, Serve and Hope.
- Reconnected Conferences on Sharing our Story.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 3 2023

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	68%	67%
Writing	82%	76%
Spelling	59%	61%
Grammar and Punctuation	39%	54%
Numeracy	55%	65%

NAPLAN Results Year 5 2023

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	77%	74%
Writing	77%	66%
Spelling	69%	69%
Grammar and Punctuation	42%	64%
Numeracy	81%	68%

Student Profile

Enrolment Policy

Holy Trinity Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2023	
Number of Boys	Number of Girls
86	100
Total Enrolments: 186	

Student attendance

Student attendance rates 2023			
Year	Attendance Rate	Year	Attendance Rate
K	93%	4	95%
1	91%	5	92%
2	91%	6	91%
3	92%	School Average: 92%	

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	88
Students with disabilities (SWD)	30
Aboriginal and Torres Strait Islander	3

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Holy Trinity Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Worked with staff and students to deepen their understanding of the PBS4L framework.
- Introduction of the Peaceful Kids Program for students.
- Introduction of a social skills program to support students to build positive relationships.

Holy Trinity Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

Holy Trinity Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Consistently built activities to all align with our PBS4L work, to ensure student understanding of what a respectful relationship looks like.
- Engaged parents and students to share their cultural and traditions through our Multicultural Day celebrations.

- Engaged with staff from Jarara to build an understanding of Indigenous cultural and traditions.

Community Satisfaction

During 2023, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents feel well informed about school activities.
- Parents feel welcome when they visit the school.
- Written information from the school is in clear, plain language.

Areas of strength from the student feedback include:

- Students feel accepted and valued by their peers and by others at their school.
- Students feel accepted and valued by their peers, and by others at their school.
- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

Areas of strength from the staff feedback include:

- Staff appreciate the time to work collaboratively.
- Staff feel valued by all members of the school community.
- Staff appreciate the opportunity to contribute to the direction of the school.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	Engaging staff with EAL/D pedagogies and the process of phasing students to ensure improvement of student learning outcomes.	Still Working Towards.
Priority 2	Engaging staff in professional learning to enhance their ability to plan, prepare and deliver the new English and Mathematics curriculum.	Still Working Towards.

Projected School Priorities		
Priority 1	Consolidate and build on the learning of EALD pedagogies to improve student reading comprehension for all students.	
Priority 2	Introduce strategies and pedagogies to increase the percentage of correct responses to reasoning questions in Mathematics for all students.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2023 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$2,504,280
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$776,497
Fees and Private Income ⁴	\$433,175
Other Capital Income ⁵	\$71,886
Total Income	\$3,785,838

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$788,088
Salaries and Related Expenses ⁷	\$2,732,469
Non-Salary Expenses ⁸	\$965,906
Total Expenditure	\$4,486,463

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses