

Holy Trinity School INVERELL
Annual School Report to the Community

2014



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Principal

Mrs Valerie Thomas

ABOUT THIS REPORT

Holy Trinity School is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Armidale the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider School community with fair, reliable and objective information about School 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 *Report* demonstrates accountability to regulatory bodies, the School community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the Regional Consultant who monitors that the School has appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW requirements for Registration and Accreditation.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

Principal's Message

Holy Trinity School is a Catholic school for students from Kindergarten to Year 10, established by the Sisters of Mercy and the de La Salle Brothers within Sacred Heart Parish. As a Diocesan Catholic School, we strive to provide a safe, protective environment that allows individuals to grow, live, learn and achieve. Within a caring learning environment characterised by strong parental involvement, dedicated and experienced staff provide firm foundations in literacy and numeracy and seek to inspire a lifelong love of learning. Holy Trinity has a high academic profile and offers opportunities for participation in a broad co-curriculum, with a range of sports, cultural pursuits and creative and performing arts. The school's Information and Communication Learning Technology (ICLT) vision ensures that computer technology is valued and respected as a vital part of contemporary learning in the 21st Century. The school offers excellent contemporary learning facilities across the curriculum. We warmly welcome enquiries and visits from all prospective families seeking a Catholic education, to see our school for themselves.

Parent Body Message

2014 was another successful year for the School Board and Parents and Friends Association, who encouraged parental involvement in school life through a number of ways. During the year the Board advised and assisted the Principal in many ways. These included:

- building projects
- educational programs
- numerous policy revisions and updates
- Information technology
- canteen
- financial affairs

Building projects for 2014 included:

- Air Conditioning of primary classrooms
- Primary toilets upgrade
- New Trades Skills Centre

The P&F major fundraisers were the Easter Fair and the Art Union and Race Day. Parents also ran the Mother's Day and Father's Day stalls provided a valuable service to students which were again very popular.

A highlight of the year was a presentation by the Year 10 SRC to the School Board on their ideas about ways they could enhance the student facilities.

Student Body Message

At Holy Trinity, the Student Leaders are inducted into the positions of School Captain, Primary Captain, Student Representative Council (made up of member from the Secondary Department and Year 6), St Vincent de Paul Executive (Year 10 students) and Sports Captains from Year 10 and Year 6. Throughout the 2014 school year, the Student Leaders worked on a mixture of social and fundraising activities and the SRC was prominent in community events such as ANZAC Day and Remembrance Day. The Student Council also conducted a number of fundraising activities with money used to contribute to Caritas and Catholic Mission. "On behalf of the students we would like to take the opportunity to thank the Holy Trinity staff and community for making our experience at Holy Trinity an enjoyable and memorable one, for all the support and advice you have given us over the years. Thank you for guiding us through our early stages of education and for being there in difficult times and for making us the people we have become today." Student Leaders 2014.

SECTION TWO: SCHOOL FEATURES

Holy Trinity School is a Catholic systemic Co-educational School located in INVERELL.

Holy Trinity School was officially opened on 31st March 1963 with an enrolment of 100 boys from 4th Class to First Form (Year 7). The Parish Priest, Monsignor Healy in the late 50s, instigated the concept of a separate Boys School. Within 4 years, however, Holy Trinity became co-educational for First to Fourth Form but still only had boys from Years 4-6. The first buildings were the two-storey block and the old Library block, which is now a classroom block. Together they comprised seven classrooms, a Library, Science Lab, Gymnasium, Tuckshop, Headmaster's Office and Staff Lunch Room. De La Salle Brothers wholly staffed the School. The first Principal was Brother James Thomas. In 1966, three lay teachers were employed. Mrs Hayden, Mrs. Joan Hockey and Mr. Barry Slamon. The following year three Sisters of Mercy joined the staff. They were Sr. M Thomas (later Sr. Maureen Heffernan), Sr. M Bonaventure and Sr. Christopher. At this stage, Sacred Heart School, located where the new Church and Presbytery now stand, catered for boys and girls from K to Year 3 while St. Mary's on Ross Hill catered for girls from Year 4 to year 6. In 1968, the Technics Block was built with a new Library in the location of the current Library and ICT Room. In the early 70's, further accommodation was found necessary and two Science Rooms were built. By 1975 it was decided that Catholic education would be best served if all classes were taught on the one site. The Parish purchased Copeton Dam buildings and turned them into six Primary classrooms. In 1976, all Primary classes moved to the Holy Trinity campus with Sr. M Vianney (Sr. Mavis) as Primary Coordinator. Plans were already being made to move all Infants' students to Trinity. This happened in 1979 following the building of six classrooms and the current Administration Block. The De La Salle Brothers moved out at the end of 1978 and Mr. Jim Doran was appointed as the first Lay Principal. In 1981 Mr. Laurie Breen replaced him until his retirement in 1987, with Mr Tim Newberry Principal until June of 2005 when Mr David McNeale was appointed until the end of 2009. Mrs Valerie Thomas commenced with the 2010 school year, completing her service in December 2014. An extensive building program in 2011 provided a new Creative and Performing Arts Centre offering Art, Drama, Music and Dance facilities, a Design and Technology wing for Food, Wood and Metal Technologies and Library and classrooms. In 2013 the K-2 classrooms were completely renewed to become contemporary learning spaces. In 2014 the Holy Trinity site of the Sapphire Schools Primary Industries Trade Skills Centre was completed. This facility provides a new training space, ample storage, equipment and new cattle yards.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The School caters for students in Kindergarten to Year 10. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2014:

Girls	Boys	LBOTE*	Total Students
216	260	40	476

* Language Background Other than English

Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. 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. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

The full text of the 'Enrolment of Students in Catholic Systemic Schools of the Diocese of Armidale', along with any specific enrolment policy for the school, is printed at the end of this document.

Student Attendance Rates

The average student attendance rate for 2014 was 91.95%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91.74%
Year 1	93.45%
Year 2	92.48%
Year 3	94.18%
Year 4	92.53%
Year 5	94.12%
Year 6	93.06%
Year 7	92.32%
Year 8	92.17%
Year 9	90.29%
Year 10	85.15%

Managing Student Non-Attendance

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.

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 wellbeing 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 that 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 Schools or designated Catholic Schools Office Armidale 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.

Student Post School Destinations

Each year the school collects destination data relating to the Year 10 student cohort.

The majority of students exiting Holy Trinity School at the completion of year 10 go on to attend Year 11 and 12 at either of the two local public high schools. A small number of students leave town to attend boarding schools. Less than five students leave school each year after graduation to undertake work, an apprenticeship or a TAFE qualification.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
24	5	29

* This number includes 22 full-time teachers and 2 part-time teachers.

Percentage of staff who are Indigenous	6%
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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 services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff 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.

The School held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	AITSL Professional Standards for Teachers
Term 2	K-10 RE Assessment Day on Backward Mapping
Term 3	The Australian Curriculum K-10
Term 4	Learning Principles and Priorities and CPR and Asthma Training

Staff attended a number of external courses and conferences that related to their 2014 Professional Learning Plan goals. These included:

- EduTech
- Future Schools Conference
- eSmart
- Catholic Secondary Schools Association Meetings
- Specific Curriculum areas such as PETA and inter diocesan workshops
- ACEL Conference
- RE Accreditation courses

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	32
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

In 2014 staff and parents, together with Parish Priest Fr Joe, continued to share the responsibility for the spiritual growth and faith development of the students.

Religious Education Program

As a Catholic School, Holy Trinity has a unique role in the evangelising and educating mission of the Church. The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Armidale.

Liturgical Life

Primary and Secondary departments rotate on a weekly basis to celebrate Liturgy at the Sacred Heart Church led by Fr Joe. As well, the Sacrament of Reconciliation is celebrated on a rotational basis. Other liturgical events taking place during the year include the Induction Mass, Ash Wednesday liturgy, Holy Week liturgies, Feast Day Mass, Feast of the Assumption, Graduation and Thanksgiving Masses. Assembly Prayer is conducted on a weekly basis.

Staff and Student Faith Formation

Reflections days are held for Years 7, 8 and 9 during the year. A Christian Living Camp is held at Copeton Dam for Year 10. A staff Reflection Program is held annually and staff can nominate to participate in Diocesan Spirituality Days. Prayer and liturgy are integral to school life.

Social Justice

As a practical expression of the school's motto and vision, students very actively and generously support fundraising for specific Catholic charities and events including Caritas, Catholic Mission and St Vincent De Paul. The Executive of the Junior Conference of SVDP Executive participates in Diocesan activities and gatherings and ran a Sleep Out to raise awareness of homelessness. Secondary students are also involved in a number of local community projects, including assisting at Senior Citizens lunches and Legacy Appeal.

Parish Links

Holy Trinity School is an integral part of Sacred Heart Parish. The Principal is a member of the Parish Pastoral Council. Staff members are active participants in the general sacramental, spiritual and practical aspects of the parish. They attend regular masses, assist with readings, eucharistic ministers, offertory, children’s liturgies, collectors, counters and music ministry.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	32.58

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the Board of Studies, Teacher and Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

In 2014 the school continued its focus on providing authentic learning opportunities for the diverse needs of students through explicit teaching in English and Mathematics. Data on student performance was analysed and used to identify areas for improvement. The utilisation of resources and personnel made certain that support was provided for literacy and numeracy time was protected and teaching time was maximised.

In the Australian Maths Competition, International Competitions and Assessments for Schools (ICAS), five High Distinctions were achieved, placing students in top 1% of participants. Teams also completed in the regional Da Vinci Gifted and Talented Program, where both primary and secondary teams achieved high levels of success. Students had access to a wide range of extra-curricula activities including sport, debating, chess, public speaking, music and other cultural activities. Students also had the opportunity to utilise technology to support their learning K-10 across the Key Learning Areas.

Programs are in place to support students and their learning. Students with learning difficulties are supported by experienced classroom and learning support teachers and education assistants. Learning interventions such as Mini Lit and Multi Lit also support K-6 student learning in the Primary Department. Classroom teachers also cater well for the gifted and talented through an Enrichment Program within the mainstream. Aboriginal students are supported by two part time Aboriginal Education Assistants who work within classrooms to support literacy and numeracy development and across the school to raise cultural awareness. The AEAs also liaise with the local Aboriginal community to involve the school in local events and activities.

In addition to the spiritual, academic, cultural and emotional development of all students, the physical well-being of students is a high priority. During the year, students participated in a daily fitness program and weekly sport program as a part of their physical education. This also provided an opportunity for students to experience a breadth of sporting activities.

The School follows the Board of Studies, Teaching and Educational Standards, NSW syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office, Armidale.

As well as the mandated BOSTES courses, Stage 5 electives include Information and Software Technology, Industrial Technology (Metals), Industrial Technology (Timber), Agriculture, Food Technology, Commerce, Drama, Music, Visual Arts, Physical Activity and Sports Studies. The number of students in each of these electives varies according to resources and interest. Despite the small size of its Secondary Department, the school has been able to maintain a wide range of elective courses to suit students progressing to Stage 6 (senior secondary), tertiary study, traineeships, or apprenticeships. Learning is contemporary, using technology in the form of iPads and MacBooks to foster independent and collaborative e-learning. In 2014, Year 8 students took part in a BYOD program that will be expanded to include Year 9 in 2015.

Students have access to a variety of state and national competitions, achieving strong results again in 2014. These included the NCSS Challenge, a coding competition run by Sydney University where 5 students gained certificates, including two Distinctions and one High Distinction awarded for a perfect score. The Secondary Department continues to work toward improved differentiation of teaching and learning across the entire curriculum, offering support to students who have special learning needs and extension and enrichment.

Sport activities, including school and representative sports and activities, are conducted by the PD/H/PE Department as part of its curriculum package. Agriculture is a special feature of the curriculum at Holy Trinity and is an important link to the local area. Agricultural subjects have proven to be very popular with students and exceptionally successful. Students and staff have shown steers at many regional and city (Brisbane and North Coast National) shows, receiving numerous places and prizes in a variety of sections. From 2015, the school will offer VET in Stage 5 with the introduction of Primary Industries.

Students are involved in a breadth of cultural activities including eisteddfods, film making and chess and play an active role in community projects, both within and beyond Sacred Heart Parish.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	64.00%	46.20%	2.00%	13.10%
	Writing	60.00%	39.10%	4.00%	11.20%
	Spelling	60.00%	43.70%	7.00%	14.80%
	Grammar	64.00%	49.90%	2.00%	11.90%
	Numeracy	59.00%	36.20%	2.00%	13.40%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	44.00%	34.50%	12.00%	16.30%
	Writing	12.00%	15.50%	24.00%	21.40%
	Spelling	36.00%	33.60%	14.00%	16.40%
	Grammar	42.00%	36.60%	12.00%	16.10%
	Numeracy	31.00%	25.90%	17.00%	18.10%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	31.00%	29.00%	18.00%	15.90%
	Writing	10.00%	15.50%	28.00%	28.60%
	Spelling	36.00%	30.60%	21.00%	17.20%
	Grammar	28.00%	29.20%	15.00%	18.90%
	Numeracy	42.00%	28.60%	13.00%	17.30%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	27.00%	21.30%	12.00%	22.70%
	Writing	15.00%	14.80%	40.00%	38.00%
	Spelling	25.00%	23.70%	18.00%	22.40%
	Grammar	30.00%	19.60%	28.00%	26.80%
	Numeracy	23.00%	24.00%	15.00%	20.70%

In 2014 the number of students issued with a RoSA	4
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Student Welfare Policy

No changes were made to this policy this year.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

No changes were made to this policy this year.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the CSO website.

Complaints and Grievances Resolution Policy

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policy. No changes were made to

the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

Initiatives Promoting Respect and Responsibility

Holy Trinity School actively promotes the notion of respect and responsibility amongst all students, staff and parents as being integral to its mission as a Catholic School. There is an expectation that students are respectful members of the community and encouragement to develop nurturing relationships that enhance community spirit. Responsibility is also actively promoted throughout the school as being an integral component of school and community life. There is a responsibility of students and staff to contribute back to the life of the broader community through community activities by participating in a variety of festivals, activities and events by way of service.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan and informed by the document *Diocesan Intents and Directions 2012-2014*. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

Key Improvements Achieved in 2014

1. Mission and Evangelisation:

- Prayer reflection for the School Board
- Promoting prayer opportunities for parents
- Strengthening teacher skills in liturgy preparation and leadership
- Fostering contemporary approaches to prayer
- Review of Daily prayer
- Review of the role and function of the SVDP Conference

2. Learning:

- RE Assessment on "Backward Mapping" approach for K-10 teachers
- Agreed Learning Principles
- Inquiry Learning to support the introduction of the Australian Curriculum
- Middle Schooling
- Community of Learners
- eSmart to support a safe learning environment

3. Leadership:

- Teaching as a Vocation
- Teachers as Instructional Leaders
- Teacher Professional Standards and Goal Setting (AITSL Framework)
- Embedding Professional Learning Plans

4. Partnership:

- Translators and advocates for non English speaking families
- Primary Industries Trades Skills Centre partnership with DEC and Macintyre High School
- Supporting students with illness, particularly mental illness through partnership with Hunter New England Health Service.

5. Resources

- BYOD Program was evaluated and expanded
- Trades Skills Centre constructed
- ICT Plan renewal
- Uniform Shop review
- WHS audit tool introduction
- Initiation of Excursion management tool

Priority Key Improvements for 2015

1. Mission and Evangelisation

- Restorative Justice
- Involvement of parents in school liturgies
- Creative and contemporary prayer

2. Learning:

- Expanding middle schooling across the curriculum
- Embedding the Reading Tutor Programs
- Expanding the introduction of the Australian Curriculum
- Introduction of Creating Tomorrow framework for curriculum change
- Gifted and Talented Provisioning
- Inquiry Learning Framework
- Introduction of Personal Learning Plans for Aboriginal students
- Expansion of the eSmart Program

3. Leadership

- Instructional Leadership and the Australian Curriculum
- Teacher Professional Learning Plans
- Teacher Accreditation
- Review of Student Support Department

4. Partnership:

- Reintroduction of pre-school playgroup
- Externally run Out of Hours School Care Program to be investigated
- Closer relationship with local ATSI community

5. Resources:

- Healthy Canteen
- WHS procedures through online audit tool

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 has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parents were offered the opportunity to provide comprehensive feedback through an online survey administered by an independent corporation. The completion rate was approximately 30% of parents.

Parents rated their reasons for choosing Holy Trinity for the education of their children, with the most popular reasons for selection being school reputation, followed by Catholic ethos and size of classes.

Five areas were surveyed: Leadership, Catholic Ethos, Resources, Teaching and Learning and Improvement Processes. Parents rated all five areas. Results showed strong levels of satisfaction with all areas rated in the top two achievement levels of Excellent or Good. Scores were very close, showing little distinction between them by parents. Overall, Resources received the highest rating.

Student Satisfaction

Students in Year 4, year 6, Year 8 and Year 10 completed an online survey administered by an independent corporation. The completion rate was approximately 80% of students. Five areas were surveyed: Leadership, Catholic Ethos, Resources, Teaching and Learning and Improvement Processes. Students rated all five areas. Results showed strong levels of satisfaction with all areas rated in the top two achievement levels of Excellent or Good. Scores were very close, showing little distinction between them by students. Student satisfaction decreased over time, with the highest scores being given by the Year 4 and year 6 students. Overall, Teaching and Learning received the highest rating.

Teacher Satisfaction

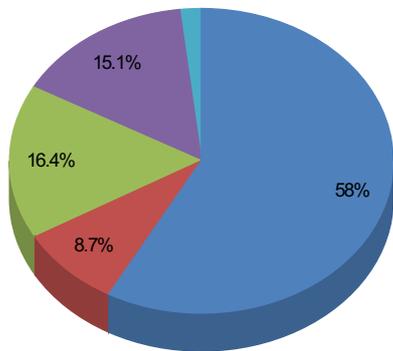
Similarly, Staff rated all five areas as Excellent or Good. While the survey results indicate high levels of satisfaction in every area, the comprehensive reports will be analysed closely by the Leadership Team to shape priorities and further enhance all aspects of school life. Teaching and non-teaching staff were offered the opportunity to provide comprehensive feedback through an

online survey administered by an independent corporation. The completion rate was approximately 63% of staff. Five areas were surveyed: Leadership, Catholic Ethos, Resources, Teaching and Learning and Improvement Processes. Staff rated all five areas. Results showed strong levels of satisfaction with all areas rated in the top two achievement levels of Excellent or Good. Scores were very close, showing little distinction between them by staff. Overall, Resources received the highest rating.

The overall satisfaction rating across the three sectors surveyed was 4.03 out of 5.

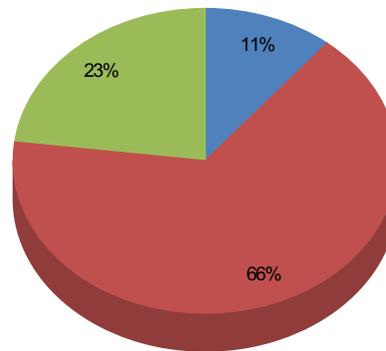
SECTION ELEVEN: FINANCIAL STATEMENT

Income



- Commonwealth Recurrent Grants (58%)
- Government Capital Grants (8.7%)
- State Recurrent Grants (16.4%)
- Fees and Private Income (15.1%)
- Other Capital Income (1.8%)

Expenditure



- Capital Expenditure (11%)
- Salaries and Related Expenses (66%)
- Non-Salary Expenses (23%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2014 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$4,021,186
Government Capital Grants ²	\$601,108
State Recurrent Grants ³	\$1,134,661
Fees and Private Income ⁴	\$1,048,846
Other Capital Income ⁵	\$126,152
Total Income	\$6,989,188

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$693,217
Salaries and Related Expenses ⁷	\$4,168,837
Non-Salary Expenses ⁸	\$1,455,809
Total Expenditure	\$6,317,863

For the 2014 year the Holy Trinity School received \$84,628 as Interest Subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Enrolment Policy

BISHOP'S COMMISSION FOR CATHOLIC SCHOOLS

POLICY STATEMENT

ENROLMENT OF STUDENTS IN CATHOLIC SYSTEMIC SCHOOLS IN THE DIOCESE OF ARMIDALE

1. RATIONALE

The Catholic Church teaches that the “task of imparting education belongs primarily to the family” and that parents “have a primary and inalienable duty and right in regard to the education of their children”. (Vatican Council II, Decree on Christian Education, nn 3 & 6) Furthermore, parents have the duty ‘to entrust their children to Catholic schools whenever this is possible’. (ibid, n.8)

1.1 This policy addresses the needs of families seeking a Catholic education.

Its primary focus is to provide guidelines for the enrolment of children from Catholic families. Catholic families are defined as:

Families in which at least one parent is a Catholic or in which the children to be enrolled have been baptised Catholics.

1.2 This policy seeks to establish consistency across the Diocese in enrolment practices.

1.3 This policy reflects and supports the Diocesan Mission and Vision Statement (1997-2001 Catholic Schools Office Diocese of Armidale): To provide quality education for students in the Catholic Tradition in partnership with rural communities, and the words of Bishop Kevin Manning in launching this statement “Catholic schools in the Armidale Diocese aim to educate, to build community and to serve and thus support parents who are the primary and principal educators of their children.”

2. ESSENTIAL PROVISIONS

The following provisions are essential to the implementation of the policy:

2.1 Each school develops an enrolment policy which is consistent with the provisions of this and Annual School Report to the Community 2014

other Diocesan Policies and directives while being sensitive to local needs.

2.2 Each school establishes a school enrolment process.

2.2.1 This process encompasses the formulation, implementation and evaluation of the school's enrolment policy.

2.2.2 This process includes appropriate consultation between the Principal, the Parish Priest(s), the school board and relevant representatives of the community(ies) on which the school depends.

2.3 Each school will have an Application for Enrolment form as part of the school Enrolment Policy. See Appendix 2.

2.4 The school enrolment policy is available to all members of the parish and school communities and a copy is forwarded to the Diocesan Director of Schools.

2.5 All parents seeking to enrol children in Catholic schools are assisted to understand the ideals and principles upon which the Catholic School is based.

2.6 While children from all families who are prepared to support the ideals and principles of the Catholic school may be considered for enrolment, priority in enrolment is given in the following order, except in special circumstances: (See Bases of Discretion)

2.6.1 Children of Catholic families.

2.6.2 Non-Catholic children who have previously attended another Catholic school or whose parents, for religious reasons, wish them to have a Catholic education.

2.7 It is expected that children of Catholic families will normally make up at least 75% of the enrolment of the school. Permission to allow any significant departure from this norm must be sought from the Diocesan Director of Schools.

2.8 Enrolment age of children entering kindergarten must be in accordance with the directives in the CSO Administrative Handbook.

3. IDENTIFICATION OF EDUCATIONAL NEEDS

Prior to enrolment the educational needs of applicants will be identified. If the level of support

required is beyond the capacity/ability of the school to provide, the matter will be referred to the CSO to make a determination as to the ability of the Diocese to meet the needs of the applicant. Refer to Part A Handbook and Support Documents for Students with Special Needs, Diocese of Armidale.

4. SPECIAL CONSIDERATION

Children of families who are suffering financial hardship and related inability (as opposed to unwillingness) to pay school fees fully or in part should not find this an obstacle to enrolment within the terms of the Policy: Diocesan School Fees.

5. BASES OF DISCRETION

5.1 In relation to the implementation of the general and particular principles outlined in 2.2, consideration also may be given, as local needs require, for the following reasons:

5.1.1 family situations necessitating a pastoral approach or requiring the exercise of compassion,

5.1.2 parents' intention with regard to their own and their children's search for "education in the faith",

5.1.3 the enrolment of siblings of children already attending the school,

5.1.4 family circumstances involving relocation.

5.2 Full fee-paying overseas students may be enrolled in Catholic schools after the needs of local students who are eligible for enrolment have been met. Full fee paying overseas students are enrolled in accordance with the requirements of the Catholic Education Commission NSW, which are available from the Catholic Schools Office.

6. APPEALS

Unsuccessful applicants will be notified and given reasons for the rejected application by the School Principal and advised that they may appeal to the Diocesan Director of Catholic Schools. (See Appendix 1 "Procedures for Appeal").