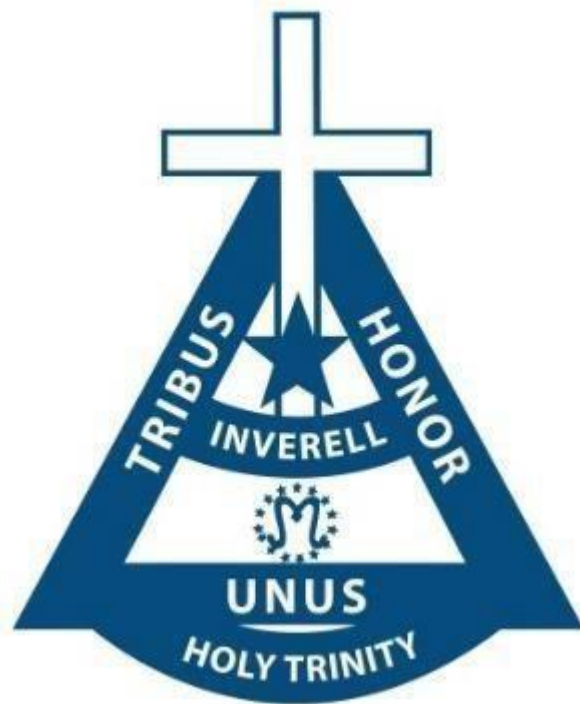


# Annual School Report 2018 School Year

Holy Trinity School, Inverell



Moore Street  
Inverell NSW 2360

Phone 02 6722 4066  
[holytrinity.nsw.edu.au](http://holytrinity.nsw.edu.au)

Principal  
Jillian Ranger

## About this report

Holy Trinity School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the School Community* for this year provides the 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 to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, and other regular communications. The *Report* is available on the school's and CSO's website by 30 June 2019 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums, including the School Advisory Council meetings, and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6722 4066 or by visiting the website at [holytrinity.nsw.edu.au](http://holytrinity.nsw.edu.au).



## **1.0 Messages**

### **1.1 Principal's Message**

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. Holy Trinity School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

The primary purpose of Holy Trinity School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. Holy Trinity School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

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 the Sacred Heart Parish, Inverell. 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 the students with firm foundations in literacy and numeracy and seek to inspire our students to become life long learners.

Holy Trinity School has a high academic profile and offers opportunities for participation in a broad extra-curricular program, with a range of sports, cultural pursuits and creative arts. The School's IT vision ensures that technology is valued as a vital part of contemporary learning. The School offers excellent learning facilities across the curriculum. We warmly welcome enquiries and visits from prospective families seeking a Catholic education. The 2018 school year has been positive as we have undertaken a full school audit supervised by the Armidale Catholic Schools Office and representatives from NESAs.

Jillian Ranger  
Principal

### **1.2 A Parent Message**

The 2018 school year saw the School Advisory Council take shape. Meeting once a term slowed the functions of the council and new ways to keep in touch have been formulated for the coming school year.

During the year the Advisory Council advised and assisted the Principal in many ways. These included:

- Financial affairs
- Long term planning of buildings and plant
- Maintenance of buildings
- Public Relations
- Parental Involvement

The P and F major fundraisers were the Easter Fair and the Art Union and Race Day. Parents also ran the Mother's and Father's Day stalls that once again provided a valuable service to students and made a profit. The Advisory Council and P and F have worked closely together to make the above initiatives successful. They have also been positive contributors to other parental activities organised by the school.

Mr David McLennan  
Chairperson  
School Advisory Council



## **2.0 This Catholic School**

### **2.1 The School Community**

Holy Trinity School is located in Inverell and is part of the Sacred Heart Parish which serves the communities of Inverell, Warialda, from which the School families are drawn.

Last year the school celebrated 55 years of Catholic education.

The parish priest Fr Roel Llave is involved in the life of the school.

### **2.2 Catholic Life and Religious Education**

Holy Trinity 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 2018 staff and parents, together with Parish Priests Father Roel Llave and Father Thaddeus Ike 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, Michael Kennedy.

**Liturgical Life**

Primary and Secondary departments rotate over the term to celebrate Liturgy at the Sacred Heart Church led by Father Roel and Father Thaddeus. As well, the Sacrament of Reconciliation is celebrated on a rotational basis at school. Other liturgical events taking place during the year include the Induction Mass, Ash Wednesday liturgy, Holy Week liturgies, Feast Day Mass, 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, 9 and 10 during the year. This year are conducted by the Lasallian Youth Ministry. A Christian Living Camp is held at Copeton Dam for Year 10 at the end of the year. Staff Prayer was held each fortnight on a Wednesday morning. Staff shared the responsibility to lead this. Staff could nominate to participate in Diocesan Retreat Days that are provided. Prayer and liturgy are integral to school life. In 2018 the REC and Principal attended the RE Symposium run by the Archdiocese of Brisbane which was valuable professional learning. The school ran a retreat day at Copeton Dam for all staff members. The theme of the journey to Emmaus was relevant to both professional and personal growth and development.

**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 participates in Diocesan activities and gatherings. Secondary students are also involved in a number of local community projects, including assisting at Cancer Council events and the annual 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. The "Trinity Singers" continued to be rostered on the 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	23

### 2.3 School Enrolment

Holy Trinity School caters for children from Kindergarten to Year 10. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	TOTAL 2018	TOTAL 2017
<b>Male</b>	32	27	36	28	29	30	24	25	20	20	15	286	271
<b>Female</b>	28	23	30	19	30	22	23	25	22	13	14	249	238

### 2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	All Years
<b>Average Student Attendance Rates Percentage</b>	93.0	91.0	91.0	93.0	91.0	86.0	91.0	92.0	88.0	89.0	81.0	89.6



## 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;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- 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;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- 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 previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic nonattendance is an issue and previous strategies have failed the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies, if required, to develop a Return to School Plan.

## 2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	0
2. Those teachers at the NESA Teacher Accreditation Proficient level.	44
3. Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESA Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	27
6. Number of staff identifying as Indigenous employed at the school.	0
7. Total number of non-teaching staff employed at the school.	13



## 2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

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. Our school rules are: Respect and care for yourself; Respect and care for others; Respect and care for our school. Responsibility is also actively promoted throughout the school as being a crucial component of school and community life. There is a responsibility of students and staff to contribute back to the life of the broader community by participating in a variety of festivals, activities and events by way of service. In 2018 Holy Trinity was part of the diocesan-wide program "Real Talk" which provided students, staff and parents with current and relevant information on respectful relationships.

## 2.7 Parent, Student and Teacher Satisfaction

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 across 28 areas. They rated each area from Strongly Disagree, Disagree, Agree and Strongly Agree with the scores of 0-3 Percentage of eligible respondents responding: 49% (Very good)

Areas of strong satisfaction for parents with scores above 2.4 out of 3 included safety, overall satisfaction, staff interest, recommendations, facilities and maintenance, access to staff and response to concerns, volunteering, Catholicity, parish and school partnership.

Areas for improvement with scores of 2.1 or below included learning progress, challenged to improve, management of behaviour and school-wide targets for improving student outcomes.

### Student Satisfaction

Students in Year 4 to 10 were offered the opportunity to provide comprehensive feedback across 22 areas. They rated each area from Strongly Disagree, Disagree, Agree and Strongly Agree with the scores of 0-3 Percentage of eligible respondents responding: 94 % (Excellent)

12 out of the 22 areas registered as strong satisfaction with scores of 2.4 and above in primary areas, including the use of technology, that they are encouraged to do their best, to care for others and to be a good community member.

Areas for improvement with scores below 2 include homework and taking students opinions seriously. In Secondary, areas of strong satisfaction for students with scores above 2.4 out of 3 included encouragement from teachers, technology use and care for others. 11 out of the 22 areas scored below 2.

### Staff Satisfaction

Staff were offered the opportunity to provide comprehensive feedback across 42 areas. They rated each area from Strongly Disagree, Disagree, Agree and Strongly Agree with the scores of 0-3. Percentage of eligible respondents responding: 91 % (Excellent)



Areas of strong satisfaction for staff with scores above 2.6 out of 3 included the satisfaction of working at the school, recommending this school to others, resources to carry out the job, school maintenance and facilities, school leaders know them and that the school encourages a climate of professional learning and practice.

Areas for improvement with scores of 2 or below included all students being appropriately engaged, challenged and extended and inadequate time for staff to gather to analyse student's progress.

### **3.0 Teaching and Learning**

#### **3.1 School Curriculum**

##### **Primary**

The school provides an educational program based on, and taught in accordance with the NESA 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.

As a Catholic School, Religious Education is a mandatory key learning included in the curriculum for students in each grade. Holy Trinity School is committed to providing a quality education that meets the needs of all students.

In 2018 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. A K-10 approach to writing was proposed and professional learning took place. The utilisation of resources and personnel made certain that support was provided for literacy and numeracy. Where possible, literacy and numeracy time remained uninterrupted. In Term 4 a new 100 minute set literacy block was trialled. Students completed NAPLAN online in 2018.

Where possible many extra curricula activities were undertaken. Students in Year 3-6 were offered the opportunity to participate in the ICAS competitions. Teams also competed in the regional Da Vinci Decathlon, where both primary and secondary teams achieved levels of success. Primary students participated in the Diocesan Brain Olympiad. Students had access to a wide range of extra-curricular activities including sport, 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 continued and a trial of the Macqlit program for upper primary students was implemented. Aboriginal students are supported by our small team of Aboriginal Education Assistants who work within classrooms to support literacy and numeracy development and across the school to raise cultural awareness. Two students were involved in the Wii Gaay program. The AEA's also liaise with the local Aboriginal community to involve the school in local events and activities. We held our first Aboriginal Parent Afternoon tea. Students from speaking backgrounds other than English are likewise supported by a EALD teacher.

In addition to the academic and cultural development of all students, the physical and mental well-being of students was a high priority. During the year, students participated in a weekly sports program as a part of their physical education and students in Year 2 to 6 were part of the Peer Support Program.





## Secondary Years 7 - 10

The School follows the NESA 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.

The secondary curriculum at Holy Trinity School is designed to cater to the needs of all Year 7-10 learners. The Stage 4 (Year 7 & 8) curriculum at Holy Trinity School consists of eight Key Learning Areas as defined by the N.S.W. 1990 Education Reform Act. These Key Learning areas are: English, Mathematics, Science, Human Society and Its Environment, Languages other than English (LOTE), Creative Arts, Technology Mandatory, Personal Development, Health and Physical Education.

As well as the mandated NESA courses, Stage 5 electives include iSTEM, Industrial Technology (Metals), Industrial Technology (Timber), Agriculture, Food Technology, Commerce, 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 our 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.

In 2018, the school broadened the VET offerings in Stage 5. In Primary Industries, two students also completed school-based traineeships. One student completed a VET course in Childcare and another a VET course in automotive one day per week at Inverell TAFE. Learning is contemporary, using technology in the form of iPads and MacBooks to foster independent and collaborative e-learning. In 2018 there was a strong focus on improving writing across the curriculum with a whole school approach.

Secondary students completed NAPLAN online in 2018. Students also had access to a variety of state and national competitions, achieving sound results. The Secondary Department continues to work towards improved differentiation of teaching and learning across the entire curriculum, offering support to students who have special learning needs and extension and enrichment. In 2018 the Secondary Department continued the Levelled Literacy Intervention (LLI) program. This is a small group reading program where students work with a tutor to develop stronger literacy and comprehension skills.

Sports 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. Students and staff have shown cattle at many regional and city shows, receiving numerous places and prizes in a variety of sections.

Students are involved in a breadth of extra-curricular activities including Da Vinci Decathlon, Speak for the Planet and Chess. In 2018 the students participated in two new activities. We had a team of students reach the final of the "Kids Lit Quiz" in Sydney and we also participated in the "Write a book in a day" competition. Students also play an active role in community projects, both within and beyond the school community.



## 3.2 Student Performance in National Testing Programs

### 3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Year 3, Year 5, Year 7 and 9 tested. In Year 3, 54 students presented for the tests, in Year 5, 46 students presented for the tests, in Year 7, 40 students presented for the tests while in Year 9 there were 31 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In Year 3, Year 5, Year 7 and Year 9 there are six achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At Holy Trinity School, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of Holy Trinity School students in each band compared to the State percentage.



Year 3 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 1 to 6												
BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	30.3	21.3	23.9	34.0	22.5	21.3	13.8	2.1	5.9	6.4	2.0	4.3
Writing	15.2	6.4	30.0	31.9	29.5	34.0	15.6	19.1	5.4	0.0	2.9	8.5
Spelling	27.2	10.6	23.6	27.7	21.9	34.0	14.8	12.8	7.6	6.4	3.2	4.3
Grammar and Punctuation	32.1	29.8	24.4	19.1	18.2	21.3	13.2	4.3	7.4	12.8	3.0	0.0
Numeracy	18.4	14.9	23.7	25.5	26.6	40.4	18.8	4.3	8.6	0.0	2.3	2.1

Year 5 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 3 to 8												
BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	16.7	12.8	22.4	23.4	26.6	38.3	20.0	10.6	9.5	6.4	3.3	2.1
Writing	4.0	0.0	12.3	0.0	30.4	29.2	30.3	43.8	14.5	22.9	7.3	4.2
Spelling	15.2	6.4	23.4	14.9	28.2	40.4	19.2	29.8	8.8	2.1	3.6	2.1
Grammar and Punctuation	15.7	12.8	22.3	19.1	28.1	34.0	18.5	19.1	9.3	8.5	0.0	0.0
Numeracy	11.6	4.2	19.2	16.7	29.0	47.9	25.0	20.8	11.1	8.3	2.6	2.1



Year 7 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 4 to 9												
BAND	9		8		7		6		5		4	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	9.8	13.7	18.0	13.7	28.4	41.2	25.4	19.6	12.8	5.9	4.3	2.0
Writing	4.2	3.9	11.9	9.8	22.8	31.4	29.8	25.5	19.2	25.5	10.7	3.9
Spelling	12.9	9.8	21.2	23.5	27.6	25.5	21.3	35.3	10.4	2.0	5.3	2.0
Grammar and Punctuation	12.2	9.8	18.8	11.8	29.0	33.3	21.4	31.4	11.2	9.8	5.9	0.0
Numeracy	13.1	9.8	18.0	25.5	27.7	39.2	25.2	23.5	11.9	0.0	2.7	0.0

Year 9 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 5 to 10												
BAND	10		9		8		7		6		5	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	5.6	9.7	16.1	6.5	30.0	61.3	28.7	19.4	13.9	3.2	4.0	0.0
Writing	4.2	9.7	10.0	6.5	20.8	25.8	24.6	29.0	21.7	19.4	17.2	9.7
Spelling	8.2	0.0	18.2	15.6	28.2	37.5	23.8	34.4	12.9	9.4	7.1	3.1
Grammar and Punctuation	5.6	18.8	15.3	9.4	29.2	15.6	27.9	40.6	14.2	15.6	6.1	0.0
Numeracy	11.2	15.6	17.1	21.9	28.6	43.8	26.9	12.5	12.1	6.3	2.4	0.0

In 2018 the number of students issued with a RoSA	0
---	---



### 3.3 Teacher 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 developments days this year with the areas of focus as follows:

Term 1	Programming Requirements for the NSW Syllabus
Term 2	Core Catholic Principles and Values - The Common Good
Term 3	Retreat - The Emmaus Process
Term 4	IT and Training in SCOUT

### 4.0 School Policies

#### 4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' 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.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the *School's website* [holytrinity.nsw.edu.au](http://holytrinity.nsw.edu.au) and the Armidale Catholic Schools Office website at <https://www.arm.catholic.edu.au>

#### 4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all we do at Holy Trinity School Christ's teachings therefore should relate to how our staff develop student self-discipline. We believe in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. We aim to bring this about in our school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending Holy Trinity School have the right to be treated:

- justly
- respectfully
- fairly



*No changes were made to the 'Pastoral Care Policy' this year.*

*The full text of the School's 'Pastoral Care Policy' may be accessed on the School's website [holyltrinity.nsw.edu.au](http://holyltrinity.nsw.edu.au) or at the administration office.*

#### **4.3 Student 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 the 'Student Discipline Policy' this year.*

*The full text of the School's 'Student Discipline Policy' may be accessed on the School's website [holyltrinity.nsw.edu.au](http://holyltrinity.nsw.edu.au) or at the administration office.*

#### **4.4 Bullying Prevention and Intervention Policy**

The Catholic Schools Office, Armidale has established a *Bullying Prevention and Intervention 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 'Bullying Prevention and Intervention Policy' this year.*

*The full text of the School's 'Bullying Prevention and Intervention Policy' may be accessed on the School's website [holyltrinity.nsw.edu.au](http://holyltrinity.nsw.edu.au), the administration office or on the CSO website.*

#### **4.5 Complaints Handling Policy and Guide**

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by our school. The rationale for this policy 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 policies.

*No changes were made to the 'Complaints Handling Policy and Guide' this year.*

*The full text of the School's 'Complaints Handling Policy and Guide' may be accessed on the School's website [holyltrinity.nsw.edu.au](http://holyltrinity.nsw.edu.au) or the administration office.*

#### **5.0 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 School's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. 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 2018**

###### **Our Faith**

- More consistent approach to Core Catholic Principles and Values in teaching programs
- Faith formation of staff through prayer, professional learning and retreat programs
- Posters of Core Catholic Principles and Values on display
- Explicit teaching of gestures for liturgy begun



#### Our Learning

- Use of data walls to inform teaching and learning
- Implementation of small group literacy programs in each section of the school
- K-10 focus on Writing led by Leaders of Pedagogy and System Coaches
- Trial of Literacy and Numeracy Blocks in Term 4
- Lift in reading for enjoyment in 7-10 students

#### Our Connections

- Peer support
- Observance of community days eg: White Ribbon, Anti bullying day
- St Vincent de Paul

#### **Priority Key Improvements for 2019**

##### Faith

- Explicit teaching of Core Catholic Principles and Values in new syllabus areas
- Formation in prayer and liturgy
- Parent learning on what it means to be part of a Catholic School
- K-10 review of curriculum including Emmaus Process

##### Learning

- Case Management
- Learning Intentions and Success Criteria
- Literacy block and "The Big Write"
- Numeracy block explored
- New syllabus implementation
- Improved assessment for, as and of learning
- Develop knowledge of differentiation
- Review IT K-10
- Consistent curriculum documentation

##### Care

- "Raise the standard" ... language, dress, playground behaviour, being on time
- "Respect for Learning " added to our rules
- Exploration of "Zones of Regulations"
- Balancing workload and well being for staff

##### Connection

- Implementation of COMPASS
- Promotion of parental involvement in learning
- Increased student leadership



## 6.0 Financial Information

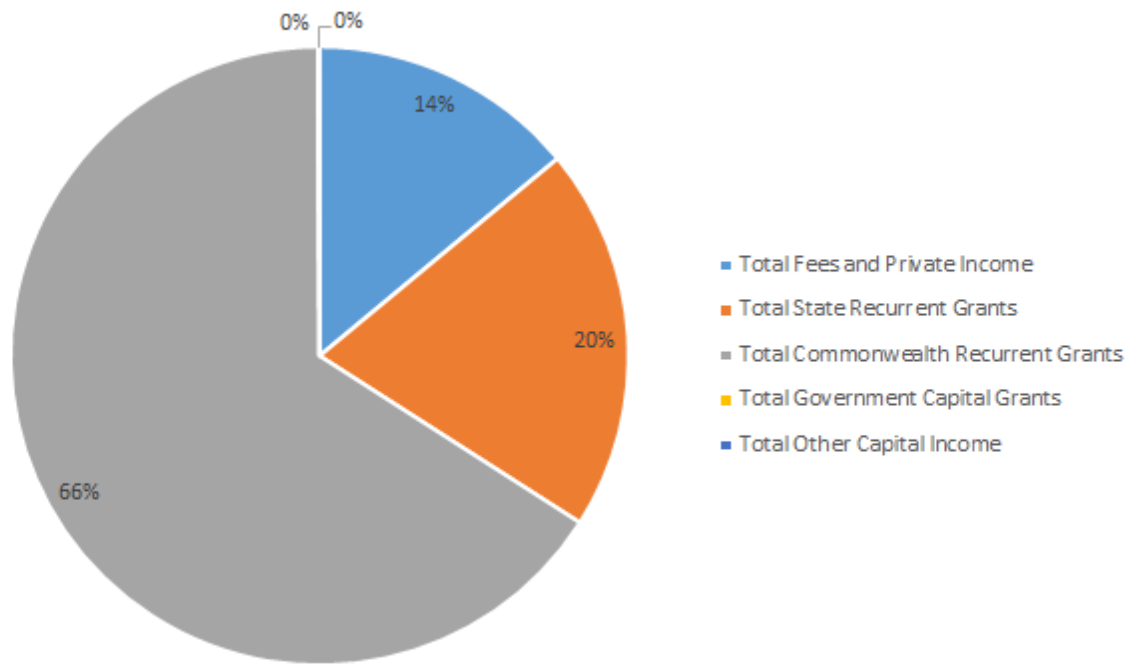
Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:





### 2018 Income - Holy Trinity School, Inverell



### 2018 Expenditure - Holy Trinity School, Inverell

