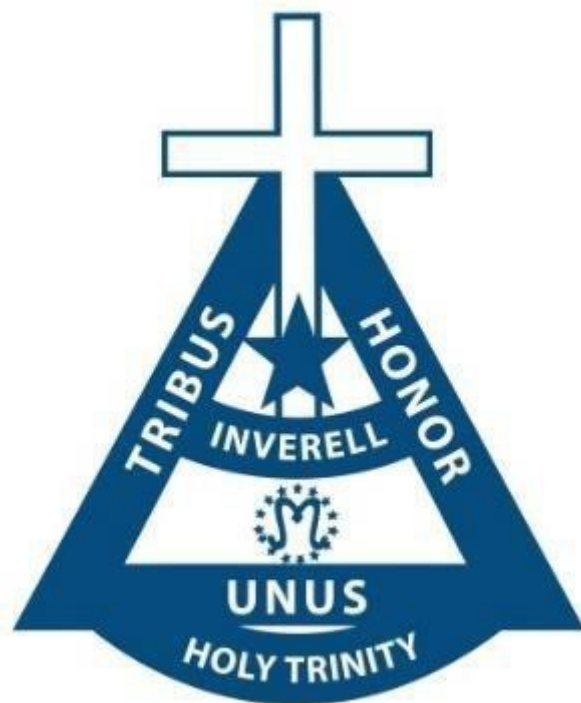


# Annual School Report 2019 School Year

Holy Trinity School, Inverell



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Inverell NSW 2360

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<http://holytrinity.nsw.edu.au>

Principal  
Jillian Rainger

## **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 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 Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, 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. It is available on both school and CSO websites by 30 June 2020 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 school's website <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.

This year has been a positive year at Holy Trinity School Inverell despite our community suffering from the effects of bushfires and drought. Students demonstrated resilience, compassion and care for one another in the school and the wider community. Students and families took opportunities to support those effected by these difficulties both financially and emotionally. The bushfire fundraiser and the Holy Trinity Art Union and Race Day were just two events where the school's commitment to looking after others was demonstrated.

Physically, 2019 saw the completion of the major maintenance program which commenced in 2018. Extra painting was completed to enhance the look of the school site and air-conditioning was upgraded. An Aboriginal Yarning Circle was developed in the front garden area. This is our permanent acknowledgment that the school is situated on Gamileroi land. We also embarked on a review of digital technologies and have purchased a number of new resources moving the school to one device per student.

Educationally, the biggest achievement was the implementation of the Big Write/VCOP initiative. Staff from Kindergarten to Year 9 received professional learning and strong growth with writing was witnessed across the school.

Culturally, students in Years 3 to 10 performed a musical, "The Outback Debutante's Ball", which was a huge success. Staff and students enjoyed practicing and performing this musical and many favourable comments about the performances were received. The Infants Christmas Concert was, as usual, a wonderful day with all students beaming on stage.

Holy Trinity School strives to provide a safe environment that allows individuals to become confident learners. We also strive to provide professional learning for our staff to enable a strong Catholic professional learning community to thrive. This is made possible with excellent support from the school community and the parish. I am proud to be the Principal of a vibrant and caring community which strives to "live life to the full." John 10:10

Jillian Rainger  
Principal

### **1.2 A Parent Message**

Parents continued the strong tradition of parental involvement at Holy Trinity School, assisting the school in many ways. The formal parental bodies, the School Advisory Council and the P and F, worked together on a number of initiatives and fundraisers. The annual Easter Fair was a great success as a family and community get together. The Holy Trinity Art Union and Race Day moved from the traditional prize of a car to a holiday, with more affordable ticket price. Along with a lower priced ticket the P and F decided to provide the children's rides for free as a way of supporting the community through the financially tough times of the drought. These changes were well received and the Race Day was a success. The P and F also ran successful Mother's Day and Father's Day stalls for the students.

The School Advisory Council again began to meet twice a term, in order to develop a stronger connection with the school. They advised and supported the school executive with financial matters, long term planning and with maintenance of buildings. The School Advisory Council led a gardening working bee to improve a large portion of the primary playground gardens.



Along with these formal parent groups, we would also like to acknowledge the involvement of parents in excursions, helping in the classrooms and canteen and the attendance at school events. We look forward to the continued involvement of parents in 2020.

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, Tingha, Bundarra, Bingara, Delungra and Ashford, from which the school families are drawn.

Last year the school celebrated 56 years of Catholic education.

The parish priest, Father James Poovathinkal, 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.

Staff and parents, together with new priests, Father James and Father Raj, continued to share the responsibility for the spiritual growth and faith development of the students. Each Friday over the term, K-2, Years 3-6 and Years 7-10 celebrated a liturgy at the Sacred Heart Church. The Sacrament of Reconciliation was celebrated at the church in larger groups with visiting priests assisting. This change was well received. Other liturgical events that took place during the year included the Induction Mass, Ash Wednesday Liturgy, Holy Week liturgies, Trinity Mass and Graduation and Thanksgiving Masses. These were significant whole school celebrations.

Reflection days were held for Years 7, 8, 9 and 10 during the year. These were led by the Lasallian Youth Ministry. A Christian Living Camp for Year 10, led by the school's Religious Education Co-ordinator, was held at the end of the year. Staff shared the responsibility for leading prayer which was held fortnightly. Prayer and liturgy are integral to the life of the school.

In June, Holy Trinity Staff joined with the wider Diocesan community at the CSO System Conference: *Mission, Learn, Care*. This was an exciting, faith filled event. Success came from every member of staff being present and joining with the wider Diocesan community to celebrate working together.

A practical expression of the school's vision is the students active and generous support for fundraising for specific Catholic charities and events including Caritas, Catholic Mission and St Vincent de Paul. Students raised money for local bushfire victims in March and for the local drought effected community at Christmas time. These were extremely well supported. The school's annual contribution to Project Compassion and Catholic Mission remained strong despite the hard times within the community. The generosity of families is always amazing.

The school and parish continue to work together, with Father James leading the School Advisory Council and the Principal being a member of the Parish Pastoral Council. The staff singing group, the "Trinity Singers", continued to sing regularly at weekend Mass. A significant event in the faith life of the school was the acceptance of five staff members and one parent into the Catholic Church. With the support of the priests, the school was able to run an RCIA program and celebrate the Baptism, Communion and Confirmation of staff and family members.



Students in Year 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.

<b>Our School's average result (as a mark out of 50)</b>	
Year 6	20

### 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 2019	TOTAL 2018
<b>Male</b>	20	32	25	36	30	29	31	23	27	18	18	289	286
<b>Female</b>	22	27	27	29	20	32	23	20	19	19	13	251	249
<b>Totals</b>	42	59	52	65	50	61	54	43	46	37	31	540	535

### 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 pPrincipal 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 2019 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>	91.0	90.0	87.0	89.0	90.0	88.0	97.0	88.0	88.0	84.0	84.0	88.7

#### 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 non attendance 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 NESAs Teacher Accreditation Provisional or Conditional level.	2
2. Those teachers at the NESAs Teacher Accreditation Proficient level.	40
3. Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESAs Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	23
6. Number of staff identifying as Indigenous employed at the school.	2
7. Total number of non-teaching staff employed at the school.	24



## **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. The school models and teaches students about respect and responsibility in a number of ways:

Students were involved in a range of outreach activities. Secondary students continued to be part of the McLean Nursing Home Mass Ministry on a Friday. Year 3 and 4 classes also spent time at McLean Nursing Home during the year, where students entertained and spoke with the elderly residents. Students and staff contribute generously to social justice appeals, as mentioned in the Catholic Life and Religious Education section of this report. Year 9 and 10 students also helped local charities such as the Cancer Council and Legacy in their annual fundraising initiatives. Primary and Secondary SRC students represented the school at local RSL ceremonies including ANZAC Day, Vietnam Veterans Day, Modern Conflicts and Remembrance Day as well as attending the annual Legacy Luncheon. Awards recognising respect and responsibility were presented at weekly assemblies, while outstanding citizenship was recognised at the Annual Presentation Day.

The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice program. The school rules of "Respect and care for yourself; respect and care for others; respect and care for our school and respect and care for learning" are promoted regularly and are on display throughout the school. Learning opportunities such as Wellbeing Days, Retreat Days and "Real Talk" presentations assist the school in promoting these values.

## **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 29 areas. They rated each area from Strongly Disagree, Disagree, Agree and Strongly Agree with the scores of 0-3. Percentage of eligible respondents responding was 49 which was deemed very good. Areas of strong satisfaction for parents with scores above 2.4 were: overall satisfaction, school safety, staff interest, facilities and maintenance, staff responsiveness, involvement and welcome. Areas for improvement with scores of 2.1 or below included challenging students to improve, management of behaviour incidents and promoting targets for improving student outcomes.

### **Student Satisfaction**

Students 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 was 62 which was deemed excellent. Areas of strong satisfaction for students with scores above 2.4 were: safety, technology use, encouragement to do my best, to be a good community member and to care. Areas for improvement with scores of 2 or below included feedback, homework, student voice, involvement in prayer, interesting lessons, setting targets



## **Staff Satisfaction**

Staff were offered the opportunity to provide comprehensive feedback across 41 areas. They rated each area from Strongly Disagree, Disagree, Agree and Strongly Agree with the scores of 0-3. Percentage of eligible respondents responding was 75 which was deemed excellent. Areas of strong satisfaction for staff with scores above 2.4 were: work satisfaction, maintenance and facilities, support of leaders and technology. Areas for improvement with scores of 2 or below included staff meetings, behaviour management, cross curricular skills, agreed practices of curriculum, challenging high performing students and time for data analysis.

## **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.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. Holy Trinity School is committed to providing a quality education that meets the needs of all students.

Teaching staff continued to introduce the new Science and Technology syllabus, with time provided to write and trial new units. Professional learning and writing days were also provided for the new Personal Development, Health and Physical Education syllabus. This work will continue into 2020. A focus on writing across the school, using the Big Write/VCOP methodology was a significant achievement in areas of literacy.

Programs are in place to support students and their learning. Students with difficulties were supported by a strong Learning Support Team made up of an experienced classroom teacher and educational assistants. Learning interventions such as Minilit and Macqlit were provided. An intensive literacy intervention was implemented for students in Years 3 and 4 to improve their reading. Staff supports students who identify as indigenous and Personal Plans were written with each Aboriginal child. EALD students, likewise, are supported through extra funding.

Students were involved in a number of extra-curricular activities. Students in Years 3-6 had the opportunity to participate in the Rotary Science and Engineering Challenge, the da Vinci Decathlon, Diocesan Brain Olympia and Kids Lit Quiz. In the sporting arena, students participated in swimming, cross country and athletics carnivals. Students had the opportunity to trial for Diocesan teams and play in local gala days in a number of sports. Other extra curricular activities included the school musical, chess, public speaking and dance clubs.

#### **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 KLAs as defined by the N.S.W. 1990 Education Reform Act. These KLAs are: English, Mathematics, Science,





Human Society and its Environment, Languages other than English (LOTE), Creative Arts, Technology Mandatory and Personal Development, Health and Physical Education.

As well as the mandated NESA courses English, Mathematics, Science, Human Society and Its Environment and Personal Development, Health and Physical Education; Stage 5 electives included iSTEM, Industrial Technology (Metals and Timber) Agriculture, Food Technology, Commerce, Drama, Visual Arts and Physical Activity and Sports Studies. Primary Industries was offered as a VET course to students in Year 10.

Teaching staff continued to introduce the new Personal Development, Health and Physical Education syllabus having time provided to write and trial new units. Professional learning and writing days were also provided for the new Technology syllabus. This work will continue into 2020. A focus on writing across the school, using the Big Write/VCOP methodology was a significant achievement in the English department.

The Secondary department continues to support students who have special learning needs with extension and enrichment. The Levelled Literacy Intervention program continued to be successful. Educational Assistants support students both in and outside the classroom. All Year 10 students gained their minimum standards in both literacy and numeracy.

Students were involved in a number of extra-curricular activities. Years 7-10 had the opportunity to participate in the Rotary Science and Engineering Challenge, the da Vinci Decathlon, Speak 4 the Planet and statewide Chess competitions. In the sporting arena students participated in swimming, cross country and athletics carnivals. Students had the opportunity to trial for Diocesan teams and play in local gala days in a number of sports. Agriculture is a popular extra curricular activity with the Holy Trinity Show Team competing in local and interstate competitions. Other extra curricular activities included the school musical, public speaking and debating.

## **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 Years 3, 5, 7 and 9 tested. In Year 3, 65 students presented for the tests, in Year 5, 61 students presented for the tests, in Year 7, 43 students presented for the tests while in Year 9, there were 37 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 Years 3, 5, 7 and 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 are 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.

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
<b>Reading</b>	16.5	9.5	26.2	27.0	18.5	20.6	15.5	19.0	6.7	9.5	1.8	3.2
<b>Writing</b>	15.1	14.8	38.7	32.8	28.7	29.5	12.1	16.4	3.8	4.9	0.8	0.0
<b>Spelling</b>	24.3	15.9	26.3	22.2	17.0	31.7	6.1	15.9	3.1	6.3	0.9	4.8
<b>Grammar and Punctuation</b>	4.1	15.9	10.9	31.7	18.7	17.5	12.0	17.5	6.3	4.8	2.4	4.8
<b>Numeracy</b>	12.8	11.1	24.3	22.2	29.4	31.7	19.8	17.5	6.7	7.9	2.6	7.9

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
<b>Reading</b>	10.5	10.2	27.4	30.5	32.6	28.8	16.0	16.9	8.5	8.5	2.3	5.1
<b>Writing</b>	3.5	0.0	10.9	5.1	30.8	32.2	36.7	39.0	11.6	11.9	6.5	11.9
<b>Spelling</b>	7.9	8.6	21.6	24.1	30.4	27.6	24.7	19.0	9.1	10.3	3.0	6.9
<b>Grammar and Punctuation</b>	8.4	8.6	17.5	12.1	27.5	36.2	24.9	24.1	11.9	6.9	3.7	3.4
<b>Numeracy</b>	4.0	1.7	13.0	12.1	37.8	48.3	30.4	25.9	10.0	6.9	2.1	3.4

Year 7 NAPLAN Results in Literacy and Numeracy												
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	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
<b>Reading</b>	6.1	5.0	19.3	25.0	28.9	37.5	27.3	15.0	11.5	7.5	4.0	5.0
<b>Writing</b>	1.6	2.5	11.3	12.5	21.9	30.0	32.7	32.5	23.8	17.5	8.7	5.0
<b>Spelling</b>	5.9	7.5	16.7	17.5	26.7	35.0	29.5	20.0	13.0	12.5	2.8	2.5
<b>Grammar and Punctuation</b>	4.5	10.0	15.6	20.0	25.2	25.0	27.6	25.0	17.0	12.5	5.4	2.5
<b>Numeracy</b>	7.3	12.8	15.8	25.6	31.9	33.3	24.8	12.8	13.5	7.7	4.3	2.6

	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
<b>Reading</b>	2.6	5.4	15.4	13.5	34.8	29.7	32.5	32.4	10.2	16.2	3.9	2.7
<b>Writing</b>	3.4	13.5	9.1	10.8	19.6	16.2	30.3	21.6	25.6	27.0	11.7	10.8
<b>Spelling</b>	4.2	5.4	15.2	10.8	32.5	43.2	29.7	24.3	12.3	8.1	3.7	2.7
<b>Grammar and Punctuation</b>	3.7	5.4	10.8	8.1	24.7	21.6	34.9	32.4	19.2	27.0	4.2	5.4
<b>Numeracy</b>	4.0	2.9	15.6	25.7	28.9	31.4	36.9	31.4	14.1	8.6	0.5	0.0

In 2019 the number of students issued with a RoSA	0
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### 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.

Whole staff development day professional learning activities in 2019 were:

<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
Big Write/VCOP training	29/01/2019	Carrie Watchirs, Cathy Koch, Kerrie Priddis and Carmel McCosker
CSO System Conference Mission, Learn, Care	11/06/2019	Various
CSO System Conference Mission, Learn, Care	12/06/2019	Various
Compass Training	05/07/2019	Natalie Gurr
First Aid Training	10/09/2019	Allan and Anne East
First Aid Training	17/09/2019	Allan and Anne East
Planning for 2020	19/12/2019	Trish Dal Santo, Kim Bailey, Jillian Rainger

#### **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 Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's website <http://holytrinity.nsw.edu.au> and the Armidale Catholic Schools Office website <https://www.arm.catholic.edu.au>

##### **4.2 Pastoral Care Policy**

Jesus Christ and his teachings are the basis of all that occurs at Holy Trinity School. Christ's teachings therefore should relate to how staff develop student self-discipline. The school community believes 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. Staff aim to bring this about in the 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 <http://holytrinity.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 <http://holytrinity.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 this 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 <http://holytrinity.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 this 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 the 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 <http://holytrinity.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 Schools 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 this year	Key Improvements for 2020
<p><b>Nurture Our Catholic Society</b> Our faith is shared and celebrated through:</p> <ul style="list-style-type: none"> <li>• Catholic Principles and Values integrated in all KLAs</li> <li>• K-6 Curriculum review</li> <li>• Staff formation in prayer and liturgy</li> </ul>	<p><b>Nurture Our Catholic Society</b> To make Catholic Principles and Values known to the community through:</p> <ul style="list-style-type: none"> <li>• Links with class and school events</li> <li>• Newsletter and Social Media coverage</li> </ul>
<p><b>Improve Learning</b> All students are engaged and challenged and there is high quality teaching in every classroom through:</p> <ul style="list-style-type: none"> <li>• Focus on CSO non negotiables - case management, learning intentions and success criteria</li> <li>• Literacy block including Big Write/VCOP</li> <li>• New syllabus implementation</li> </ul>	<p><b>Improve Learning</b> To develop and extend students literacy skills through:</p> <ul style="list-style-type: none"> <li>• 120 minute literacy block K-6</li> <li>• Big Write/VCOP implementation</li> <li>• Kindergarten Initialit</li> <li>• Year 9 and 10 Spelling Stars</li> </ul> <p>To develop learning tasks that differentiate to meet student needs through:</p> <ul style="list-style-type: none"> <li>• Gradual Release of Responsibility</li> <li>• Adjustments</li> <li>• Task Analysis</li> </ul>
<p><b>Lead Learning</b> All students are engaged and challenged; there is high quality teaching in every classroom through:</p> <ul style="list-style-type: none"> <li>• Improved assessment for, as and of learning</li> <li>• Review of IT</li> </ul>	<p><b>Lead Learning</b> To develop a goal setting culture to improve teaching and learning through:</p> <ul style="list-style-type: none"> <li>• Via the Big Write process</li> <li>• Family conferences</li> <li>• PLP process</li> </ul>
<p><b>Sustain Our People</b> Effective leadership promoting learning, wellbeing and pastoral care for all through:</p> <ul style="list-style-type: none"> <li>• Learning on balancing workload and wellbeing</li> </ul>	<p><b>Sustain Our People</b> To enhance learning on effective pastoral care practices through:</p> <ul style="list-style-type: none"> <li>• The Resilience Project</li> <li>• Implementation of behaviour procedures with a positive lens and a restorative approach</li> </ul> <p>To improve our sustainability practices through:</p> <ul style="list-style-type: none"> <li>• Certification Process Catholic Earth Care</li> </ul>
<p><b>Create the Right Environment</b> We are a strong and supportive community:</p> <ul style="list-style-type: none"> <li>• Implementation of Compass</li> <li>• Promotion of parental involvement in learning</li> </ul> <p>Effective leadership promoting learning, wellbeing and pastoral care for all through:</p> <ul style="list-style-type: none"> <li>• Respect for learning added to school rules</li> <li>• Exploration of the Zones of Regulation</li> </ul>	<p><b>Create the Right Environment</b> To strengthen partnerships with families and parish to enhance student learning and wellbeing through:</p> <ul style="list-style-type: none"> <li>• Move from involvement to engagement</li> <li>• Family conferences</li> <li>• Family sessions to help students learning</li> <li>• Use of video as a communication tool</li> </ul>



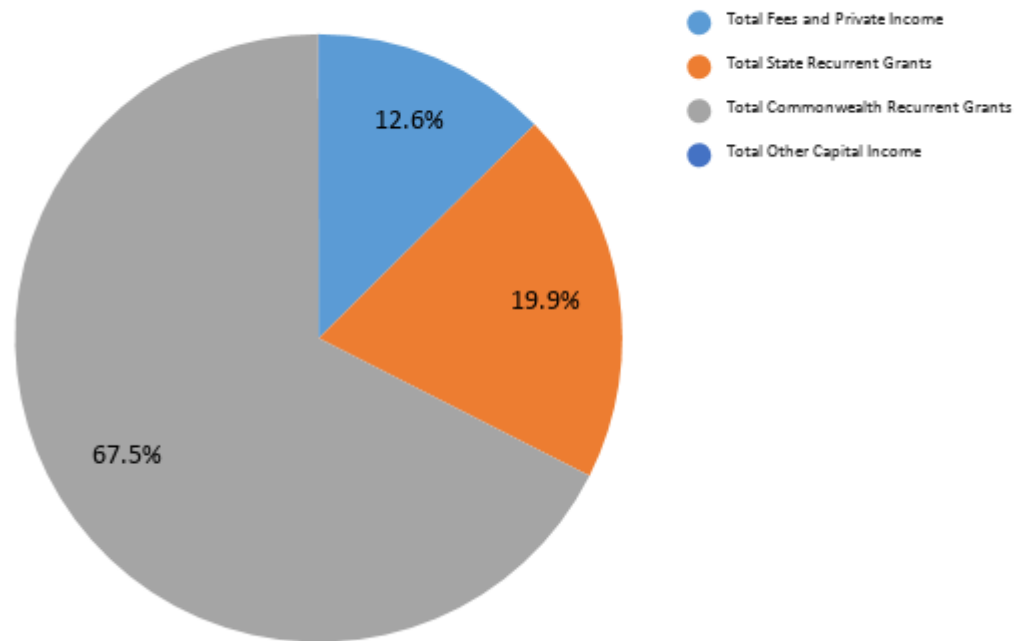
## 6.0 Financial Information

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 2019 is presented below:



2019 Income - Holy Trinity School, Inverell



2019 Expenditure - Holy Trinity School, Inverell

