

# Annual School Report 2021 School Year

Holy Trinity School, Inverell



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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 2022 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](#).



## **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 school year of 2021 continued to be altered due to the impact of the COVID-19 pandemic. Despite the difficulties, it was a positive year at Holy Trinity School, Inverell. As the Principal of the school, I was proud of the achievements.

In summary, I feel these were the:

- Implementation of the "Living Well, Learning Well" Framework
- Ability to implement learnings from 2020 to improve delivery of remote learning
- Ability to work as strong teams, working collaboratively for the best student outcomes and to meet individuals and families needs
- Ability to use technology to support learning
- Ability to think creatively
- Ability to adapt and modify practices so that activities and events could still go ahead in a safe way

I was appreciative of the support of families who did a fantastic job teaching and guiding their children. I felt their support in the constantly changing landscape of rules and regulations. All staff worked incredibly hard to make the year the best it could be. Students demonstrated resilience and gave excellent feedback around what worked for them with their learning.

These three parts of the community: staff, students and families, expressed their belief in the importance of face-to-face, personal relationships as being important on their return to school. It was reassuring to know that Holy Trinity's commitment to strong relationships is valued and still essential in education. On reflection, the year enabled us to grow in many ways that we did not plan for or could predict.

Like other years, maintenance of the physical environment continued with the concreting of the driveway around the Mary Garden, the replacement of the Science lab roof and the internal painting of the administration building

Teaching staff continued to prepare for educational audits and were deemed compliant in Early Stage 1 and Stage 1 English and Mathematics, Stage 2 and 4 HSIE and Stage 3 and 5 PDHPE.

Holy Trinity School strives to provide a safe environment that allows individuals to become confident learners, whilst providing professional learning for staff in order to enable this strong Catholic professional learning community to thrive. This was carried out with excellent support from families and the parish. I am proud to be the Principal of a vibrant and caring community that aims to create confident learners 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 in many different ways due to COVID-19. First and foremost, families became the teachers of their children during the lockdown phase. Families demonstrated commitment and perseverance during the changing nature of the year. The school expressed their gratitude to families for their support of what was required and the constant changing of protocols and regulations that all members of the community took on board and followed. The communication from the school to families for the course of the year was excellent and appreciated. Families were particularly grateful for the Zoom lessons and use of school iPads for students in K-6 during lockdown.



The formal parental bodies; the School Advisory Council and the P and F, continued to meet via Zoom throughout the year. The main function of the groups was to provide support and feedback to the school from families' perspectives. The P and F were able to hold one fundraising event during the year. The annual P and F Art Union and Race Day was held and it was a successful initiative.

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

Last year the school celebrated 58 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.

Despite COVID-19 interruptions, staff and families, together with parish priest Father James, continued to share the responsibility for the spiritual growth and faith development of students. The year began with the Induction of Leaders Mass and the Ash Wednesday liturgy. The religious celebrations then changed to being class-based prayers delivered by slideshows or Zoom.

In Term 3, students returned to the church to celebrate Mass in a more intimate way within class and year groups. Reflection days were held for Years 7 and 10 in Term 1. They were led by the Lasallian Youth Ministry. At the end of the year, Year 10 were able to attend Christian Living Days at Copeton Dam, led by the school's Religious Education Co-ordinator but unfortunately were not able to camp as per tradition. Teachers shared the responsibility for leading staff prayer which was held fortnightly on a Wednesday. Prayer and liturgy are integral to the life of the school.

A practical expression of the school's vision is students' active and generous support for fund-raising for specific Catholic charities and events including Caritas, Catholic Missions and the Society of Saint Vincent de Paul. The school's annual contribution to Project Compassion and Catholic Missions remained strong, despite COVID-19. The generosity of the community 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.

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

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| Our School's average result (as a mark out of 30) |    |
|---|----|
| 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 2021 | TOTAL 2020 |
|---------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|------------|------------|
| <b>Male</b>   | 25     | 21     | 21     | 30     | 27     | 37     | 32     | 29     | 25     | 23     | 22      | 292        | 282        |
| <b>Female</b> | 21     | 28     | 24     | 29     | 25     | 28     | 21     | 32     | 15     | 11     | 17      | 251        | 258        |
| <b>Totals</b> | 46     | 49     | 45     | 59     | 52     | 65     | 53     | 61     | 40     | 34     | 39      | 543        | 540        |

## 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 parent's legal duty to ensure their children attend school regularly, 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 or 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 2021 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> | 90.0   | 91.0   | 91.0   | 93.0   | 90.0   | 89.0   | 89.0   | 90.0   | 85.0   | 85.0   | 84.0    | 88.8      |

### 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 System Performance Leader 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. | 3                  |
| 2.                                     | Those teachers at the NESAs Teacher Accreditation Proficient level.                 | 41                 |
| 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.               | 25                 |
| 6.                                     | Number of staff identifying as Indigenous employed at the school.                   | 2                  |
| 7.                                     | Total number of non-teaching staff employed at the school.                          | 28                 |

## 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:

- The school's participation in community events was limited in 2021. The students and staff were creative in ways that they could demonstrate respect and responsibility. Using social media platforms and video, the school was able to



promote ANZAC Day and other days of significance, solidarity for the world in a pandemic and the importance of positive, personal relationships.

- The formal student representative groups, the SRC, House Captains and St Vincent de Paul groups continued to foster and promote respect and responsibility through co-ordinating activities for students to support each other, the school and the wider community.
- The implementation of the "Living Well, Learning Well" Framework inspired both staff and students to have both respect and responsibility for themselves and others at all times.
- The values of respect and responsibility lie at the heart of Catholic schools and underpin all policies and procedures. Students, teachers and parents were 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.

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

### Parent Satisfaction

The parent satisfaction survey was undertaken in October 2021. The completion rate was 42% which was considered very good. All areas were in the agree and strongly agree categories. The highest scores of 2.5 were in the safety of students and the maintenance of the school. The lowest score of 2.0 was in challenging students to improve.

Feedback was also sought from parent representatives on the School Advisory Council and Parents and Friends Committee, especially during and after the period of remote learning due to COVID-19. Overall, families were very happy with the processes put in place to manage the interruption to normal schooling due to the pandemic.

### Student Satisfaction

The students were surveyed as two groups: Years 4-6; Years 7-10. Years 7-10 had a completion rate of 90% which is considered excellent. Strengths include:

- using technology
- encouraging care for others.

Areas for improvement included:

- taking students' opinions seriously
- homework
- the delivery of interesting lessons

Years 4-6 had a 100% completion rate which is considered excellent. Strengths included:

- caring for others and being cared for by my teachers
- encouraged to do your best and be a good community member
- school leaders are approachable

Areas for improvement include homework and taking students' opinions seriously.

### Staff Satisfaction



The staff satisfaction survey had a 91% completion rate which is considered excellent. Areas of strength included:

- Satisfaction from working at this school
- Recommend this school to others
- Maintenance of the school
- Leadership knows me and supports my well-being
- Enhancing learning through technology

Areas that were rated under 2 were:

- All students are appropriately engaged, challenged and extended
- Adequate time for staff to gather and analyse information about student 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.

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.

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.

The school continued its focus on providing authentic learning opportunities for the diverse needs of students through explicit teaching in English and Mathematics. For part of the year, this was delivered via Google Classroom. Data on student performance was collected and used to identify areas for improvement. This analysis was critical when students returned to school, after a period of lock down, to ascertain where students were at.

Programs were in place to support students and their learning. Students with learning difficulties were supported by experienced classroom teachers and education assistants. Learning interventions such as MiniLit continued. Aboriginal students were supported by a small team of Aboriginal education assistants, who work within classrooms to support literacy and numeracy development across the school and to raise cultural awareness. Students from language backgrounds other than English were likewise supported by an EALD support teacher and education assistants. The COVID Intensive Learning Program funded by the federal government was implemented from Term 3 and supported students in small groups during literacy and numeracy instruction time. During the lock down, these supports were carried out using Zoom with individual students and families.

In addition to the academic and cultural development of all students, the physical and mental well-being of students was a high priority. Regular sporting and cultural events and some usual well-being activities were disrupted by COVID-19. School staff made every effort to continue physical and well-being activities to support students and these were usually carried out in a class environment rather than as a whole school.





## 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.

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 and 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, 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 delivered curriculum via Google Classroom and Zoom to meet the interruptions to face-to-face teaching that occurred due to COVID-19. Students responded well to this, due to being familiar and skilled with the Google Suite. The COVID Intensive Learning Program funded by the federal government was implemented from Term 3 and supported students in small groups during a number of KLA's. Many of the usual extra-curricular activities did not go ahead and the students missed these opportunities. Regular physical education and school sport continued, as well as a focus on well-being in Pastoral Care lessons.

## 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, 59 students presented for the tests, in Year 5, 65 students presented for the tests, in Year 7, 61 students presented for the tests while in Year 9, there were 34 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>                                 | 21.5  | 25.0   | 22.0  | 28.3   | 19.1  | 13.3   | 12.8  | 6.7    | 7.8   | 3.3    | 2.6   | 1.7    |
| <b>Writing</b>                                 | 20.2  | 20.3   | 37.0  | 28.8   | 23.0  | 32.2   | 9.0   | 8.5    | 4.3   | 1.7    | 1.9   | 1.7    |
| <b>Spelling</b>                                | 23.1  | 18.3   | 23.4  | 30.0   | 20.2  | 18.3   | 13.0  | 11.7   | 6.5   | 5.0    | 4.6   | 5.0    |
| <b>Grammar and Punctuation</b>                 | 22.3  | 16.7   | 24.1  | 31.7   | 19.4  | 21.7   | 10.4  | 3.3    | 6.4   | 5.0    | 4.4   | 3.3    |
| <b>Numeracy</b>                                | 13.6  | 8.3    | 22.1  | 21.7   | 27.4  | 38.3   | 18.5  | 13.3   | 9.8   | 3.3    | 2.7   | 1.7    |

| 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>                                 | 15.5  | 11.1   | 24.7  | 28.6   | 27.2  | 30.2   | 18.3  | 20.6   | 7.5   | 7.9    | 3.3   | 1.6    |
| <b>Writing</b>                                 | 7.5   | 3.2    | 17.0  | 7.9    | 32.6  | 28.6   | 26.9  | 36.5   | 9.7   | 22.2   | 3.2   | 1.6    |
| <b>Spelling</b>                                | 15.1  | 6.5    | 27.5  | 30.6   | 24.4  | 27.4   | 17.2  | 24.2   | 8.2   | 8.1    | 3.8   | 3.2    |
| <b>Grammar and Punctuation</b>                 | 12.9  | 6.5    | 20.6  | 25.8   | 27.1  | 25.8   | 19.7  | 25.8   | 9.2   | 11.3   | 4.5   | 1.6    |
| <b>Numeracy</b>                                | 10.2  | 5.1    | 20.9  | 18.6   | 28.8  | 40.7   | 23.6  | 22.0   | 10.0  | 10.2   | 3.1   | 1.7    |



| 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 |
| <b>Reading</b>                                 | 9.6   | 3.2    | 20.6  | 16.1   | 26.9  | 35.5   | 24.5  | 21.0   | 11.7  | 16.1   | 4.6   | 3.2    |
| <b>Writing</b>                                 | 5.0   | 4.8    | 19.2  | 11.3   | 24.9  | 14.5   | 27.4  | 41.9   | 14.5  | 14.5   | 4.3   | 6.5    |
| <b>Spelling</b>                                | 11.6  | 9.7    | 23.3  | 17.7   | 31.8  | 29.0   | 18.3  | 16.1   | 8.8   | 16.1   | 3.8   | 9.7    |
| <b>Grammar and Punctuation</b>                 | 10.7  | 6.5    | 17.4  | 16.1   | 21.7  | 16.1   | 25.9  | 25.8   | 12.0  | 21.0   | 6.1   | 3.2    |
| <b>Numeracy</b>                                | 14.2  | 8.2    | 19.4  | 23.0   | 25.9  | 27.9   | 20.8  | 24.6   | 10.8  | 11.5   | 4.5   | 3.3    |

| 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>                                 | 7.5   | 11.4   | 17.5  | 17.1   | 26.4  | 28.6   | 24.9  | 31.4   | 14.8  | 8.6    | 7.1   | 0.0    |
| <b>Writing</b>                                 | 5.0   | 2.9    | 10.3  | 20.0   | 26.5  | 25.7   | 24.8  | 28.6   | 19.7  | 8.6    | 8.6   | 8.6    |
| <b>Spelling</b>                                | 6.5   | 2.9    | 18.9  | 11.8   | 30.6  | 32.4   | 23.4  | 32.4   | 13.4  | 17.6   | 5.5   | 2.9    |
| <b>Grammar and Punctuation</b>                 | 9.0   | 2.9    | 14.7  | 20.6   | 27.0  | 29.4   | 24.1  | 35.3   | 14.9  | 11.8   | 7.5   | 0.0    |
| <b>Numeracy</b>                                | 11.0  | 8.6    | 15.4  | 25.7   | 28.7  | 22.9   | 28.2  | 40.0   | 13.6  | 2.9    | 2.9   | 0.0    |

|   |   |
|---|---|
| In 2021 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.

Whole staff development day professional learning activities in 2021 were:

| Staff Professional Learning Activity   | Date       | Presenter  |
|--|------------|--|
| Child Safety, Annual Improvement Plan and Living Well, Learning Well Framework   | 27/01/2021 | Jillian Rainger  |
| Components of Effective Lessons  | 04/05/2021 | Kim Bailey, Trish Dal Santo, Christine McLachlan and Aimee Gaias |
| Creating Effective Lesson Sequences  | 25/06/2021 | Kim Bailey, Trish Dal Santo, Christine McLachlan and Aimee Gaias |
| Living Well, Learning Well Framework   | 12/07/2021 | Jason Hanrahan   |
| Annual Reflection and review of Living Well, Learning Well and Effective Lessons | 16/12/2021 | 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](#) and the Armidale Catholic Schools Office [website](#).

#### 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](#) 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](#) 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 of Armidale. 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](#), 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](#) 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 System Performance Leader.



| Key Goals Achieved and Implemented in 2021  | Key Goals for 2022   |
|---|--|
| <ul style="list-style-type: none"> <li>• To implement the "Living Well, Learning Well" Framework aligned to our Catholic Principles and Values</li> <li>• Effective lessons are implemented consistently across the school</li> <li>• To build high functioning teams that work together to achieve the goals of the AIP</li> </ul> | <ul style="list-style-type: none"> <li>• To increase staff, students and families' understanding of a Catholic learning community</li> <li>• To have effective lessons delivered consistently across the school to enthuse and engage</li> <li>• To implement a clear organisational structure of teams to enhance decision-making communication and improve student participation and well-being</li> </ul> |

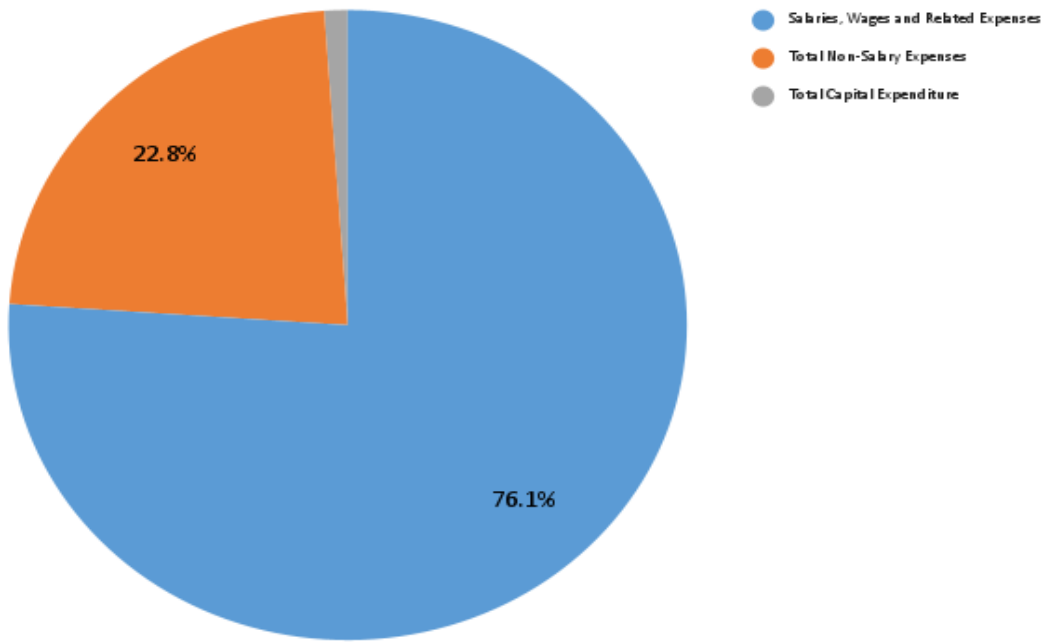
## 6.0 Financial Information

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 2021 is presented below:



2021 Expenditure - Holy Trinity School, Inverell



2021 Expenditure - Holy Trinity School, Inverell

