

Annual School Report 2022 School Year

Holy Trinity School, Inverell



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Principal
Jill 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 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 2023 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.

On reflection, several significant features of 2022 deserve mention in this report. Firstly, the commitment of staff to student learning during the COVID-19 pandemic is a testament to their fortitude. Student and staff absences impacted workload and learning and staff worked hard to ensure school remained consistent and stable. Using data to inform teaching became instrumental in making up gaps in student learning during the lock-downs of previous years. Many extracurricular events returned and it was enjoyable to see students thrive in these activities that had been missed.

Secondly, there were a number of opportunities to reflect on where the school was currently placed and to develop ways forward. The staff development day at the beginning of Term 4 was affirming of work completed as well as presenting clearly the next steps in many areas of school life which will be addressed in the 2023 Annual Improvement Plan and beyond. The Family Forums conducted in Term 4 likewise allowed families to assist in future directions. As Principal, I found both of these initiatives to be informative, affirming and providing clear future direction.

Holy Trinity School received targeted intervention funding from the Catholic Schools Office to enhance leadership across the school. The funding supported well-being across Kindergarten to Year 10 with staff responsible for implementing a number of initiatives to support students' recognition and belonging.

The school environment was enhanced by the construction of the front fence and concreting of a number of areas. The upgrade of the primary classroom block, which has been an ongoing project, culminated in new wet areas and storage cupboards being installed.

Holy Trinity School strives to provide a safe environment that allows individuals to become confident learners, whilst providing professional learning for staff to enable this strong Catholic professional learning community to thrive. This continued in 2022 with excellent support from families and the parish. I am proud to be the Principal of a vibrant and caring community which aims to "have life and have it to the full." John 10:10

Jill Rainger
Principal

1.2 A Parent Message

Families continued the strong tradition of parental involvement at Holy Trinity School, assisting in many ways. After the impact of COVID-19, there was a return to many regular events. The formal parental bodies, the School Advisory Council and the P and F, worked together on a number of initiatives and fundraisers. Due to remaining restrictions, the annual Easter Fair was replaced with an Easter Picnic, which was a great success as a family and community get-together, to re-engage families with school. The Holy Trinity Art Union and Race Day went ahead and although the crowd was smaller than usual, it was a successful fundraiser. The P and F ran successful Mother's Day and Father's Day stalls for the students.

The School Advisory Council began to meet, in person, twice a term to develop a stronger connection with the school. They advised and supported the school executive with financial matters, longer-term planning and maintenance of buildings. They were involved in discussions regarding the potential of Holy Trinity School offering Stage 6 in the future.

Along with these formal parent groups, I would like to acknowledge the involvement of parents in excursions, returning to helping in the classrooms and canteen and attendance at school events. An



example was the return of the Book Week Parade, which saw a huge crowd in the back secondary quadrangle, where reading was celebrated and everyone enjoyed being part of the dynamic HTS community. We look forward to continued involvement with parents in 2023.

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

Last year the school celebrated 59 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 families together with priests, Father James and Father Peterpaul continued to share the responsibility for the spiritual growth and faith development of the students. The community happily celebrated with Peterpaul when he was ordained into the priesthood during the year. We continued to celebrate liturgies at the Sacred Heart Church each Friday in stage groupings as per COVID-19 regulations as they provided a more thoughtful and reverent experience. The sacrament of reconciliation was celebrated at the church in larger groups with visiting priests assisting. The sacraments of first holy Communion and confirmation returned to being part of parish masses. Other liturgical events during the year included the Induction Mass, Ash Wednesday liturgy, Holy Week liturgy, Trinity Mass, and Graduation and Thanksgiving Masses. These were significant whole-school liturgies which were wonderful to again celebrate together.

Retreat days were held for Years 7, 8, 9 and 10 during the year. Years 5 and 6 also had a retreat day for the first time. They were led by the Lasallian Youth Ministry team. A Christian Living Camp, led by the school's Religious Education Coordinator, was held at Copeton Dam for Year 10 at the end of the year. Staff share the responsibility for leading staff prayer which is held fortnightly on a Wednesday. Prayer and liturgy are integral to the life of the school. In June, Holy Trinity Staff were guided by the CSO Armidale Spirituality Team on a retreat focusing on the charisms of the school's founding organisations, the Sisters of Mercy and the De La Salle Brothers. This was well received.

A practical expression of the school's vision is student's active and generous support for fundraising for specific Catholic charities and events including Caritas, Catholic Mission and Saint Vincent de Paul. These were extremely well-supported through student-led initiatives by Mini Vinnies and Junior Conference of Saint Vincent de Paul. A Colour Explosion and Jump Rope for Heart funded some of these initiatives. 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 is a member of the Parish Pastoral Council and Parish Finance Committee.

This year, Holy Trinity School employed a Youth Minister. The position was supported by the Lasallian organisation and saw the Youth Minister be part of the school community for two days a week supporting students and staff with the religious and faith life of the school. The positive contribution of the Youth Minister will see the program extended into future years.



Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of 30 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 30)	
Year 6	18

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 2022	TOTAL 2021
Male	31	23	24	23	31	26	38	27	22	23	16	284	292
Female	17	22	26	27	30	25	31	19	26	13	12	248	251
Totals	48	45	50	50	61	51	69	46	48	36	28	532	543

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, 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 2022 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
Average Student Attendance Rates Percentage	89.0	87.0	87.0	88.0	90.0	88.0	87.0	86.0	85.0	83.0	76.0	86.0

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 NESA Teacher Accreditation Provisional or Conditional level.	3
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	40
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.	23
6.	Number of staff identifying as Indigenous employed at the school.	2
7.	Total number of non-teaching staff employed at the school.	27



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:

- By extending staff knowledge, understanding and implementation of the Catholic Schools Armidale Living Well, Learning Well Framework. The area of Student Participation through choice and voice was explored and implemented.
- Through involvement in the local Inverell community with participation and representation at Anzac Day, Remembrance Day, Vietnam and Modern Conflicts Day, Legacy Week and other community events such as the Eisteddfod.
- Well-being initiatives such as Meditation Monday, Pulse check-ins, Real Talk and a weekly focus on the Rules for Living.
- Student participation in leadership teams such as the Student Representative Council, Sporting House Captains, Mini Vinnies, the Junior Conference of St Vincent de Paul and for the first time, the Parish Cleaning Team.
- Reiterating consistently the importance of respectful relationships and restorative practices to students and families at all available opportunities eg: assemblies, extracurricular events and newsletters

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 September. The completion rate was 43% which is considered very good. All areas were in the agreed and strongly agree categories. The highest scores were in:

- Safety of students
- Maintenance of the school and the care of staff for students

The lowest scores were in

- Challenging students to improve
- Managing behaviour incidents

Feedback was sought from families to flesh out the results of the school survey. Four Family Forums took place in Term 4 to discuss a variety of topics including school uniform and presentation requirements, the possibility of Stage 6 at Holy Trinity School and communication on student learning and progress. Twenty families were represented at these forums which were led by the Principal.

Student Satisfaction

The students were surveyed in two groups: Years 4 and 6; Years 7-10.

Year 7-10 had a completion rate of 82% 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 and 6 had a 98% completion rate which is considered excellent. Strengths included:

- Caring for others and being cared for by my teachers
- Encouraged to do your best

Areas for improvement included

- Homework
- Taking students' opinions seriously

Staff Satisfaction

The staff satisfaction survey had an 83% completion rate which is considered excellent. Areas of strength included:

- Satisfaction from working at this school
- Recommend this school to others
- Leaders know and care for me
- Enhancing learning through technology

Areas for improvement were:

- Receiving feedback to enhance teaching
- Cross-curricular links in curriculum planning
- All students, particularly high achievers are engaged, challenged and extended

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.

Primary

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



collected and used to identify areas for improvement. The CSO Data Ecosystem became an indispensable tool for this and was rolled out for use by all teaching staff.

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 worked within classrooms to support literacy and numeracy development across the school and to raise cultural awareness. Students from speaking 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 all year, supporting students in small groups during literacy and numeracy instruction time.

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 returned after COVID-19. School staff made every effort to continue physical and well-being activities to support students.

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 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. As well as face-to-face teaching, staff continued to support the curriculum via Google Classroom. Students responded well to this, due to being familiar and skilled with the Google Suite. 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, 50 students presented for the tests, in Year 5, 57 students presented for the tests, in Year 7, 45 students presented for the tests while in Year 9, there were 33 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.

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
Reading	17.5	20.0	21.0	20.0	19.4	29.0	11.6	6.0	8.4	12.0	2.7	0.0
Writing	19.5	23.0	35.0	33.0	23.8	27.0	10.1	8.0	4.8	4.0	1.7	0.0
Spelling	17.9	18.0	23.0	33.0	19.7	20.0	13.0	10.0	6.9	12.0	6.0	2.0
Grammar and Punctuation	16.8	20.0	20.1	22.0	19.8	25.0	13.1	8.0	6.9	4.0	4.0	8.0
Numeracy	11.4	6.0	20.4	28.0	26.2	30.0	20.2	28.0	10.5	6.0	3.3	0.0

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	12.8	6.0	26.9	21.0	27.2	42.0	17.4	19.0	7.2	6.0	3.4	0.0
Writing	9.2	2.0	18.7	10.0	30.5	17.0	24.5	52.0	9.7	17.0	3.4	2.0
Spelling	14.1	4.0	25.0	20.0	26.8	35.0	18.0	24.0	8.0	12.0	2.9	2.0
Grammar and Punctuation	10.4	10.0	20.1	18.0	26.5	20.0	23.2	41.0	10.1	12.0	3.0	0.0
Numeracy	8.4	4.0	18.9	14.0	27.9	40.0	26.3	28.0	11.5	10.0	3.0	2.0



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	8.8	2.0	19.7	20.0	29.5	41.0	24.6	20.0	10.2	15.0	4.0	2.0
Writing	6.5	4.0	21.0	15.0	26.2	22.0	25.0	37.0	13.0	11.0	3.7	4.0
Spelling	10.5	11.0	26.6	13.0	26.5	37.0	19.3	11.0	9.2	20.0	3.5	7.0
Grammar and Punctuation	7.5	13.0	17.5	30.0	26.4	39.0	25.4	9.0	12.3	4.0	4.8	0.0
Numeracy	10.8	2.0	19.4	24.0	25.5	20.0	20.4	28.0	11.1	22.0	5.0	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	7.3	3.0	18.2	12.0	28.3	29.0	24.6	41.0	12.7	9.0	6.1	3.0
Writing	6.5	3.0	12.5	9.0	27.6	29.0	24.6	21.0	17.4	26.0	7.4	6.0
Spelling	4.9	3.0	17.3	3.0	32.3	24.0	27.8	44.0	11.3	21.0	4.4	6.0
Grammar and Punctuation	11.1	3.0	15.6	6.0	23.9	29.0	24.4	32.0	14.3	18.0	6.8	12.0
Numeracy	9.3	0.0	16.1	6.0	28.1	38.0	29.9	47.0	14.1	6.0	2.3	3.0

A number of initiatives contributed to these results including the implementation of a range of teaching strategies to improve student understanding of literacy and numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements, particularly in the areas of Writing, to increase the percentage of students in the top bands. The high percentage of students achieving



minimum standards, compared to State figures, is a testament to the focus on curriculum differentiation strategies implemented and developed over the last two years.

In 2022 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 2022 were:

Staff Professional Learning Activity	Date	Presenter
Child Safety, Code of Conduct, Emergency Procedures	28/01/2022	Jillian Rainger
Curriculum Mapping and Planning	31/01/2022	Cath Koch and Kim Bailey
Seven Steps Writing	02/05/2023	Seven Steps
Data Analysis	02/05/2022	Selena Fisk
School Founders Retreat Day	01/07/2022	CSO Spirituality Team
First Aid	12/09/2022	Anne and Allan East
Reflect, Review, Renew	10/10/2022	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 or 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 2022	Key Goals for 2023
<ul style="list-style-type: none">• Increased staff, student and families' understanding of a Catholic learning community• Effective lessons delivered consistently across the school to enthuse and engage• Implemented a clear organisational structure of teams to enhance decision-making, communication and improved student participation and well-being	<ul style="list-style-type: none">• To authentically live our Catholic Principles and Values• To provide future-focused and engaging learning to enhance outcomes for all students• To care for our students, staff, and families, so they can realise a hope-filled future• To continue to build strong teams that enhance teaching and learning

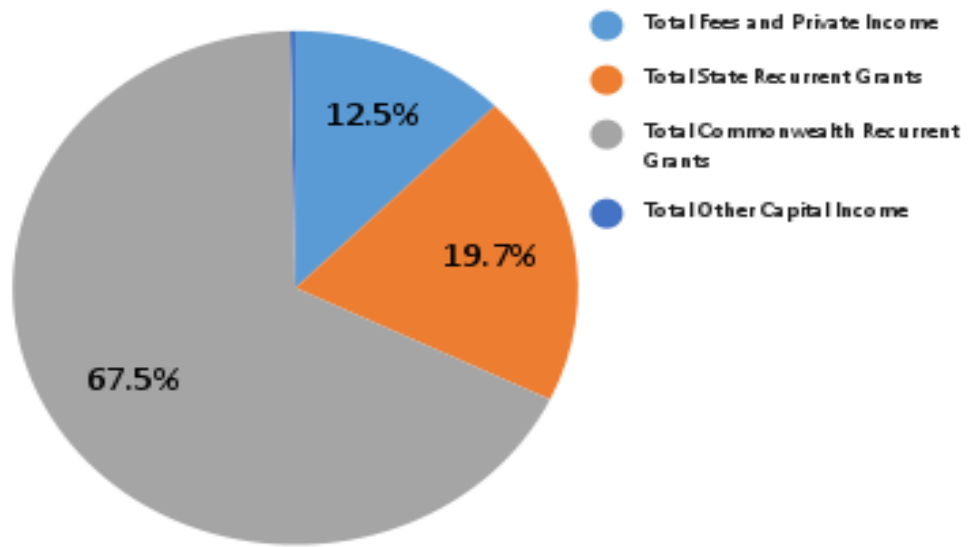
6.0 Financial Information

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 2022 is presented below:



2022 Income - Holy Trinity School, Inverell



2022 Expenditure - Holy Trinity School, Inverell

