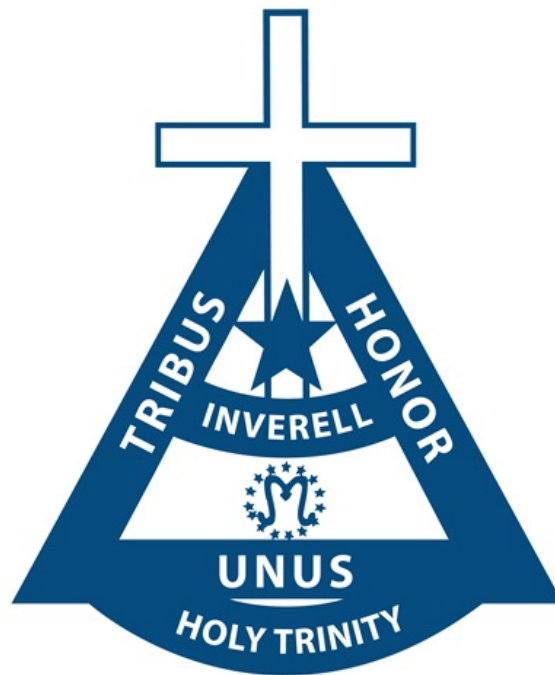


Holy Trinity School INVERELL  
Annual School Report to the Community

2017



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**Principal**

Mrs Jillian Rainger

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## ABOUT THIS REPORT

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Holy Trinity School is registered by the New South Wales Education Standards Authority (NESA). The Catholic Schools Office, Armidale is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider School community with fair, reliable and objective information about School performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the School community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the **School** Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NESA requirements for Registration and Accreditation.

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

### **Principal's Message**

Holy Trinity School is a Catholic school for students from Kindergarten to Year 10, established by the Sisters of Mercy and the de La Salle Brothers within the Sacred Heart Parish. As a Diocesan Catholic school, we strive to provide a safe, protective environment that allows individuals to grow, live, learn and achieve. Within a caring learning environment characterised by strong parental involvement, dedicated and experienced staff provide the students with firm foundations in literacy and numeracy and seek to inspire our students to become life long learners.

Holy Trinity School has a high academic profile and offers opportunities for participation in a broad extra-curricular program, with a range of sports, cultural pursuits and creative arts. The School's IT vision ensures that computer technology is valued as a vital part of contemporary learning. The School offers excellent learning facilities across the curriculum. We warmly welcome enquiries and visits from prospective families seeking a Catholic education. The 2017 school year has been positive as we have endeavoured to take on board new pedagogical practices through the work of Dr Lyn Sharratt.

### **Parent Body Message**

The 2017 school year was another successful year for the School Board and Parents and Friends Association, who encouraged parental involvement in school life in a number of different ways. Most significantly was the move from the School Board to the School Advisory Council which took place in November.

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

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

The P and F major fundraisers were the Easter Fair, Christmas in July and the Art Union and Race Day. Parents also ran the Mother's and Father's Day stalls that once again provided a valuable service to students and made a profit.

The Board/Advisory Council and P and F have worked closely together to make the above

initiatives successful. They have also been positive contributors to other parental activities organised by the school.

### **Student Body Message**

At Holy Trinity, the Student Leaders are inducted into the positions of School Captain, Primary Captain, Student Representative Council (made up of members from the Secondary Department and Year 6), St Vincent de Paul Executive (Year 10 students) and Sports Captains from Year 10 and Year 6. Throughout the 2017 school year, the Student Leaders worked on a mixture of social and fundraising activities and the SRC was prominent at community events such as ANZAC Day, Modern Conflicts Ceremony and Remembrance Day. The Student Representative Council also conducted a number of fundraising activities with money used to contribute to Caritas and Catholic Missions. Students also assisted the Cancer Council and Legacy with their fundraising initiatives. Students also initiated the "green" group activities including composting and recycling.

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## SECTION TWO: SCHOOL FEATURES

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

Holy Trinity School was officially opened on 31 March 1963 with an enrolment of 100 boys from 4th Class to First Form. The Parish Priest, Monsignor Healy in the late 50s, instigated the concept of a separate Boys School. Within 4 years, however, Holy Trinity became co-educational for First to Fourth Form but still only had boys from Years 4-6. The first buildings were the two-storey block and the old Library block, which is now a classroom block. Together they comprised seven classrooms, a Library, Science Lab, Gymnasium, Tuckshop, Headmaster's Office and Staff Lunch Room. De La Salle Brothers wholly staffed the School. The first Principal was Brother James Thomas. In 1966, three lay teachers were employed - Mrs Hayden, Mrs. Joan Hockey and Mr. Barry Salmon. The following year three Sisters of Mercy joined the staff. They were Sr. M Thomas (later Sr. Maureen Heffernan), Sr. M Bonaventure and Sr. Christopher.

At this stage, Sacred Heart School, located where the new Church and Presbytery now stand, catered for boys and girls from K to Year 3 while St. Mary's on Ross Hill catered for girls from Year 4 to Year 6. In 1968, the Technics Block was built with a new Library in the location of the current Library and ICT Room. In the early 70's, further accommodation was found necessary and two Science Rooms were built. By 1975 it was decided that Catholic education would be best served if all classes were taught on the one site. The Parish purchased Copeton Dam buildings and turned them into six Primary classrooms. In 1976, all Primary classes moved to the Holy Trinity campus with Sr. M Vianney (Sr. Mavis) as Primary Coordinator. Plans were already being made to move all Infants' students to Trinity. This happened in 1979 following the building of six classrooms and the current Administration Block.

The De La Salle Brothers moved out at the end of 1978 and Mr Jim Doran was appointed as the first Lay Principal. In 1981 Mr Laurie Breen replaced him until his retirement in 1987, with Mr Tim Newberry Principal until June of 2005 when Mr David McNeale was appointed until the end of 2009. Mrs Valerie Thomas commenced with the 2010 school year, completing her service in December 2014. In 2015, Mrs Jillian Rainger, was appointed principal. An extensive building program in 2011 provided a new Creative and Performing Arts Centre offering Art, Drama, Music and Dance facilities, a Design and Technology wing for Food, Wood and Metal Technologies, Library and classrooms. In 2013 the K-2 classrooms were completely renewed to become contemporary learning spaces. In 2014 the Holy Trinity site of the Sapphire Schools Primary Industries Trade Skills Centre was completed. In 2015 a classroom was refurbished to accommodate the teaching of iSTEM.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

The School caters for students in Kindergarten to Year 10. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
238	271	35	509

\* Language Background Other than English

### Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at;

<http://www.arm.catholic.edu.au>

### Student Attendance Rates

The average student attendance rate for 2017 was 88.91%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	90.00%
Year 1	91.00%
Year 2	91.00%
Year 3	90.00%
Year 4	89.00%
Year 5	91.00%
Year 6	91.00%
Year 7	90.00%
Year 8	89.00%
Year 9	83.00%
Year 10	83.00%

### 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.

## **Student Post School Destinations**

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

29 students graduated from Year 10 in 2017

25 students have moved to continue their education at local high schools

1 student has begun an apprenticeship

1 student has moved to TAFE

2 students have moved to boarding school



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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
36	15	51

\* This number includes 30 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	6%
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

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

<b>Term 1</b>	Core Catholic Principles and ValuesW
<b>Term 2</b>	Learning Intentions and Success Criteria
<b>Term 3</b>	Lesson Observations with Eric Fraggenheim
<b>Term 4</b>	Wellbeing - Anxiety

All teachers have been involved in professional learning opportunities during the year related to their professional learning plans which are based on the school's and systems Annual Improvement Plans to improving student outcomes in particular using action research and professional learning team meeting time to improve pedagogical knowledge and practices. Of significant note in 2017 staff members attended professional learning on the Collaborative Inquiry Initiative provided by Dr Lynn Sharratt and Dr Kate O'Brien.

### Teacher Standards

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

<b>Teacher Qualifications</b>	<b>Number of Teachers</b>
Those having formal qualifications from a recognised higher education institution or equivalent.	36
Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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

In 2017 staff and parents, together with Parish Priests Father Roel Llave and Father Thaddeus Ike continued to share the responsibility for the spiritual growth and faith development of the students.

#### Religious Education Program

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

#### Liturgical Life

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

#### Staff and Student Faith Formation

Reflections days are held for Years 7, 8, 9 and 10 during the year. These year are conducted by the Lasallian Youth Ministry. A Christian Living Camp is held at Copeton Dam for Year 10. Staff Prayer was held each fortnight on a Wednesday morning. Staff shared the responsibility to lead this. Staff could nominate to participate in Diocesan Retreat Days that are provided. Prayer and liturgy are integral to school life. In 2017 four students and two teachers attended the Australian Catholic Youth Festival in Sydney. This was a significant event in the faith formation of these students.

#### Social Justice

As a practical expression of the school's motto and vision, students very actively and generously support fundraising for specific Catholic charities and events including Caritas, Catholic Mission

and St Vincent De Paul. The Executive of the Junior Conference of SVDP participates in Diocesan activities and gatherings. Secondary students are also involved in a number of local community projects, including assisting at Cancer Council events and the annual Legacy Appeal. This year the Primary department continued the Mini Vinnies group starting in 2016 and attended a training day in Warialda. The group ran a cake stall.

#### Parish Links

Holy Trinity School is an integral part of Sacred Heart Parish. The Principal is a member of the Parish Pastoral Council. Staff members are active participants in the general sacramental, spiritual and practical aspects of the parish. The "Trinity Singers" continued to be rostered on the Music Ministry.

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

Our School's average result (as a mark out of 50)	
Year 6	30.30

## **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.

In 2017 the school continued its focus on providing authentic learning opportunities for the diverse needs of students through explicit teaching in English and Mathematics. Data on student performance was analysed and used to identify areas for improvement. Strong targets were set within the Annual Improvement Plan to improve Reading Benchmarks. The utilisation of resources and personnel made certain that support was provided for literacy and numeracy. Where possible, literacy and numeracy time remained un-interrupted.

Where possible many extra curricula activities were undertaken. Students in Year 3-6 were offered the opportunity to participate in the ICAS competitions. Teams also competed in the regional Da Vinci Decathlon, where both primary and secondary teams achieved levels of success. Primary students participated in the Diocesan Brain Olympiad. Students had access to a wide range of extra-curricula activities including sport, chess, public speaking, music and other cultural activities. Students also had the opportunity to utilise technology to support their learning K-10 across the Key Learning Areas.

Programs are in place to support students and their learning. Students with learning difficulties are supported by experienced classroom and learning support teachers and education assistants. Learning interventions such as Mini Lit continued. Aboriginal students are supported by our small team of Aboriginal Education Assistants who work within classrooms to support literacy and numeracy development and across the school to raise cultural awareness. The AEA's also liaise with the local Aboriginal community to involve the school in local events and activities. Students from speaking backgrounds other than English are likewise supported by a EALD teacher and an education assistant.

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

## Secondary Years 7-10

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

As well as the mandated NESA courses, Stage 5 electives include iSTEM, Industrial Technology (Metals), Industrial Technology (Timber), Agriculture, Food Technology, Commerce, Drama, Music, Visual Arts, Physical Activity and Sports Studies. In 2017, the school offered VET in Stage 5 with Primary Industries. The number of students in each of these electives varies according to resources and interest. Despite the small size of our Secondary Department, the school has been able to maintain a wide range of elective courses to suit students progressing to Stage 6 (senior secondary), tertiary study, traineeships, or apprenticeships. Learning is contemporary, using technology in the form of iPads and MacBooks to foster independent and collaborative e-learning.

Students have access to a variety of state and national competitions, achieving sound results again in 2017. The Secondary Department continues to work toward improved differentiation of teaching and learning across the entire curriculum, offering support to students who have special learning needs and extension and enrichment. In 2017 the Secondary Department trialed the Leveled Literacy Intervention (LLI) program. This is a small group reading program where students work with a tutor to develop stronger literacy and comprehension skills. The program was very successful and will continue in 2018.

Sport activities, including school and representative sports and activities, are conducted by the PD/H/PE Department as part of its curriculum package. Agriculture is a special feature of the curriculum at Holy Trinity and is an important link to the local area. Students and staff have shown cattle at many regional and city (Brisbane and North Coast National) shows, receiving numerous places and prizes in a variety of sections.

Students are involved in a breadth of cultural activities including Da Vinci Decathlon, Speak for the Planet and Chess and play an active role in community projects, both within and beyond the school community.

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

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

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

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Reading</b>	50.00%	51.60%	8.00%	10.00%
	<b>Writing</b>	58.00%	44.60%	6.00%	7.50%
	<b>Spelling</b>	58.00%	45.60%	8.00%	13.10%
	<b>Grammar</b>	66.00%	55.50%	16.00%	10.50%
	<b>Numeracy</b>	48.00%	39.80%	6.00%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 5</b>	<b>Reading</b>	31.00%	37.00%	15.00%	14.60%
	<b>Writing</b>	17.00%	15.80%	11.00%	19.40%
	<b>Spelling</b>	28.00%	34.30%	16.00%	14.10%
	<b>Grammar</b>	32.00%	35.40%	16.00%	17.50%
	<b>Numeracy</b>	31.00%	27.90%	7.00%	14.60%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	41.00%	29.00%	8.00%	16.20%
	Writing	33.00%	16.50%	18.00%	28.40%
	Spelling	58.00%	32.90%	11.00%	15.50%
	Grammar	18.00%	28.80%	13.00%	18.80%
	Numeracy	39.00%	33.10%	8.00%	13.90%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	16.00%	21.00%	29.00%	21.30%
	Writing	6.00%	15.40%	40.00%	36.80%
	Spelling	22.00%	22.20%	29.00%	21.70%
	Grammar	13.00%	19.00%	52.00%	25.40%
	Numeracy	13.00%	24.00%	13.00%	16.00%

In 2017 the number of students issued with a RoSA	0
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### **Student Welfare Policy**

No changes were made to this policy this year.

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

### **Discipline Policy**

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

No changes were made to this policy this year.

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

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

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

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

### **Complaints and Grievances Resolution Policy**

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

the policy this year.

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

### **Initiatives Promoting Respect and Responsibility**

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

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

### **Key Improvements Achieved in 2017**

#### Mission and Faith Formation

- Improved learning outcomes in RE by prioritising outcomes based on data.
- Developed the explicit teaching of Catholic Principles and Values in some KLA's

#### Literacy and Numeracy

- Involvement in the Collaborative Inquiry Initiative with Dr Lyn Sharratt
- Continued data analysis to improve reading
- Developed an understanding of Band 8 requirements

#### Collaboration/Pedagogy

- Implemented learning intentions/success criteria across some KLA's

#### Performance and Capacity Building

- Implemented phase 2 of the CSO Performance and Development Framework involving peer to peer observation.

#### Pastoral Care/Wellbeing

- Developed a diocesan wide statement on wellbeing

### **Priority Key Improvements for 2018**

- To continue professional learning and faith formation of Core Catholic Principles and Values especially the Principle of the Common Good
- To explicitly teach gesture and actions for liturgies
- To embed the use of learning intentions and success criteria
- To have a strong focus on literacy and numeracy so all students can reach their potential
- Continue to look at what makes good first teaching
- To understand the power of gratitude
- To develop an understanding of a "growth mindset"

- To continue to promote wellbeing for learners

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## SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

Parents were offered the opportunity to provide comprehensive feedback across 28 areas. They rated each area from Strongly Disagree, Disagree, Agree and Strongly Agree with the scores of 0-3  
Percentage of eligible respondents responding: 54% (Excellent)

Areas of strong satisfaction for parents with scores above 2.4 out of 3 included school safety, staff interest, recommending the school to others, school maintenance, contact with teacher and opportunities to be involved in school life. Areas for improvement with scores of 2 or below included challenging students to improve, management of behaviour and explicit targets for improvement communicated.

### **Student Satisfaction**

Students in Year 4 to 10 were offered the opportunity to provide comprehensive feedback across 22 areas. They rated each area from Strongly Disagree, Disagree, Agree and Strongly Agree with the scores of 0-3

Percentage of eligible respondents responding: 49% (Very good)

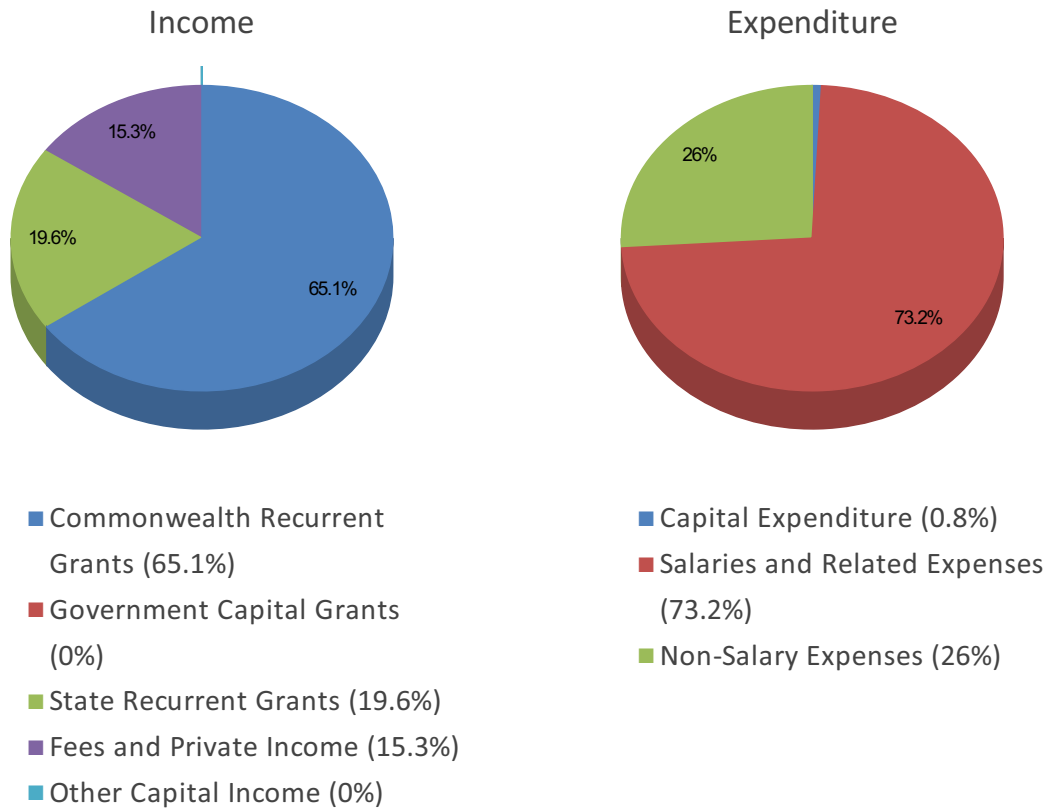
Areas of strong satisfaction for students with scores of 2.2 and above include the use of technology, that they are encouraged to do their best, to care for others and to be a good community member. Areas for improvement with scores below 1.8 include homework and active involvement in the religious life of the school.

### **Teacher Satisfaction**

Staff were offered the opportunity to provide comprehensive feedback across 42 areas. They rated each area from Strongly Disagree, Disagree, Agree and Strongly Agree with the scores of 0-3. Percentage of eligible respondents responding: 79% (Excellent)

Areas of strong satisfaction for staff with scores above 2.6 out of 3 included satisfaction of working at the school, recommending this school to others, resources to carry out job, school maintenance and facilities, school leaders know them and the school encourages a climate of professional learning and practice. Areas for improvement with scores of 2 or below included feedback on teaching to improve and adequate time for staff to analyse information about student progress.

**SECTION ELEVEN: FINANCIAL STATEMENT**



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$5,375,964
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,615,678
Fees and Private Income <sup>4</sup>	\$1,261,490
Other Capital Income <sup>5</sup>	\$2,948
<b>Total Income</b>	<b>\$8,323,639</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$60,147
Salaries and Related Expenses <sup>7</sup>	\$5,613,296
Non-Salary Expenses <sup>8</sup>	\$1,996,197
<b>Total Expenditure</b>	<b>\$7,669,640</b>

For the 2017 year the Holy Trinity School received \$67,559 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

## Notes -

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