



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



Holy Trinity Primary School Curtin

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Principal

Mrs Judy Spence

Section One: Message from Key Groups in our Community

Principal's Message

This Annual Report provides a brief outline of our achievements in 2016 and was written by representatives of all sections of our community: staff, parents and students. 2016 marked a very special year for the Holy Trinity school community. We celebrated our Golden anniversary in October after we had completed a major building project preparing our school for the years ahead. We reinforced our commitment to Catholic Education and to the International Baccalaureate (IB) Primary Years Program (PYP). Our very large building project this year has marked a great physical change in the school introducing new classrooms, library, administration office and facilities to take us into the next 50 years. It has provided contemporary learning spaces to support the inquiry based teaching and learning that is the hall mark of the Primary Years Program. The project was very efficiently completed with minimal disruption to the school and compliments the work done in 2010-2011. The whole school has now been revamped and provides a very attractive teaching and learning area for staff and students.

Parent Body Message

Along with the rest of the Holy Trinity Community, the year for the School Board was dominated by two separate but closely related themes – the new building project, and the 50th Anniversary. In addition, we also continued to provide advice and counsel to Mrs Spence and the School Leadership Team, especially in terms of the continuing development of the PYP Curriculum.

Throughout the year the Board took a close interest in the progress of the building project. We also took a close interest in the degree of disruption it was causing to the school. We were delighted with the finished product which has given the school more flexible and useable space for the future development of Holy Trinity. The 50th Anniversary commemorations were also a big focus for the Board. The Board coordinated, supported and organised whole school events to mark this special year. I would like to take this opportunity to thank all on the Board for their professionalism, commitment, sense of humour and genuine desire to see Holy Trinity be the best it can be.

Student Body Message

During 2016 all students at Holy Trinity have many opportunities to be involved in all aspects of the school. As student leaders we can voice our concerns and ideas, and take responsibility for many the roles in running our school day to day. Some of these include raising the flag every morning, placing cones our in the driveway for safety, collecting food scraps for compost and notebags for messages. School leaders have the responsibility of leading weekly assemblies and host guests on open days and other school events. In the future we hope to write a student school newspaper which will be published each term to present student perspective on all school issues and concerns. As students of Holy Trinity we feel that there are great opportunities to set us up for the future. In class we are encouraged to push beyond our limits and take risks. We are given the chance to challenge ourselves to be better learners, and to help our community.

Section Two: School Features

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

Holy Trinity Primary School is a Catholic Systemic Co-educational School located in Curtin which is a suburb in the Woden area of Canberra. Holy Trinity is an International Baccalaureate World School, offering the Primary Years Programme. As a Catholic community we have aligned our Catholic mission with the philosophy of the International Baccalaureate (IB). We are the only Catholic systemic school in the ACT which is teaching and implementing the IB Primary Years Programme. This programme provides opportunities for learners to construct meaning, principally through concept-driven inquiry. The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Our hope is that our students join students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

In 2016 our learning spaces were refurbished and they are modern and attractive providing flexible and functional learning environments which support our pedagogy of inquiry. We have redesigned our library to connect it more fully with classrooms, adding new learning areas and creating more flexibility within the school for community and school services.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

Holy Trinity prides itself on bringing to the lives of our students and families Jesus' message of Faith, Hope and Love. The school achieves its mission by engaging all members of our community and Parish in the education of our students. As an Early Learning Centre and Primary school in the Canberra Goulburn Archdiocese, Holy Trinity embraces the traditions, rituals and understandings of the Catholic Church, embedding these into its ethos, learning and relationships. *Treasures New and Old*, the Archdiocesan Religious Education Curriculum, is the foundation for teaching Religious Education (RE) whilst we are also including and consolidating an inquiry approach to the teaching of RE. The school motto is Faith, Hope and Love and we pray for these gifts to guide us in our words and actions every day. Our students and parents are actively involved in bringing our mission to life through developing positive relationships within the community, supporting and fundraising for community groups such as L'Arche, St Vincent de Paul and World Vision. Holy Trinity students, parents and staff are engaged in Christian life through prayer, Parish/School Masses, liturgies, fundraising and community activities. Students are supported by their families, the school and parish community as they celebrate the Sacraments of Reconciliation, Eucharist and Confirmation through a parish based program. Holy Trinity is part of the Parish of the Transfiguration. In 2016 a key focus for staff was personal Faith formation in leadership and deepening their understanding and knowledge of Scripture. This was completed through workshops, retreats and prayer.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
181	115	38	296

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2016 was 94.44%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96%
Year 1	94%
Year 2	95%
Year 3	95%
Year 4	94%
Year 5	93%
Year 6	95%

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;
- 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;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
22	5	27

* This number includes 15 full-time teachers and 7 part-time teachers.

Percentage of staff who are Indigenous	1%
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Professional Learning

In 2016 all teachers have been involved in professional learning. These activities are designed to enhance the skills, understandings and knowledge of staff to develop personally which in turn improves student outcomes. Professional learning takes many forms including whole staff days, subject specific inservices, meetings and conferences. In 2016 as part of our commitment to the IB Primary Years Program, the principal and PYP coordinator travelled to India to attend the International Baccalaureate Asian world Conference and all staff were involved in two days of learning about inquiry.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	68%	49%	6%	11%
	Writing	68%	49%	2%	6%
	Spelling	67%	46%	2%	12%
	Grammar and Punctuation	67%	52%	0%	10%
	Numeracy	42%	36%	2%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	43%	35%	7%	15%
	Writing	11%	17%	4%	18%
	Spelling	30%	30%	4%	18%
	Grammar and Punctuation	44%	36%	0%	15%
	Numeracy	33%	29%	4%	17%

Section Seven: 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 Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2016

In 2016 our focus areas were:

- To develop clear strategies to promote appropriate behaviour including agreed responses and responsibilities,
- Teachers provide tailored, early and sustained interventions for students identified as requiring additional support,
- Embed teaching practices that enhance student capacity to apply and use number and literacy skills to solve, response and reflect in their learning in Numeracy- problem solving and in Literacy- Writing

During the year a new Holy Trinity Wellbeing Policy was developed with the support of staff, parents and students. This policy will be fully implemented in 2017. In conjunction with this policy more explicit guidelines for intervention were designed to support both students and teachers.

In the Numeracy we programmed to increase opportunities for students to apply their number skills and knowledge of operations. In 2017 this will continue with further inclusion of numeracy in Units of inquiry giving a relevant and authentic connection for learning.

In Literacy our key priority was writing and this included more emphasis on spelling and grammar..

Priority Key Improvements for 2017

Key Improvements for 2017 identified through ACER National Improvement Tool, surveys, assessment data and System strategic planning are:

- Develop an explicit, coherent, sequenced plan for curriculum delivery with IB PYP framework.
- Engaging, challenging and extending all students, including high-achieving students.
- The inclusion of Mathematical strands other than NUMBER into UOI
- Strategically establishing partnerships to address student needs by accessing experiences, support and intellectual and/or physical resources.

These key improvements will be researched by Professional Learning groups of teachers who will investigate a nominated area of improvement. Data collected by each group will be shared with the community and will form the foundation of future planning. All the gathered data will be shared with the school community throughout the year via newsletter articles, parent meetings and the school website.

Section Eight: School Policies

Student Welfare Policy

At Holy Trinity we promote an atmosphere of mutual respect and support by establishing a network of Christian relationships among the students, staff, parents, clergy and the wider community. We actively promote values and the importance of relationships, communication and intercultural understanding. We encourage and affirm each other ensuring that each member of the community accepts responsibility for the care and welfare of others. We respect the rights and freedoms of each individual. In 2016 we reviewed and wrote a new Wellbeing policy incorporating the frameworks of School Wide Positive Behaviour and the CE 2015 Diversity and Wellbeing policy.

Corporal punishment is expressly prohibited in this school. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

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

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

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Section Nine: Community Satisfaction

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

Parent Satisfaction

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. The School used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers. For the first time we used a System Satisfaction survey which was used by all Catholic schools and also included in the feedback process were anecdotal evidence, parent meetings and school based surveys. In general, all parents have indicated through their feedback that their children are safe and receive a good education at Holy Trinity. The majority of parents are happy with the leadership, direction the school is taking and the inclusive sense of community. Other comments from the parent satisfaction survey affirmed the staff on their professionalism and open communication. One parent writing, 'Its obvious commitment to learning- by implementing the IB system' and another 'The community of students, staff and parents working close together to assist the education of the students'

Student Satisfaction

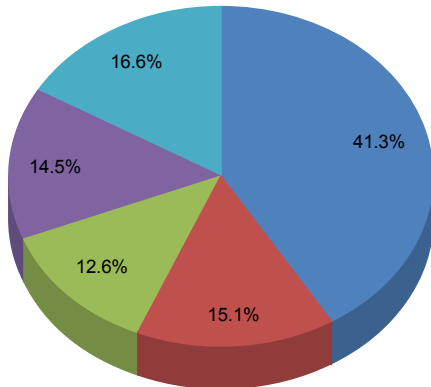
In the 2016 'Student Satisfaction' survey, students commented on the dedication of their teachers and the resources available to them for learning. The students also stated that there were many opportunities to explore their interests in the classroom. Statements such as " They make learning interesting not boring. They also provide support. " They encouraged me to do quite complex things' were included in the student satisfaction survey. In terms of safety and expectations the students felt safe and included in all aspects of the school. One student wrote, 'They, the teachers help me to understand the reasoning behind the learning we are currently doing and make me feel comfortable with my surroundings in the classroom'.

Teacher Satisfaction

The feedback process was through professional learning conversations, annual staff survey, anecdotal evidence, staff meetings, collaborative meetings and interviews. The feedback indicated that Holy Trinity is a very positive school to work in and the staff are supported and encouraged. Through the continuing implementation of the Primary Years Programme (PYP) staff stated that they had been supported and provided with many opportunities to learn and inquire. One comment said, 'All staff appear to be working to the same high level of professionalism for improved student outcomes.' Satisfaction among staff was high is acknowledging that we had a healthy and professional community. In professional conversations between school leadership and staff a great sense of learning and excitement emerged. One comment was "We are ground-breaking!" Finally, several staff members commented that "the teachers are supportive of each other and another, "the community is inclusive and supportive."

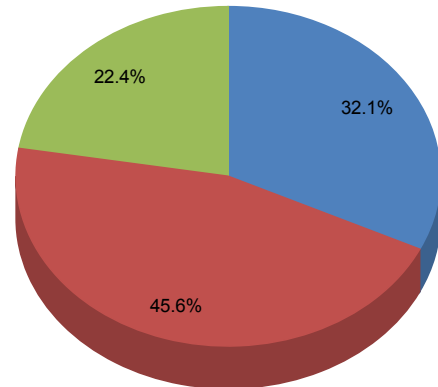
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (41.3%)
- Government Capital Grants (15.1%)
- State Recurrent Grants (12.6%)
- Fees and Private Income (14.5%)
- Other Capital Income (16.6%)

Expenditure



- Capital Expenditure (32.1%)
- Salaries and Related Expenses (45.6%)
- Non-Salary Expenses (22.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,193,306
Government Capital Grants ²	\$803,041
State Recurrent Grants ³	\$667,647
Fees and Private Income ⁴	\$768,941
Other Capital Income ⁵	\$880,203
Total Income	\$5,313,138

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,683,245
Salaries and Related Expenses ⁷	\$2,391,289
Non-Salary Expenses ⁸	\$1,174,602
Total Expenditure	\$5,249,136

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 Archdiocesan 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.