



Holy Trinity West Wagga

2016 Annual Report



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About this Report

Holy Trinity Primary School West Wagga is registered by the NSW Education Standards Authority. The Catholic Schools Office, Wagga Wagga 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 community with fair, reliable and objective information about Holy Trinity Primary School West Wagga performance measure 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 Holy Trinity Primary School West Wagga community and the Catholic Schools Office, Wagga Wagga. This *Report* has been approved by the Catholic Schools Office, Wagga Wagga in consultation with the School Consultant who monitors that Holy Trinity Primary School West Wagga has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority, Teaching and Educational Standards, NSW requirements for Registration and Accreditation secondary schools and Registration primary schools.

This *Report* complements and is supplementary to Holy Trinity Primary School West Wagga newsletters and other forms of communication. Further information about the Holy Trinity Primary School West Wagga may be obtained by contacting the Holy Trinity Primary School West Wagga or by visiting the Holy Trinity Primary School West Wagga website.



Section 1: Message from Key Groups in Our School Community

Message from the Principal

This year has been another successful year for Holy Trinity. The children have participated in a quality educational programme, with many academic pursuits undertaken throughout the year. We have had children do well in education with some very pleasing results in the Academic, Spiritual and Sporting arenas.

At Holy Trinity, we aim to cater for each child's individual learning needs within the classroom. Intensive extension and small group skill based teaching sessions are held to support and enrich the learning that occurs in classrooms. Extra support is provided for students who find the curriculum challenging. Holy Trinity is a Contemporary Learning School characterised by a variety of open learning spaces, flexible furniture, ICT, abundant resources and a fundamental change in teaching practices and learning pedagogy. We have created an educational culture that believes learning is a very personal journey for the teacher and the students, where learning is; exciting, engaging and enduring. We are able to cater for the variety of learning styles students come with due to a contemporary learning approach that involves both explicit and inquiry based teaching.

Technology has been at the forefront of how we are delivering the curriculum and for Stage 2 & 3 in particular, we have been able to have 1-1 devices which will help students as they adjust to the demands of the curriculum and further education.

Education is a collective activity amongst students, teachers, the wider community and most importantly **parents**. I wish to thank you sincerely for the time, financial support and loyalty you bring to Holy Trinity.

Message from the Parent Body

The School Council has continued its very active role in supporting the school in an advisory role in the governance of Holy Trinity. The Council has assisted in the maintenance and the management of the school's finances and resources. The Council comprises of six Parents, Parish Priest, Assistant Principal and the Principal.

Parents & Friends

The P&F plays an important role in raising funds for our school and is an essential component of our ongoing growth. The P&F raised a significant amount of money from a variety of initiatives in the school this year including raffles, family photos and our School Fete. The efforts and the money raised was truly appreciated by the staff and students. The P&F also supported our school with a working bee that involved tidying up and fixing a few items around our school. All of these initiatives occur because our parents and local community members are passionate about the education of their children.

Message from the Student Body

2016 was packed with a range of fantastic excursions for everyone. Years five and six braved the cold and had a fantastic time in Ballarat! We had a brilliant time in Ballarat learning about what life was like for the early Australians and about the Eureka stockade. We were lucky enough to watch an amazing sound and light show, go down into mines, spend a day at Sovereign Hill and participated in exciting activities. Years five and six also had the opportunity to head down to the Civic Theatre to watch Mater Dei's amazing school play as well as spend a fun day at the Oasis at an end of year celebration. Over all we all had a wonderful year.



In 2016 we were rich with technology and open learning areas filled with such things as, couches, wobbly stools, chromebooks and a whole other range of things. Our experiences included science experiments, visitors, exclusive teacher, fundraisers, mufti days, and Mini Olympics which was supported and presented by year six. Our school has various lunchtime activities that incorporate choir, chess club, gardening club and Mini Vinnies. Mini Vinnies is an assembly of kids that support St Vincent De Paul and countries with needed essentials to live a healthy life. These kids create and plan benefits that will provide them with the same experiences as us. We have appreciated 2016 for all the amazing involvement and experiences we have been exposed to.

In 2016 we had a lot of sporting opportunities for both boys and girls. We have had the opportunity to be involved in a list of sporting activities such as the Swimming Carnival, Athletics Carnivals, Paul Kelly Cup, Mortimer Shield, OZ tag and Jackie Murphy Cup. We have had a range of students that have represented the school in various sporting events and activities at MacKillop, Diocesan and Deanery levels. 2016 was amazing, we can't wait to see what this year brings! Sebastian, Ella, Rohan & Noah

Section 2 : School Features/Context

Holy Trinity is a co-educational Catholic School providing quality education to Catholic and non-Catholic children from West Wagga and districts. Holy Trinity is a Learning Community functioning under our Vision Statement and in the belief that children need support and challenge for learning to take place. The relationships developed between staff and students shape the foundations to our approach to teaching and learning.

Holy Trinity was established as an Infants School in 1970 to serve the Parish of West Wagga and the suburb of Ashmont. Holy Trinity School West Wagga is one of 26 Catholic Primary and 5 Catholic Secondary Colleges that form the System of Schools serving the Diocese of Wagga Wagga. West Wagga includes the suburbs of Ashmont, Collingullie, Flowerdale, Glenfield, Kapooka & Lloyd. As this area has grown with new development in Lloyd and Glenfield so has our school.

Our present enrolment of 268 children has the advantage of creating a climate that is vibrant and dynamic and also a personalised and caring place to grow and learn.



Section 3: Student Profile

The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Indigenous	Total
139	129	15	49	268

*Language background other than English

Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#) which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

Copies of this policy and other policies in this report may be obtained from the [Catholic Schools Office website](#) or by contacting the Catholic Schools Office.

Student Attendance and Retention Rates

Year	Attendance %
Kinder	95
Year 1	93
Year 2	94
Year 3	92
Year 4	93
Year 5	94
Year 6	91

The average student attendance rate for 2016 was 93%.

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.

Holy Trinity Primary 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 Holy Trinity 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;
- the Director of Catholic Schools or designated Catholic Schools Office Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom Holy Trinity Primary School strategies have failed to restore regular attendance.

Section 4: Staffing Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.



Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the NSW Education Standards Authority.

Teacher Qualification		Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	17
b	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

The following information describes the staffing profile for 2016:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
17	10	27

*This number includes x Fulltime teachers and x part-time teachers

Percentage of staff who are indigenous	4%
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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 inservice courses, meetings, conferences and a range of professional learning programs provided by the Catholic Schools Office Wagga Wagga.

Our staff have a deep commitment to their ongoing professional learning. This was demonstrated in our whole school approach to implementation of Mathematics across the school with an inquiry process and support through professional development. We had staff development activities in the area of spirituality with an emphasised link with Mary and meeting the needs of the less fortunate. Other professional learning experiences for staff included:

- CPR
- Anaphylaxis training
- First Aid
- Teacher Accreditation
- Inquiry Project (Mathematics)
- Regular Stage and Staff meetings dedicated to the improvement of our learning and teaching programs and assessment practices.
- Staff Spirituality
- Contemporary learning
- Information Technology

Section 5: Catholic Life and Religious Education

Holy Trinity Primary School follows the Wagga Wagga Diocesan Religious Education Curriculum, ***Sharing Our Story.***

Catholic Heritage

Holy Trinity exists to serve the Parish of West Wagga and supports our families in their prime role of educating their children in the Catholic faith. At Holy Trinity we encounter Jesus and His message to engage with Him as the Way, the Truth and the Life. We achieve this as communities of:

Faith: Living, celebrating and teaching the Gospel Values

Learning: Actively engaging and collaborating together utilising explicit teaching of skills and content in order to develop all learners

Care: Building a caring, supportive environment which is inclusive and sensitive to the needs of the community

Service: Encompassing leadership for the wellbeing and benefit of all within the Holy Trinity community

Stewardship: Caring for, connecting with and appreciating creation, people and the natural environment

Liturgical Life of the School

This year our students have had many opportunities for faith development with our many class, stage and whole school liturgies. Parents, Grandparents and the wider school community are always invited to join our liturgies. Our liturgies are led by our Parish Priest Fr Thomas Casanova and Parish assistants, Fr Gerard & Fr Ron



Staff and Student Faith Formation

This year Staff went away on Retreat together to the Great Aussie Resort where we had a night together followed by a day working on the teachings of Mary: A Jewish Peasant Woman and the teachings of Pope Francis on Mercy. This was a very rewarding experience for all involved. Students participated in many class prayer and faith based activities throughout the year focussing on Mercy and the teachings of Pope Francis.

Social Justice

Our Mini Vinnies group has grown within the school and they take a lead role in promoting social justice within our community. The group is led by our School Chaplain, Miss Libby Ridley and comprises of senior students within the school who volunteer their time.

The Holy Trinity Mini Vinnies Conference has had another busy and fruitful year. Their work was very much tied in with the Year of Mercy and the whole school focus on the Spiritual and Corporal Works of Mercy. The children began with a coloured pencil drive for the Children's Ward in the new W.W.R.R Hospital. As with all Mini Vinnies activities there is always the appeal to 'help us help those in need', and this particular work of mercy was notable for the response it received from one student in particular. She was so moved by the need, that with the support of her family, enlisted the support of a local business. This child was in Year One.

Mini Vinnies continues to support the annual St. Vincent de Paul Winter and Christmas Appeals. This year the children launched the Winter Appeal with a prayerful Mime that invited the school community to reflect on "Who is my neighbour?" It was another successful appeal which generated a substantial amount of warm winter clothing for children in need within the Wagga community.

Having established a connection with the hospital, Mini Vinnies decided as a group to put together 'Happy Packs' for the Children's Ward. A great deal of time and effort went into these packs which were proudly presented to the very grateful Play Therapist at the hospital.

The choir which includes members of Mini Vinnies, continues to enjoy visits to the elderly residents at the Home of Compassion. The children take along percussion instruments and distribute them among the residents, inviting them to play and sing along. Following their interactive performance, the children spend time mingling with the residents. It is a powerful experience and brings much joy to all involved.

The work carried out by the children of Holy Trinity may only be small but in the words of Pope Francis, **"A little bit of mercy makes the world less cold and more just."**

Professional Learning in Catholic Life and Mission

The Diocese of Wagga Wagga Catholic Schools Office has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.



Section 6: Curriculum

Holy Trinity Primary School follows the NSW Education Standards Authority Standards, NSW syllabus for each subject/course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of the Catholic Schools Office, Wagga Wagga.

Courses offered at School include:

Religion

English

Mathematics

Science

History/Geography

Personal Development Health and Physical Education

Creative and Practical Arts

We also offer special programs such as:

- Reading Recovery
- Best Start assessment
- School Excursions
- A variety of representative sports
- Gymnastics
- Whole School Music Program
- We celebrate NAIDOC Week and embrace indigenous education within the curriculum.
- Quick smart program
- School Chaplain
- School Counsellor
- Choir
- Mini-Vinnies
- Drama Production
- UNSW Exams (optional)
- Life Education
- After School Child Care is available at school



Section 7: Student Performance in State- Wide Tests and Examinations

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 College planning and is used to support teaching and learning programs.

The tables below show the percentage 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: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported in the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 6	19.5	16.7	19	35.7	16.7	11.9	22.6
Band 5	29.3	38.1	35.7	4.8	16.7	11.9	11.9
Band 4	19.5	28.6	21.4	23.8	21.4	25.5	26.2
Band 3	17.1	14.3	9.5	26.2	33.3	21.6	16.4
Band 2	9.8	2.4	9.5	7.1	7.1	11.9	14.3
Band 1	4.9	0	4.8	2.4	4.8	2.4	6.8
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 8	14.3	0	9.5	7.1	5	7.5	5
Band 7	19	14.3	19	16.7	10	7.5	20
Band 6	28.6	35.7	28.6	33.3	35	32.5	32.5
Band 5	16.7	33.7	26.2	23.8	32.5	42.5	20.9
Band 4	14.3	14.3	11.9	16.7	15	11.4	12.8
Band 3	7.1	0	5.4	2.4	2.5	2.5	5



Section 8: Pastoral Care and Well Being

The Holy Trinity School community believes an effective Pastoral Care and Behaviour policy is essential if we are to truly reflect the ideals expressed in the School's vision and to be able to achieve the educational aims of the school.

The Pastoral Care and Behaviour Policy is an expression of the aims of the school community for the development of positive and productive relationships among members of the community. It outlines how the school and teaching/learning can be organised so that most problems are prevented and those that occur are dealt with constructively.

All Holy Trinity policies are available from the school office. These policies include the following policies; Enrolment, Pastoral Responsibility and Grievance and Complaints Policy

Discipline Policy

The school's behaviour management policy is based on accepted values, our school vision and mission and school norms. Emphasis is placed on self-responsibility, cooperation, communication and respect. Regular communication with parents has been encouraged to ensure challenging behaviour is managed.

Corporal Punishment will not be used at Holy Trinity Primary School West Wagga.

Holy Trinity Primary School West Wagga has a Serious Offences Policy available at School.

The school has adopted an approach to resolving complaints and grievances that is based on procedural fairness. It recognises that parents/caregivers and students must have access to processes that allow them to resolve concerns in a supportive and conciliatory way.

Parents/students with a complaint are encouraged in the first instance to contact their class teacher. If the need then arises contact with the Principal and then the Catholic Schools Office may be appropriate.

Complaints and Grievances Resolution Policy

The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Anti-Bullying

As a school community committed to giving witness to the Gospel of Jesus Christ and the implementation of our School Vision, Mission and Norms, the Holy Trinity School, West Wagga has a zero tolerance to all bullying in all of its forms.



As a consequence of this commitment our response to any incidents of bullying will be dealt with using a restorative practice approach and following procedures outlined in the School's Pastoral Responsibility Policy.

Initiatives Promoting Respect and Responsibility

This year we continued the program of students spending time with Senior Citizen's at the Home of Compassion. Children sang and performed as well as just sitting down for a chat with the residents. Our School Chaplain has instigated programs with small groups of students. These programs are values based and focused on improving student relationships and assisting children through grieving processes with the Seasons for Growth Program.

Our Aboriginal dance Group Dulbinya performed around the district for special events promoting cultural awareness.

It is intended through these activities and others in the school we will achieve:

- Providing a warm and inviting atmosphere at Holy Trinity
- Providing the children with opportunities to make choices and value judgements
- Faith development for our staff and students
- Providing parent education and information
- The modelling of the Gospel values
- Staff members being available for parents
- Providing Student Welfare for children when required
- Providing Learning Support as required for students with special needs
- Implementing proactive and consistent Behaviour Management

Section 9: School Review and Improvement

Each year the **Holy Trinity Primary School develops** an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from the Catholic Schools Office Annual Improvement Plan. **Holy Trinity Primary School** engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.



2016 Annual Improvement Plan for: __Holy Trinity West Wagga__



Strategic Priority Area	Improvement Targets What do you want to improve?	Key Improvement Strategies How are you going to improve? What actions are required to progress the improvement target?	Evidence of Improvement How can you demonstrate that an action is complete? What is the evidence or indicators of improvement?
Catholic Life & Mission	To improve teacher understanding of Biblical history. To utilise the Catholic Life & Mission School Improvement Tool	<ul style="list-style-type: none"> • By utilising the work of Mary Cohloe and unpacking the Bible. • This will be done through a series of staff meetings and maybe utilising a spirituality professional development day. • Discussions from K-6 in regards to knowledge attainment of key Biblical and Religious facts. • Using the School Improvement tool staff will analyse where we are and set goals of where we would like our school to be using the framework. • Staff will be asked to bring back evidence of where they think we sit on the standards • We will have an overview and set targets for where we want to get to as a staff @ Staff Meetings. 	An improvement in Yr 6 RE results by 10%. ie. 10% extra from pass to get Credit, Credit to Distinction and Distinction to High Distinction. This will be based on averages from year to year. When we can class ourselves consistently in the High to Outstanding Domain for Evangelisation & Missionary Discipleship, Witness, Prayer & Sacramental Life, Faith Story, Parish & Diocesan Connection and Faith Doing Justice.
Pastoral Care & Wellbeing	To improve resilience skills of students by implementing a resilience program as part of a wellbeing initiative with set practices within the school.	<ul style="list-style-type: none"> • To implement a whole school approach to understanding and implementing a resilience program within the school. • We will target and utilise set resources such as Bounce Back to 	When we see a majority of our students using the strategies and language to handle dilemmas or situations in the playground and in the classroom. A significant drop in students in time out over a period of time eg. Analyse each term with a goal of 20% decrease each term.



		<p>support the implementation of this program.</p> <ul style="list-style-type: none"> • Set up a common language in the school, set from K-6. • To continue to use MJR as a whole school focus 	
<p>Student Learning & Pedagogy</p>	<p>To raise Numeracy standards with an emphasis of Naplan growth to the State average or higher.</p>	<ul style="list-style-type: none"> • Place a higher emphasis on the use and understanding of number strategies in all classes. • Teachers will be supported with extra Professional Development starting this term with Anita Chin’s visit to the school. • Support from the CSO in 2016 for teachers in the classroom and an ongoing peer assessment focus within each Stage. • Re-evaluate our Mathematics Scope & Sequence K-6 	<p>When an effective inquiry based Mathematics program is implemented in each Stage. This will be constantly revamped and improved. When Year 3, 5, & 7 Naplan results are at or above the State average. When 80% of students reach growth targets consistently in NAPLAN Mathematics Yr 5 & 7 We are aiming to see a 20% improvement in ACER results in each year level.</p>
<p>Strategic Leadership & Partnerships</p>	<p>To reinforce a contemporary based inquiry process in each of our open collaborative based Stage classrooms.</p>	<ul style="list-style-type: none"> • To embed a school framework for contemporary learning at Holy Trinity. • To set up and have running effective open contemporary based Stage classrooms in the school. • Having a common language and understanding of effective teacher practice and dialogue in order to support growth in students learning. 	<p>When each stage implements and hands in an effective inquiry based teaching program.</p> <p>Individual student growth in ACER results and NAPLAN results and achieving set goals.</p> <p>Ensuring our discussion and collection of data is in the high to outstanding sections within the National Improvement Tool.</p>



Priority Key Improvements for 2017

2017 Annual Improvement Plan for: _____ Holy Trinity West Wagga _____

Strategic Priority Area	Strategic Student Improvement Priorities	Student Improvement Targets for 2017	Implementation Strategies	Timelines and Milestones	Lead roles	Targeted Resources	Key Performance Indicators/ Evidence of Improvement
Catholic Life & Mission	<p>To build a whole school community culture of Missionary Discipleship</p> <p>Liturgies to celebrate special celebrations in the hall. For example: NAIDOC, Mother's Day, Grandparents Day</p>	To be more engaged in the Liturgy and its purpose.	<p>Change Mass times to 12 pm (Lunch time) to encourage parents to attend during their lunch break.</p> <p>Have special themes for Liturgies at grade level and whole school that involve the wider community.</p> <p>PD on how to plan effective liturgies.</p> <p>For students to have a more informed understanding of the purpose of Liturgies</p>	<p>By the end of 2017 to see a visible shift in involvement of the wider School community in Liturgies.</p> <p>To celebrate special</p>	Parish Priest, Principal, REC, Teachers and students	Sr Anne, Jane Plum	<p>By the end of 2017 we will see a greater involvement of the wider School community in Liturgies at school.</p> <p>Students will display initiative to be involved in creating and participating in liturgies</p>
Pastoral Care & Wellbeing	Communicate- 'Devise and refine ways to make explicit to all staff, particularly new	Beginning of each year- PD days, induction program	Share our school's improvement agenda to all staff in particular new staff.	Annually	Principal and Assistant Principal	Data Plan Strategic Plan	When we see the school focus visually and evident around the school with



	staff, and the school community, our learning agenda focus; eg: Maths, vocab, writing.'		Our focus for teaching and learning is to be clearly visible throughout the school				everyone being able to communicate it effectively.
		Consistently on newsletter Regularly update Class pages and Blogs and School Website	Newsletters Teachers share on class pages their learning agenda/successes.	Annually	Principal and Curriculum Coordinator Classroom teachers	Newsletter Blog Class pages	Successes will be Consistently on school newsletter, Regularly update Class pages and Blogs and School Website by all teacher.
		Do we have a clear display around our school to highlight our school focus? Is it clear for our community to see and understand?	Displays around school and classrooms to highlight to our community the school's learning agenda focus.	Ongoing	Principal, Assistant Principal and Curriculum Coordinator	Visuals around school	Displays will be visible around our school to highlight our school focus.
Student Learning & Pedagogy	Targets for Learning- 'Build on and develop clear targets for improvements in core learning areas with a particular focus on Mathematics, Vocab and Writing which are accompanied by timelines and accountability.'	80% of students attaining a stanine 4 or higher in ACER Mathematics by the end of each year. (3-6) <hr/> 80% of students meeting age appropriate cluster criteria on the continuum for mathematics,	At school, year, class and individual level. Explicit targeted teaching implemented across all grades 3-6 with teachers being released and/or working collaboratively with expert teachers.	At the end of each term: Week 9 or 10, each grade will bring their results to celebrate milestones and successes and to reset new goals at a dedicated Staff Meeting. To be reviewed annually with	Classroom Teachers & Executive	PAT(3-6) Literacy Cont. Maths continuum Work Samples NAPLAN Literacy and Numeracy tracking tool.	Through our data, we will see an increase of 80% of students attaining a stanine 4 or higher in ACER(PAT Maths) <hr/> 80% of students will be achieving age appropriate cluster criteria on the continuum for mathematics,



		<p>writing and vocabulary K-6 by the end of each year.</p> <hr/> <p>NAPLAN Individual student growth requirement of 80% or above of our students reaching expected growth in Mathematics and writing.</p>	<p>By the end of Week 3 every student will be plotted on the Maths Continuum using the Data Wall.</p> <p>In week 4 PLC with grade partner, teachers will focus on the Data Wall and how to move students forward. For example using the Literacy and Numeracy tracking tool.</p> <p>'I Can' statements from the Maths continuum to be used a way of ongoing tracking.</p> <p>Continue to plot and analyse vocab and writing samples with grade partner every term and discuss ways to move students.</p> <hr/> <p>Professional Development on SMART data as a resource for teachers to target specific areas of need</p>	<p>staff following our data plan</p>			<p>writing and vocabulary K-6 by the end of each year.</p> <hr/> <p>Individual student growth will show 80% or above of our students reaching expected growth in Mathematics and writing.</p>
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Strategic Leadership & Partnerships	Sharing Classroom- 'Create and develop further opportunities for classroom observations to embed more effective pedagogy for student improvement.'	Once a term and follow up if required.	Implement Timetables each term for teacher observation and professional development on a specific direction.	Each Term.	Exec to set timetable and classroom teachers to implement	Exec to release classroom teachers	By the end of 2017, teachers will have observed other teachers in the classroom to inform their pedagogy.
		Term 1,2 & 3	Framework for classroom and individual observations with an area of pedagogical focus. Observation feedback sessions.	To be followed up at staff meetings	Exec to set timetable and classroom teachers to implement with a particular focus each term.	Exec to release classroom teachers	
		Data plan proforma to be set across the school.	Implement Data plan	To be reviewed annually	Executive to set up with teaching staff	As above	Up to date data plan evident and able to be accessed on request
		Teachers allowing time each term for one on one conferencing and goal setting	Individual Learning Goals set from data and student teacher conferencing	Ongoing as needed	Classroom Teacher/Students to set	As above	Evidence of goals set to be accessed on request either from teacher or student.



Section 10: Parent, Student and Teacher Satisfaction

Parent Participation

Parents are the primary educators of their children and are always welcome at Holy Trinity. 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 Holy Trinity Primary School has used a variety of processes to gain information about the level of satisfaction with the Holy Trinity Primary School from parents, students and teachers.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
87%	13%	0%

You may use survey data or use quotes from parents about their level of satisfaction. You are not restricted to or limited by these tables

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
35%	55%	10%

Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
53%	47%	0%



Financial Report

