



Holy Trinity Primary School West Wagga

2017 Annual Report



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About this Report

Holy Trinity Primary School West Wagga is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Wagga Wagga 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's 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 Board of Studies, 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.

This year we have had our infants classrooms fully refurbished and extended to suit our teaching philosophy. These new learning spaces support and provide state of the art educational environments that cater for each child's individual learning needs.

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 in an advisory role 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 eight Parents, Parish Priest, Assistant Principal and the Principal. This year the P&F and the School Council amalgamated. 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 other activities. The efforts and the money raised was truly appreciated by the staff and students. The money raised will be put towards new playground areas that will be put in place in early 2018. 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

In 2017 at Holy Trinity, we have experienced and been a part of many helpful community groups such as Mini Vinnies. Mini Vinnies is a small group of Year Six students led by our School Chaplain, Miss Ridley. In Mini Vinnies, students thought of ways to support the church, people in need in our community and Project Compassion. Mini Vinnies do this by running many fundraisers throughout the year. Our School was lucky enough to be a part of the RDA program again this year. The program operates for students with additional needs, the workers are volunteers. Mr Lyons and a group of students participated throughout the year developing each students confidence and abilities.

In 2017, Year 5 went to Ballarat as part of our Australian History unit. It was a three day experience. In Bendigo, students went into the mines and learnt about the miners and what tools they used to get the gold. Then students went to see a show called Blood on the Southern Cross. We discovered new things about the Eureka Stockade throughout the show. Sovereign Hill made us feel as if we were back in 1854. Everyone was dressed up and learnt new things during the visit. Year 6 visited Canberra as part of their Australian Government unit and had a great time. Throughout the year, students had the opportunity to see different plays such as 'All Shook Up' performed by Kildare. All students participated in the Holy Trinity production of 'Aladdin'. The play was performed by Year Five and Six and the rest of the school took part in singing songs and performing dances.

The School was lucky enough to have renovated extensions built onto several of the infants classrooms. These extensions can be used to fit the needs of the teachers and students. Primary got a new cement area for eating lunch and recess as well. Students were very lucky as the year was filled with alot of sporting opportunities such as the swimming carnival, the athletics carnival, Paul Kelly Cup, Mortimer Shield, cross county, netball gala days and some Diocesan trials.

Bayley Clout, Alexia Godden, Ethan Drum & Jariah Lancaster (School Leaders)

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 of 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.

The present enrolment of 284 students 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 2017:

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l	y	E*		t
s	s			a
				l
1	1	11	38	2
4	4			8
0	4			4

*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.

Enrolment/Admission Policy

Holy Trinity is a vital part of the work of the Catholic Church. As such, it is first and foremost a Catholic School. Those who are part of our Learning Community centre our activities on Christ the teacher, and aim to grow in knowledge and love of God.

ENROLMENT CRITERIA

1. Parents who are willing to support the religious principles and practice of the Catholic Faith are eligible to apply for the enrolment of their children at Holy Trinity School.

2. All applications and supporting documents for enrolment will be treated together and equally at the closing date of applications.

3. When applications exceed the number of available spaces, priority of opportunity for enrolment will be given according to the following.

- a) Children Baptised Catholic living in the Parish of West Wagga Wagga
- b) Children Baptised Catholic living outside the Parish of West Wagga Wagga
- c) Siblings of students already enrolled at Holy Trinity
- d) Other children living in the Parish of West Wagga Wagga
- e) Other children living outside the Parish of West Wagga Wagga

Enrolment Readiness

All things being equal, children who display greater readiness, will be given a higher priority for enrolment. This readiness is generally determined by age. This is of particular concern in regards to the enrolment of Kindergarten students.

Kindergarten Enrolment

1. End of Term 1: Applications for Enrolment are called for
2. Early Term 3: Kinder Interviews
3. Late Term 3: Kinder applications process finalised and letters sent to each family
4. Mid Term 4: New Kinder 3 day transition program
5. Term 1 of the Enrolling year:

Day 1: 9:00am, Morning Tea for Kinder parents in the Parish Hall

Kinder students generally start at least one week after the rest of the school students due to Best Start testing.

Kinder students do not attend school every Wednesday for the first 5 weeks.

General

1. Parents will be notified in writing, by the Principal, indicating the result of their application.
2. An Orientation Process occurs in Term 4 of the year preceding Kinder enrolment.
3. Subject to Enrolment Criteria, children with special needs are welcome to apply for enrolment to Holy Trinity. An ascertainment process must be undertaken before an enrolment place can be offered.
4. Applications must be accompanied by a Baptismal Certificate.
5. Enrolment at other Catholic schools is no guarantee of admission.
6. The full payment of fees is an expectation of all families. However, with the agreement of the school principal and parish priest, inability to pay school fees either fully or in part, shall not be an obstacle for admission.

Enrolment procedures follow the CSO Guidelines for enrolling students. These guidelines can be found on the CSO website.

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 phone: 0269370000.

Attendance Procedures Policy

Holy Trinity follows the CSO school attendance policy. At Holy Trinity School, it is expected that the school be notified of any absences, partial absences, early pick up or lateness. The school can be notified by note, skoolbag app email or phone call. An unexplained absence of more than 4-10 consecutive days is to be followed up by the School Principal.

If Indigenous students are absent for more than 2 days, the Holy Trinity Aboriginal Educational Worker (AEW) will be contacted. The AEW will contact the parents to see if there are any concerns with the student/family. With this contact, the AEW will seek any information that may be around cultural issues.

At the end of each term parents will be asked to explain any unexplained absences recorded by the class teacher in his/her class roll.

When a phone call is received it should be recorded on a telephone message slip and placed in the teacher's message box. This then would be kept in the teacher's records to be archived at the end of the year.

Partial absences during the day will be recorded by parents in the Partial Absence Login Book which is located in the front office.

All absence notes are to be kept by the teacher and archived by the secretary at the end of each school year.

Student Attendance and Retention Rates

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

The average student attendance rate for 2017 was 93%.

Regular attendance at school is essential if students are to maximise their potential. Holy Trinity Primary 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 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 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 non-attendance, 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 College/School strategies have failed to restore regular attendance.

The management of non-attendance is in accordance with the Diocese of Wagga Catholic Schools Office policies.

Section 4: Staffing Profile

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

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- 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
- 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	20
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 2017:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
20	8	28

*This number includes 17 Fulltime teachers and 3 part-time teachers

Percentage of staff who are indigenous	2
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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 service 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 Missionary Discipleship 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 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 Holy Trinity

This year our students have had many opportunities for faith development with our 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 and Fr Ron.

Staff and Student Faith Formation

Staff participated in a Spirituality Evening at the school discovering Missionary and Discipleship.

Students participated in many class prayer and faith based activities throughout the year focussing on Mary, Mother of God.

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.

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.

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 Board of Studies, Teaching and Educational 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 School 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 Holy Trinity 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	19.1	10.6	21.3	21.3	12.8	12.8	10.6
Band 5	25.5	55.3	29.8	38.3	17.0	14.9	14.9
Band 4	23.4	19.1	17.0	12.8	27.7	23.4	31.9
Band 3	19.1	12.8	17.0	12.8	27.7	31.9	34.0
Band 2	12.8	0	12.8	10.6	14.9	12.8	4.3
Band 1	0	2.1	2.1	4.3	0	4.3	4.3

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 8	12.5	3.1	12.5	15.6	9.7	6.5	12.9
Band 7	9.4	15.6	15.6	25.0	19.4	16.1	12.9
Band 6	43.8	46.9	25.0	21.9	19.4	35.5	19.4
Band 5	12.5	21.9	37.5	15.6	32.3	29.0	29.0
Band 4	15.6	6.3	3.1	12.5	9.7	6.5	19.4
Band 3	6.3	6.3	6.3	9.4	9.7	6.5	6.5

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.

Anti Bullying Policy

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.

Initiatives Promoting Respect and Responsibility

This year students 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. The Holy Trinity 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.

The 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 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

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. A link to the Complaints and Suggestions Policy is available on the Holy Trinity Primary School website. 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.

Section 9: School Review and Improvement

Each year the School community 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.

2017 Annual Improvement Plan

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 staff, and the school community, our learning agenda focus; eg: Maths,	Beginning of each year- PD days, induction program	Share our school's improvement agenda to all staff in particular new staff. Our focus for teaching and learning is to be clearly visible throughout the school	Annually	Principal and Assistant Principal	Data Plan Strategic Plan	When we see the school focus visually and evident around the school with everyone being able to communicate it effectively.

	vocab, writing.'						
		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) 80% of students meeting age appropriate cluster criteria on the continuum for mathematics, writing and vocabulary K-6 by the end of each year.	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. By the end of Week 3 every student will be plotted on the Maths	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 staff following our data plan	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) 80% of students will be achieving age appropriate cluster criteria on the continuum for mathematics, writing and vocabulary K-6 by the end of each year.

		<p>NAPLAN Individual student growth requirement of 80% or above of our students reaching expected growth in Mathematics and writing.</p>	<p>Continuum using the Data Wall.</p> <p>Grade partners 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> <p>Enrich student learning through inclusion of technology and STEM initiatives.</p> <p>Professional Development on SMART data as a resource for teachers to target specific</p>				<p>Individual student growth will show 80% or above of our students reaching expected growth in Mathematics and writing.</p>
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			areas of need				
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/Stu dents to set	As above	Evidence of goals set to be accessed on request either from teacher or student.

Priority Key Improvements for 2018

Annual Plan 2018

Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan.	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones)
A focus on making our Faith more visible in and around our school and classrooms	From beginning of year Early Term 1 Early Term 1 By end of Term 1	Change Mass times back to 10:15am. Have special themes for Liturgies at grade level and whole school that involve the wider community. Purchase new resources to make our school look like a Catholic School. The resources should support our teaching. PD on how to plan effective liturgies. Set up reflective prayer space. (outdoor) Introduce the Angelus Prayer K-6	Father/REC & Staff Father/Trainee Priests, REC, Teaching Staff & Parents Sr Anne, REC, Executive & Staff Executive, REC & Teaching Staff	Church Inviting parents, grandparents and wider community members to attend Liturgy Planning Website Resources from RE network meeting Term 4	Attendance by outside community members Catholic visual appearance around the school Staff survey of effectiveness of class liturgies.
Pastoral Care and Wellbeing Building positive partnerships amongst students and within staff.	The positive partnerships will start from day 1 first term.	Follow up from Growth Coaching PD in 2017 In conjunction with Bluearth we will run a program that assists student	MJR / REC Bluearth personal, School executive, class teachers and students will be accountable for the	Bluearth Organisation MJR Resources	School Leaders will monitor staff and student morale as well as emotional and academic success of students.

<p>Restorative Practice MJR</p>		<p>development in the following domains · Behavioural, Emotional, Social, Physical, Academia. The principles of application focus on – Physical Activity is for everybody-mind matters · Building resilience and respect for self and others · Highlighting present moment awareness in movement (improving self esteem) and the importance of everyday Mindfulness practice for students and Teachers.</p>	<p>implementation and sustainability of the program.</p>		
<p>Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan.</p>	<p>Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)</p>	<p>Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)</p>	<p>Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)</p>	<p>Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)</p>	<p>Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones)</p>
<p>Targets for Learning- Continue to build on and develop clear targets for improvements in core learning areas with a particular focus on Mathematics and Literacy using the professional learning</p>	<p>Maths: For each student to at least grow by 1 growth point using the MAI from year to year. Students to grow by at least one scaled score in ACER maths Nov- Nov each year.</p>	<p>At school, year, class and individual level. Goal - Developing clear targets for improvement in mathematics. MAI testing in weeks 2-4 in 2018 to enable analysis of data and pinpoint</p>	<p>Classroom Teachers, SSO's & Executive Curriculum Coordinator, SSO, Executive</p>	<p>PAT(3-6) Learning Progressions Literacy & Numeracy Framework K-10 Work Samples NAPLAN EMU maths Learning Progressions online tracking tool</p>	<p>November to November looking for clear growth with all students from ACER results. Analyse Growth point Data in February compared to previous year.</p>

<p>communities in action document (Literacy & Numeracy)</p> <p>STEM</p>	<p>Literacy and Maths : Learning Progressions</p>	<p>focus area for each grade.</p> <p>Explicit targeted teaching implemented across all grades K-2 with teachers being released and/or working collaboratively with TMT</p> <p>Learning Progression Professional Development with all staff and set goals for implementation in classrooms.</p> <p>Enrich student learning through inclusion of technology and STEM initiatives.</p>	<p>Curriculum Coordinator, SSO, Executive</p> <p>Brooke (ICT) Classroom teachers</p>	<p>STEM Resources</p>	<p>TBA when we learn more about learning progressions.</p> <p>Teachers evaluate initiatives at the end of term in Staff Meetings. Staff complete a google survey.</p>
<p>Use Learning Progressions to effectively monitor and record the progress of students in Literacy and Numeracy, record this data and then use the data to inform teaching.</p>	<p>We would reasonably expect that students would show growth of at least one Progression Point per Semester</p>	<p>Use some of the additional allocation of staffing to improve the teaching and learning K-2 in Numeracy and Literacy. The Additional Needs Teacher role will be attached to this to work with the students and teachers.</p> <p>Implement the revised Best Start Test to gain an understanding of the entry level of our new Kindergarten students.</p>	<p>Principal, K -6 Teachers. SSO Literacy, Reading Recovery and State Action Plan</p>	<p>Learning progressions professional development in conjunction with the State Action Plan Schools. SSO and Principal to assist.</p>	<p>Students growth will be plotted against the Progression. Discussion and comment on the progress with respect to the achievement to the targets will be supplied to the SSO.</p>
<p>Sharing Classroom- 'Continue to develop further opportunities for</p>	<p>Once a term and follow up if required.</p>	<p>Implement Timetables each term for teacher observation and professional</p>	<p>Executive to set timetable and classroom teachers to implement</p>	<p>Executive to release classroom teachers</p>	<p>By the end of 2018, teachers will have observed other teachers in the</p>

classroom observations to embed more effective pedagogy for student improvement.'		development on a specific direction. Utilise the effective feedback tool and coaching course to enhance teacher practice. Look for opportunities to develop and enhance differentiated learning within classrooms.	Exec to look for professional development opportunities for staff	Staff	classroom to inform their pedagogy. Review effectiveness of differentiated learning opportunities through staff meetings and class visits/walks
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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
91%	9%	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
73%	25%	2%

Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
62%	38%	0%

Financial Report

