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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>94 Weidlich Rd</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Eltham North  3095</td>
</tr>
<tr>
<td>PRINCIPAL</td>
<td>Mr Vince Bumpstead</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr Terry Kean</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Mr Jim Siderov</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9431 0888</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@htelthamnth.catholic.edu.au">principal@htelthamnth.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.htelthamnth.catholic.edu.au">www.htelthamnth.catholic.edu.au</a></td>
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Our School Vision

Holy Trinity Catholic Primary School is a faith community inspired by the love of God, within the Parish of St. Francis Xavier.

Our school community will provide students with a diverse range of faith and life experiences that nurture their relationship with God.

Our school community will foster responsible students who respect and care for themselves, each other, the global world and the environment.

Our school will encourage shared responsibility and participation to enrich our unique community.

Our students will grow towards their full potential and develop positive self-esteem through engagement and continuous learning.

At Holy Trinity we value honesty, loyalty and friendship, the integrity to stand up for what we believe and the courage to make a difference.
School Overview

Holy Trinity Catholic Primary School, Eltham North was officially opened in 1987 with an enrolment of approximately two hundred students and in recent years, enrolments have remained around four hundred students. In 2011 our enrolment was 397 students. We have 14 classes, two in each level. Our Socio Economic Status (SES) is 113. We are the second school in the Parish of St Francis Xavier, Montmorency; the other school being St Francis Xavier Primary School. Our Parish Priest is Fr Terry Kean.

Our vision statement emphasises that we are a faith community inspired by the love of God. We see the importance of valuing the uniqueness of each individual and we recognize that education is a life long journey. We value our partnership with parents and our community spirit.

Holy Trinity has a comprehensive curriculum that caters for the needs of our students. We have specialist teachers in the areas of eLearning, Physical Education, Performing Arts and Italian (LOTE). These support and extend the work undertaken in the classrooms. We provide assistance for children requiring extra support through programs such as Reading Recovery, Extending Mathematical Understanding (EMU), Bridges Programs and Student Support Officer support for children who have identified learning difficulties. We also support the learning needs of our students through a ‘Sparkles’ extension program.

Holy Trinity is proud of its high level of parental involvement as we have parents participating in many school programs. For example parents assist with the Sacraments, Literacy Programs, Mathematics Programs, Excursions, Sport, Art, and Library. We are supported by a Parish Finance Committee, a School Advisory Council, a Works and Maintenance Committee, Parents’ Committee and Uniform Committee.

Holy Trinity’s School Improvement Framework, which was written after the School Review in 2009, identifies areas of improvement in five spheres. In Education of Faith, we aim to deepen the experience of the faith journey of the whole school community, based on Jesus as the inspiration and firmly grounded in the Catholic tradition. In Learning and Teaching we aim to maximize learning for all and to create confident independent learners. In the area of Student Wellbeing we aim to create a school culture which reflects the centrality of student wellbeing in the learning experiences. In Leadership and Management we aim to improve the organisational climate and culture of our school. In the area of School Community we aim to strengthen partnerships with both parents and the broader community.

We have continually strived to improve teacher knowledge and skills to improve student outcomes as we recognize that teacher effectiveness has the greatest impact on student learning.
Principal’s Report

At Holy Trinity 2011 continued to be another year of development in many areas. In order to cater for individual differences within the students and further develop Contemporary Learning as a focus for our Inquiry Units, we became part of the ‘Leading for Contemporary Learning in Catholic Schools Project’ with the Catholic Education Office. Through this project we will address the need for greater student engagement which will lead to improved student outcomes. We continued our focus on Social Justice with two staff travelling with a parish group to the Philippines. Our vision of Social Justice, inspired by our Parish Priest Fr Terry Kean, has continued to grow and has seen the continuation of the combined Social Outreach Day with our sister school in Montmorency, along with the continuing association with our partner school, Poog Elementary School in Mabuhay in the Philippines. This has continued to raise the awareness for our students and the wider school community of needs of disadvantaged people, both within and outside Australia.

We have continued to reinforce school and parish links with our school community. Many activities were held that combined the children and parents of both parish schools. Some of these were Sacramental celebrations and parent activity nights, feast day celebrations, Prep family Welcome nights and Social Justice days.

Our physical resources have continued to improve, with the upgrade of the top oval to a synthetic surface and the opening of the senior school playground. These enable our students to utilise our grounds to their fullest potential. Classrooms and learning spaces were also developed to enable greater flexibility for powerful and authentic learning.
Education in Faith

Goals & Intended Outcomes

- To deepen the experience of the faith journey of the whole school community based on Jesus as the inspiration and firmly grounded in the Catholic Tradition.
- That staff, students and parents will grow in their personal faith journey.

Achievements

- Leadership by our Religious Education Leader
- Further development of an inquiry approach to our Religious Education program, encouraging deeper understanding and reflection by teachers in preparation for their teaching
- Continued exploration of ways of using contemporary approaches when planning R.E
- Continued support of daily Christian meditation in classrooms throughout the School and an optional whole school session one lunchtime once a week
- Class masses are well supported by family and friends
- Celebration of Confirmation at St Francis Xavier Church
- Evening celebrations of First Reconciliation involving the students from both Parish schools, parish representatives and families
- Personal, reflective and inclusive First Eucharist celebrations involving the students from both parish schools, representatives and families
- We acknowledge that Father Terry contributed greatly to the success and joy of our religious celebrations
- Celebration of St Francis Xavier’s Feast Day combined with St. Francis Xavier’s School

VALUE ADDED

- Effective preparation of all students for the Sacraments, with excellent support from the Parish, including meaningful and inspiring reflection days and workshop evenings held jointly with St Francis Xavier School.

- A Social Justice Day was held focusing on our friendship schools in the Philippines.

- Continued learning for students about other social justice issues and supporting organizations such as Berry St, Caritas, St Vincent De Paul and Catholic Care.
Learning & Teaching

Goals & Intended Outcomes
The Teaching and Learning goals, from the 2011 Annual Action Plan were to maximise learning for all and to create confident independent learners. The intended outcomes from these goals were:

- student outcomes will be at or above the expected level
- Professional Action Learning Meetings were an effective learning forum, centred around student growth
- contemporary approaches to learning and teaching were strengthened

Achievements
In 2011 our students continued to achieve the National Minimum Standards in most areas. We acknowledge that in some areas there has been a slight decrease in results, which will be a focus for 2012. We also acknowledge that our school’s ability to maintain a 100% achievement of minimum standards indicates a strong learning culture.

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</table>
Growth Trend Analysis

VELs Progression from Year 3 to Year 5. The value added to our students should be 1 VELs level.

In Reading, on average, students achieved 0.9 of a VELs level between Year 3 and Year 5. The State average was 0.76.

In Spelling, on average, students achieved 1.03 of a VELs level between Year 3 and Year 5. The State average was 1.0.

In Numeracy, on average, students achieved 1.04 of a VELs level between Year 3 and Year 5. The State average was 1.05

No comparison is available for Writing as the assessed text type has changed.
Year 3 Analysis 2011
In Reading, 84% of students achieved at or above expected level in 2011.
In Spelling, 81% of students achieved at or above expected level in 2011.
In Grammar and Punctuation, 86% of students achieved at or above expected level in 2011.
In Numeracy, 71% of students achieved at or above expected level in 2011.

Year 5 Analysis 2011
In Reading, 94% of students achieved at or above expected level in 2011.
In Spelling, 86% of students achieved at or above expected level in 2011.
In Grammar and Punctuation, 87% of students achieved at or above expected level in 2011.
In Numeracy, 69% of students achieved at or above expected level in 2011.

Highlights
- Professional learning in the areas of Literacy, Mathematics, Inquiry Learning, eLearning and Student Wellbeing has been undertaken by all staff to continue to extend, develop and consolidate knowledge of effective teaching strategies. This professional learning has been both school based and external.
- Effective Early Years (Prep to Year Four) Literacy strategies have continued to be implemented and consolidated. Participation in the Collaborative Literacy Learning Communities Project has continued to have a positive impact on learning and teaching for both teachers and students in Years Five and Six.
- Participation in the Contemporary Learning in Catholic Schools Project was continued in order to consolidate contemporary approaches to learning and teaching.
- Weekly Professional Action Learning Meetings were continued. Additional time has been allocated for teachers to meet with Curriculum Leaders to facilitate collegial conversations related to effective learning and teaching strategies.
- To support teacher learning goals, Curriculum Leaders regularly modelled effective learning and teaching strategies within classrooms.
- Specialist Programs in Physical Education, LOTE (Italian), Music and ICT were continued.
- The externally provided Instrumental Music Program has continued.
- Literacy Support, Mathematics Intervention (EMU), Reading Recovery and the Bridges Program were offered to students identified as requiring extra assistance in meeting their learning goals.
• Student Support Officers continue to provide valuable assistance in meeting the needs of students requiring additional support in all areas of school life.

• Literacy and Numeracy programs have been offered to students identified as requiring extension in their learning. These include ‘Sparkles’, Premier’s Reading Challenge, Australian Mathematics Competition, GATEWAYS and an Interschool Mathematics Tournament.

• Regular Program Support Group meetings with parents, school staff and outside educational agencies were facilitated for students requiring additional support.

• The Literacy Parent Helper Course was well attended and has been valuable in informed parent participation in the classroom.

• Student Leadership programs to promote student voice and engagement were continued. These included Student Representative Council, Student Action Teams, School and House Captains and Student Curriculum Leaders.

• A concert involving the whole School Community linked Inquiry Learning and Performing Arts, giving students the opportunity to showcase their talents.

• Students and families were involved in a successful Grandparents/Family Day in Term Two.
Student Wellbeing

Goals and Intended Outcomes

- To create a school culture which reflects the centrality of student wellbeing
- To meet the social and emotional needs of all students
- That the school works towards all students feeling safe within the classroom and school environment
- That we will engage and support all students in their learning by providing a range of services that cater for their individuality and diversity
- That the school continues to explicitly and implicitly teach the social and emotional learning skills which enable students to flourish
- That opportunities for authentic student voice will occur

Achievements

- Two Student Wellbeing Leaders qualified with the Masters of Education from Melbourne University
- Implementation of Restorative Practices as a behaviour management approach
- Professional Learning provided in the areas of Social and Emotional Learning, Values Education and Restorative Practices for many staff members
- Providing opportunities for authentic student voice through the implementation of Student Action Teams with the Year 5 and 6 students and the Student Representative Council with members from all year levels
- Continuation of the Seasons Program providing support for grieving students
- Professional development undertaken by Leaders, to support them in their role
- Organise Parent Education evenings e.g. Margaret Milne from You Can Do It Foundation
- Introduction of the Life Education Program to be run biennial

| STUDENT ATTENDANCE RATE | 95.88 % |
VALUE ADDED

- Student Wellbeing Core Team Meetings held once a term
- Fortnightly Student Wellbeing Support Group meetings
- Continuation of the “You Can Do It” social skills program
- Continuation of the Values Program
- Providing opportunities for authentic student voice through the implementation of Student Action Teams with the Year 5 and 6 students and the Student Representative Council with members from all levels
- All Year 6 students participated in a Leadership program facilitated by Kate Wilde
- Lunch–time programs continued – LOTE, ICT, Library, Christian Meditation
- Philippines Mini Fete Day organised by Year 6 students
- Introduction of the Life Education Program to be run biennial

STUDENT SATISFACTION

In the 2011 School Improvement Survey Detail report:

- 82% of our students indicated that they felt good about being a student at Holy Trinity Primary School
- 92% of students surveyed stated that they were keen to do very well at Holy Trinity
- Data indicated that 85% of our students felt they connected in a positive way to their peers at Holy Trinity and 84% indicated that they were happy to be at Holy Trinity
Leadership & Management

Goal
To improve the organisational climate and culture of our school

Intended Outcomes
In 2011 the intended outcomes were:
- staff experience supportive leadership
- collegiate coaching becomes part of learning and teaching practice
- staff felt more empowered
- workload concerns would diminish

Achievements
In our Annual Action Plan, we were aiming to achieve at least 75 on the Staff Opinion survey in the areas relating to;
- Individual morale
- Supportive leadership
- Empowerment
- Appraisal and recognition
In 2011 Holy Trinity staff scored 75 in Individual Morale (41st percentile), 70 in Supportive Leadership (32nd percentile), 62 in Empowerment (31st percentile) and 42 in Appraisal and Recognition (33rd percentile). This is an improvement from 2010 survey results, although we acknowledge that further work and Professional Development in this area will be undertaken in 2012

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<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
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<td>STAFF RETENTION RATE</td>
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**TEACHER QUALIFICATIONS**

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| CERTIFICATE GRADUATE | 4.35%
| DEGREE BACHELOR | 73.91 %|
| DIPLOMA ADVANCED | 60.87%
| NO QUALIFICATIONS LISTED | 0% |
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2011

There were many Professional Learning Activities undertaken in 2011 to enhance teacher knowledge and skills. Many of these were in light of the School Improvement Framework and the Annual Action Plan. Some of these activities included:

- Leading for Contemporary Learning in a Catholic School Project
- Collaborative Literacy Learning Communities
- Inspiring Leadership for women
- Visible Leadership with John Hattie
- Building a Leadership Toolkit
- The What and How of Student Centred Leadership
- The Moral Imperative Realised
- Success in Numeracy Education
- Restorative Practices
- ICON School Network Meetings
- North Eastern Zone Network Meetings to support Leaders in the following areas: Principal, Deputy Principal, Religious Education, Student Wellbeing, Student Services, Mathematics, Literacy, eLearning and Teaching & Learning
- Leadership Team involved in continuous professional learning both on-site and off-site
- Leadership team meetings fortnightly
- Professional reading undertaken during these meetings
- All staff at Holy Trinity regularly involved in Professional Learning, both on-site and off-site.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 38

AVERAGE EXPENDITURE PER TEACHER FOR PL | $2263

TEACHER SATISFACTION

In the 2011 School Improvement Survey Detail Report:

- 80.6% of teachers scored 5 or above on a 7 point scale as feeling positive at school (average 5.3)
- 83.9% reported feeling enthusiastic at school (5 or above on a 7 point scale: average 5.5)
- 93.5% of teachers rated 4 and above (on a 5 point scale) as being able to discuss concerns with the school’s leaders (average 4.4)
- 83.9% felt that they had support from colleagues (average 4.2 on a 5 point scale)
- 83.9% of staff felt that they are encouraged to improve their skills, knowledge and performance (average 4.1 on a 5 point scale)
- 74.2% of staff felt they have the opportunity to discuss and receive feedback on their work performance (average 3.8 on a 5 point scale)
School Community

Goals & Intended Outcomes

- To strengthen partnerships with parents and the broader community
- That parent connectedness to their children’s learning improves
- That students’ connectedness to the wider community further develops

Achievements

Holy Trinity has worked hard at establishing and maintaining excellent community relationships. We promote education as a partnership between the parents and the school, and as such, endeavour to involve the parents of the children in our school in all aspects of school life. Strong and authentic links to our community promote genuine and authentic learning in our students and promotes links to our Parish. Some of the ways in which we achieve this are:

- Parent participation in classroom programs, information evenings, parent training courses, interschool sports, class masses, school tours, bi-annual school concerts, student showcases, open days and Parents’ Committee events such as sausage sizzles, school discos and trivia nights
- Regular communication via newsletters, assemblies, student diaries, information nights, information packages
- Raised awareness of social justice issues and regular support of charities and appeals such as St Vincent De Paul, Berry Street Mission, Sacred Heart Mission, and especially our focus on the Philippines and our sister school
- High attendance at school events such as Grandparents / Family Day, School Twilight Night, Harmony Day Celebrations, Sacramental Masses, St Francis Xavier Day and Prep Welcome Mass
- A high number of parent volunteers who attend educational training sessions and help in the classroom
- Dedicated and hard working parents who work in committees such as Parents’ Committee, Works and Maintenance, Uniform and Banking
- A very social and supportive community

PARENT SATISFACTION

In the 2011 School Improvement Survey Detail Report:

- 71.4% of parents rated 5 or above (out of a 7 point rating scale) that the school encourages them to have a say in planning for the future (average 5.1)
- 77.2% rated 5 or above saying that they have the opportunity to be involved in planning and decision making at this school if they wanted to (average 5.3)
- 85.7% of parents rated 4 or above (out of a 5 point rating scale) in providing opportunities to participate in social justice activities (average 4.2)
- 88.6% of parents rated 5 or above (out of a rating of 7) in being satisfied with the education their child receives from their school (average 5.9)
Financial Performance

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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<td><strong>Total opening balance</strong></td>
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Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

Holy Trinity Primary School had a successful 2011 year and 2012 promises to be the same. We are in a great period of rapid change in the Australian education landscape, and these changes bring many challenges. The gradual implementation of the Australian Curriculum and the introduction to the Integrated Catholic Online Network (ICON) will change how teaching and reporting will look in the future. The continuing use of information and communication technologies will further change the face of teaching.

Next year we will continue to participate in the Leading for Contemporary Learning in a Catholic School Project, with the emphasis on improving student engagement. This will be our second year in this project and we will continue to refine our teaching practices based on research in order to improve student outcomes.

Social justice will continue to be in the forefront of our community. Next year another tour is planned to the Philippines with parents and upper primary school children. This will be led by our Parish Priest, Fr Terry and one staff member from Holy Trinity. It is an exciting way for our community to see the benefits of our sponsorship on our sister school in the Philippines. It is hoped that combined celebration days, Harmony Day and St Francis Xavier Feast Day, will continue to enhance the learning experiences of our students.

Next year we will be working towards developing a professional learning community by utilising the expertise within our staff. This is a powerful way of embedding effective teaching pedagogy in our school. It reinforces our commitment to lifelong learning within our whole school community. Parent education will also be provided to reinforce home school links.

We will continue to foster links with St Francis Xavier Parish and school. This is an important part of the Holy Trinity community. We are proud of our Catholic heritage; we see the support and guidance that a celebrating and worshiping community give us as being vital to the overall development of our students. As our school prayer states, “By working together we can build a school of which we can all be proud.”