## Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>94 Weidlich Road Eltham Nth</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Vincent 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) 94310888</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@htelthamnth.catholic.edu.au">principal@htelthamnth.catholic.edu.au</a></td>
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<tr>
<td>WEBSITE</td>
<td><a href="http://www.htelthamnth.catholic.edu.au">www.htelthamnth.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

## Minimum Standards Attestation

I, Vincent Bumpstead, attest that Holy Trinity Primary School, Eltham North, is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

LIVE – be involved
LOVE – be inclusive
LEARN – be enlightened
and embrace God’s word

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

We strive to create a positive and collaborative learning community that inspires all to reach their full potential living justly and compassionately within a global community.

Be involved (live), be inclusive (love), be enlightened (learn) and embrace God’s word.
School Overview

In 2014, Holy Trinity had 398 students. There was the full time equivalent of 29.7 teaching staff and 14.7 full time equivalent non-teaching staff.

In the context of ensuring that the Catholic identity of the school was evident in all aspects of school life, we aimed to develop students who were engaged, resilient learners. Students will strive to achieve their best in a contemporary learning environment, underpinned by a vibrant professional culture and supported by partnerships within and beyond the local community.

Our aim was to engage students in best practice pedagogy which promoted high personal achievement and maximised learning for all. Our intention was that Literacy and Numeracy outcomes would be improved and that students would be engaged, independent, resilient, confident and responsible learners.

Our intent was to improve our NAPLAN Year 3 results to 70+% in top two bands for Reading and Writing; 60+% for Spelling; 70+% in Numeracy. We also intended to improve our Year 5 results to 70+% in top two bands in Reading, Writing; 50+% for Spelling and Numeracy. We intended to have an improved School Improvement Survey Student Engagement Index of 82.5 to 87.9 by 2017.

As a Staff we continued to strive to achieve the above results by establishing a Learning and Teaching philosophy for the school, ensuring a whole school understanding of Personalised learning, Contemporary learning, student voice and the ways that learning connections can be made within the community. We continued to work to establish best practice in assessment for, as and of learning and embed explicit learning intentions and success criteria in lesson planning across the curriculum. As a staff we continued to embed the Australian Curriculum and AUSVELS in teaching practice with emphasis on moderation and reporting.

We established protocols and expectations for mentoring and coaching and ensured that staff understood the myriad of ways in which feedback and recognition can occur. We also ensured that meeting protocols for Professional Action Learning Meetings were adhered to across curriculum areas and that staff understood the connection between professional learning, professional dialogue, collaborative sharing and the strategic plan. We were committed to exploring and creating a whole school approach to the teaching of Numeracy.
Principal’s Report

2014 saw Holy Trinity continue working on implementing the directions from the School Improvement Framework as developed in the School Review in 2013. There was a heavy emphasis on developing Learning Intentions and Success Criteria to be a part of all learning experiences. This was to ensure that all students had a clear idea of the focus of their learning, and were able to acknowledge if they were successful in attaining this goal. From this, the development of effective and multiple sources of feedback was being implemented.

Social Justice continued to be a main focus at Holy Trinity, inspired by our Parish Priest, Fr Terry Kean. Our students are aware of our calling from the Gospels to ensure justice for all. The work in fundraising for our sister school in the Philippines, Poog Elementary, was an opportunity for our Year 6 students to plan and coordinate with the whole school. The support of many other organisations also contributed to the Social Justice focus of our students. This also impacted greatly on our parent community, who formed groups to support many worthwhile charities.

The development of a hermeneutical approach to Inquiry Learning, where relevant and authentic links between Curriculum areas and Religious Education were made, was undertaken by our staff, supported by our Religious Education Leader and Catholic Education Office Melbourne staff. This continues to be a work in progress.
Education in Faith

Goals & Intended Outcomes

• That students, staff and parents are given a strong knowledge and understanding of the catholic tradition which may help inform their choices in life.
• That students and staff will be fully engaged in the teaching and learning of Education in Faith.

Achievements

During 2014, we have achieved many things that we set out to achieve through our Annual Action Plan:

• Opportunities have been provided to nurture the spiritual growth of staff and students with a focus on spiritual and scripture enrichment.

• It has been ensured that the school meeting schedule provides opportunities for professional dialogue in RE.

• Fr Terry Kean (Parish Priest) attended some of our Staff meetings to unpack the scripture from its literal to symbolic understanding.

• We began to plan our school inquiry units using RE as the big question to drive our planning. We are now linking Values to RE and making links to Social Justice and the Gospels. This is the beginning of our Hermeneutical approach to planning.

• Ensuring that the Catholic identity of the school is evident in all aspects of school life.

• We had a 2 day school closure, off site at the Mantra Lorne. This retreat was run by Fr Terry Kean and our Religious Education Leader. Our Staff were able to ‘unpack their backpacks’ and be taken on a journey to enrich their faith.
### VALUE ADDED

Holy Trinity has continued to offer a variety of curricular and extra-curricular activities to enhance our education in faith:

**In Term One:**

- Ten Year 6 Religious Education Leaders were chosen to assist with the faith development within the school. The leaders assisted with many ongoing activities throughout the year.

- Year 6 Religious Education Leaders attended the annual St Patrick’s Day Mass at St Patrick’s Cathedral.

- Celebrated the opening of the school year with a Mass for both staff and students. Our staff mass was shared with our sister school at St Francis Xavier Church in Montmorency.

- Easter Liturgies were held during Lent with the whole school.

- Our Year 3 students celebrated their Sacrament of First Reconciliation.

- Christian Meditation was offered during the second half of Thursday lunchtimes. This was run by the Year 6 Religious Education Leaders.

- Money collected for Project Compassion and Caritas; in 2014 this collection was overseen by the Year 4 students.

**In Term 2:**

- Our Year 6 Religious Education Leaders attended a KidsView Conference run by Bahay Tulyan, raising our awareness of Social Action and life for children in the Philippines. This day was attended by our friends and Year 6 Liturgy Leaders from St Francis Xavier Montmorency and both Teacher Religious Education Leaders.

- Our School Parish Team and Parish Priest attended the Religious Education Conference at the Catholic Leadership Centre.

- Parent Workshop and Faith nights were held in preparation for the First Eucharist students in Year 3 and for our Confirmation students in Year 6.

- Christian Meditation was offered during the second half of Thursday lunchtimes. This was run by the Year 6 Religious Education Leaders.

- Our Year 2 Students went on an excursion to our parish church and had a tour of the...
church and learnt about the parts of the church.

In Term 3

- The Sacraments of First Eucharist and Confirmation were celebrated with our sister school at St Francis Xavier Church Montmorency.

- Our Year 6 Religious Education leaders from Holy Trinity and St Francis Xavier spent half a day together at Holy Trinity to take their learnings from the KidsView Conference and prepare a Social Action Day for the two schools.

- A morning was designated to be thankful for our families. A whole school liturgy, followed by a morning of activities completed with our visiting grandparents and special persons.

- Christian Meditation was offered during the second half of Thursday lunchtimes. This was run by the Year 6 Religious Education Leaders.

- Confirmation Reflection Day held at the Edmund Rice Centre Amberley with our parish sister school.

- The Year 3 students attended a Mass at SFX to celebrate a Thanksgiving Mass for Eucharist.

In Term 4

- A Social Action Day was planned, prepared and implemented by our teacher Religious Education Leaders, Year 6 Religious Education Leaders and Year 6 Students. The Year Preps, Year 1 and 2 students from both Holy Trinity and St Francis Xavier participated in the day at Holy Trinity and the Year 3, Year 4 and Year 5 students participated in the day’s activities at St Francis Xavier, Montmorency. The Year 6 students led the day at their own schools with staff assistance.

- Our school participated in whole school Advent liturgies, leading up to Christmas.

- Our Year 6 students had a celebration dinner with staff to commemorate their Year 6 Graduation, followed by a Year 6 Graduation Mass held in our school's Multi Purpose Room.

- A reflective whole school end of Year Mass was celebrated.

- A combined school staff mass was held to celebrate the end of school year.
Learning & Teaching

Goals & Intended Outcomes
To engage students in best practice pedagogy which promotes high personal achievement and maximises learning for all
- That literacy and numeracy outcomes will be improved.
- That students will be engaged, independent, resilient, confident and responsible learners.

Achievements
In 2014 our students continued to achieve the National Minimum Standards in the areas of Reading Writing and Numeracy. We acknowledge that in the area of Grammar and Punctuation in Year 3, there has been a slight decrease from 100% to 98.1%. In Year 5, there has been a decrease in the area of Spelling from 100% to 96.7%. We also acknowledge that our school’s ability to maintain a 100% achievement of minimum standards indicates a strong learning culture.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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| YR 05 Reading      | 100.0  | 100.0  | 0.0                  | 100.0  | 0.0                  |
| YR 05 Writing      | 100.0  | 100.0  | 0.0                  | 100.0  | 0.0                  |
| YR 05 Spelling     | 98.2   | 100.0  | 1.8                  | 96.7   | -3.3                 |
| YR 05 Grammar & Punctuation | 100.0 | 98.3 | -1.7 | 98.3 | 0.0 |
| YR 05 Numeracy     | 100.0  | 100.0  | 0.0                  | 100.0  | 0.0                  |
Holy Trinity has continued to offer a variety of practices and programs to enhance student learning. These include:

- Professional learning in the areas of Literacy, Mathematics, Inquiry Learning, e-Learning, and ICT has been undertaken by all staff to continue to extend, develop, and consolidate knowledge of effective teaching strategies and tools. This professional learning has been both school based and external.

- Professional Learning in the areas of Assessment to Inform Teaching was facilitated by Philip Holmes Smith in 2013 and 2014. This continues to be an ongoing commitment in 2015 with the use of pre and post testing. Teaching staff administer a minimum of three different tests in order to triangulate the data to gain a more accurate assessment of the learning.

- Personalised Learning approach was introduced across all levels in the school in 2014. This included building a shared understanding of Learning Intentions, Success Criteria and use of Feedback to inform teaching and learning. The use and refinement of Learning Intentions, Success Criteria and Feedback continue as a non-negotiable practice in the teaching and learning process.

- Continued use and development of Learning Intentions and Success Criteria in all curriculum areas.

- Staff established a set of learning principles based on the Delta 6 developed by Valerie Hannon.

- A term by term review process is undertaken with the staff and leaders in the school. These meetings are designed to assess the needs of staff, to set and project learning goals in line with the Victorian Standards for Learning and Teaching. Through this process the school is developing a culture of Professional Effective Feedback.

- Continued development of and implementation of consistent number of spelling sessions each week during the Literacy block.

- Increased Professional Reading and reflection on Australian Institute for Teachers and School Leadership (AITSL) standards included in Professional Learning Meetings and PALMs.

- Weekly Professional Action Learning Meetings continued. Additional time has been allocated for teachers to meet with Curriculum Leaders to facilitate collegial conversations related to effective learning and teaching strategies.

- Professional Learning, facilitated by CEOM consultant Frank Fabri, was undertaken to introduce and further develop the use of Blogging across the school, resulting in each class level establishing and using a blog.

- Introduction of an 8.00am ICT professional Learning time as a Teckie Breckie set as part of regular weekly staff professional Learning meetings.

- Inquiry continued to be an important focus within the classrooms. In 2015 staff will
continue to familiarise themselves with the Australian Curriculum as it has become available. The school continues to implement the State Government mandated reports and has full implementation of all curriculum areas.

- Two Junior staff attend F-2 Assessment Project.
- The Hermeneutical approach to Inquiry is a main focus Learning area for Staff with continued Professional dialogue and development in Hermeneutics.
- Professional Learning Meeting to analyse NAPLAN Data to inform teaching.
- Professional Learning Meeting to unpacking scripture.
- Jeni Wilson, a consultant in the area of Inquiry approach to Learning has been employed to work with staff on professional development in this area in 2015.
- Specialist Programs in Physical Education, LOTE (Italian), Music and Library.
- ICT (Information & Communication Technology) and PALS (Primary Accelerated Learning Science) were continued to extend the learning opportunities for students and staff.
- The introduction to and use of Google Docs with staff was initiated in Term Four 2014 with the move to include students in 2015. The use of one-to one devices was planned for 2015 for the Year 5 and 6 students.
- Investigation of consistency in planning documentation requirements across all levels of the school.
- A certified Google Trainer was employed to facilitate Professional Learning workshops with staff in 2014.
- Students and families were involved in a successful Multicultural day in Term Four connected to LOTE programme.
- The externally provided Instrumental Music Program has continued.
- Literacy Support, Mathematics Intervention, Reading Recovery and the Bridges Program were offered to students identified as requiring extra assistance in meeting their learning goals.
- Education Support Employees 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 Literacy and Numeracy Bridges program, Premier’s Reading Challenge, Australian Mathematics Competition, Australian Maths Challenge, EMUS Program, GATEWAYS, Design Tools workshop and an Interschool Mathematics Tournament.
- Trialled the Levelled Literacy Intervention program with a small group of students in Year 4 in 2014.
• Regular Program Support Group meetings with parents, school staff and outside educational agencies were facilitated for students requiring additional support.

• The Literacy and Mathematics 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 Class Leaders, School and House Captains and Student Curriculum Leaders.

• Commitment to Fire Carrier Program in School and in curriculum planning, including Professional Learning of some staff though Aboriginal immersion program at Lake Mungo NSW.

• Student Fire Carrier Leaders attend Fire Carrier days at Amberley, Vic.

• Students and families were involved in a successful Expo afternoon in Term Four.
Student Wellbeing

Goals & Intended Outcomes
That students’ knowledge, skills and efficacy in personal, interpersonal relationships and learning will continue to improve.

- Continue to ensure a consistent whole school approach to the delivery of the student wellbeing practices.
- Begin to build a link between Student Wellbeing practices and Catholic identity.
- Continue to reinforce the consistent use of restorative practices in student behaviour management.

Achievements

- Extra funding allocated to Wellbeing to increase the time for the two Wellbeing leaders.

- Reinforcement of Restorative Practices as a behaviour management approach through staff professional learning.

- Providing more opportunities for authentic student voice through the expanding role of student leaders and introducing class leaders for each grade who attend Student Leadership meetings twice a term with the Student Wellbeing leaders.

- All Year 6 students participated in a series of Leadership workshops facilitated by Kate Wilde.

- Continuation of the Seasons Program providing support for grieving students.

- Professional development undertaken by Wellbeing Leaders in anxiety in children, promoting child safety and learning and positive behaviour management.

- Providing the services of a child psychologist, Karin Koch, to help those students with additional social and emotional health issues.

- Reinforcement of the 5 core values for Holy Trinity.

- Whole school focus on the explicit teaching of cybersafety awareness in Term2.

- Internet safety parent education evening presented by Tony Richards from IT Made Simple.

- Wellbeing Leaders continuing to support classroom teachers with resources and teaching strategies.
Non-attendance has not been an issue in the past year. School attendance is marked on the electronic roll each school day in the morning and the afternoon. Each Semester, any days of non-attendance are marked on the school reports. As written in the Holy Trinity Parent Handbook, all absences from school require a note from the parents explaining the absence upon his/her return to school.

If a teacher has any concerns about the attendance of any student, they bring this to the attention of the Principal, who will contact the parents to seek clarification for the student’s non-attendance. If the student’s non-attendance is still a concern, a formal meeting with the parents will be arranged to discuss these concerns.

**VALUE ADDED**

- Student Wellbeing Core Team Meetings held once a term
- Fortnightly Student Wellbeing Support Group meetings for all classroom teachers to discuss students with social and emotional needs
- Continuation of the “You Can Do It” social skills program
- Continuation of the Values Program
- Lunchtime programs continued – LOTE, ICT, Library, Christian Meditation, “You’ve got a friend” club
- Philippines Mini Fete Day organised by Year 6 and leaders
- Student leaders presenting Student Wellbeing Awards at assembly
- Continuation of the Prep-6 Buddy program
- Prep-6 buddy family picnic to introduce our new families to the school early Term 1

**STUDENT SATISFACTION**

Student safety: The parent survey on student safety decreased to 66.12 points in 2014.

Student safety: The student survey on student safety remained the same.

Connectedness to School: The student survey on Connectedness to School indicates a moderate decrease from 84.92 points to 79.91 points in 2014.

Connectedness to School: The parent survey on Connectedness to School indicates a slight increase from 78.52 points to 78.86 points in 2014.
Leadership & Management

Goals & Intended Outcomes
To develop a vibrant, empowering professional culture based on collaboration, openness and trust that aims to ensure engagement and excellence for all students and staff.

- That staff culture (role clarity, teamwork, learning, responsibility and accountability) continues to be enhanced.

Achievements

In our Annual Action Plan, we were aiming to move our score in the area of ‘Organisational Climate’ from the School Improvement Survey from 65.9 to 69.8. We were also aiming to move the score of ‘Teaching climate’ from 82.2 to 86.4.

In 2014 Holy Trinity staff scored 64.87 for Organisational Climate, which placed us in the 22.3 percentile. For Teaching Climate, our staff scored 76.84, being in the 39.8th percentile. We will be looking at consolidating these improvements and working towards further gains.

From the 2014 School Improvement Survey, four key pillars of school culture are assessed. They are:

- Empathy (Supportive Leadership)
- Clarity (Role Clarity)
- Engagement (Teamwork, Empowerment, Ownership)
- Learning (Appraisal & Recognition, Professional Growth)

The aim is to have these pillars in balance. In 2014, Holy Trinity’s percentile rankings were:

- Empathy 18.3%
- Clarity 26.7%
- Engagement 23.1%
- Learning 27.2%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

Throughout 2014, the staff at Holy Trinity participated in a range of professional learning activities in order to improve student outcomes by enhancing teacher effectiveness. Many of these were in light of the School Improvement Framework and the Annual Action Plan. Some of these activities included:

- Region Network Meetings for each Curriculum Area
- Student Wellbeing Leaders Day
- Student Learning Referral Process
- Phonological Early Reading Instruction
- Enhancing Reading Intervention Knowledge
- More Support for Students with Disabilities
- Change2 Facilitator Training
- Enhancing the Teaching of Religious Education with Picture Books
- Revealing the Word ~ Exploring the Scriptures through storytelling
- Christian Meditation: A Gift for Life
- Religious Education Conference 2014
- Primary Mathematics ~ Leadership Cluster
- AUSvels in Catholic Primary Schools Briefing
- New Leaders in Literacy and Mathematics
- Reading Recovery Ongoing Training
- Reading Recovery Seminar
- Prep – Yr 6 Literacy Leaders Cluster
- Foundation -Yr 2 Literacy Assessment Capabilities Project
- Privacy Seminar
- Schools Improving Schools
- Catholic Education Office Melbourne Leadership Conference
- rethink! Aspiring to Principalship
- Occupational Health & Safety for School Leaders

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<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
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<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
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TEACHER SATISFACTION

In the 2014 School Improvement Survey Detail Report:
87.9% of teachers scored 5 or above on a 7 point scale as feeling positive at school (average 5.6)

97% reported feeling enthusiastic at school (5 or above on a 7 point scale: average 5.6)

84.8% of teachers rated 4 and above (on a 5 point scale) as being able to discuss concerns with the school’s leaders (average 3.8)

93.9% felt that they had support from colleagues (average 4.1 on a 5 point scale)

97% of staff felt that they are encouraged to improve their skills, knowledge and performance (average 4 on a 5 point scale)

90.9% of staff believe there are opportunities in the school for developing new skills (average 3.8 on a 5 point scale)
School Community

Goals & Intended Outcomes
- That parent connectedness to their children’s learning improves
- That students’ connectedness to the wider community further develops
- That parent input is further encouraged
- That partnerships with the parent and wider community continue to grow to benefit student learning outcomes

Achievements
Parent connectedness to their children’s learning has continued by sustaining the existing events and programs. These include:

- Prep/Buddy picnic
- Twilight sports
- Carols
- Bridges training
- Grandparents Day/Family Day
- Multicultural day
- Social Justice day
- Graduation
- Prep Year 6 Buddy system
- Interschool sport
- Classroom helpers
- Class/school masses
- Relay for Life
- Eucharist liaison
- School committees
- Concert
- Attendance at assembly
- Supporting your child with reading/Maths information sessions
- Parent involvement with incursions and excursions
- Parish fete
- Attendance of Year Five, Fire Carriers at Amberley

The implementation of regular Parent Support Group meetings in relation to a greater number of students with identified needs.

Parent input has been encouraged by the following initiatives, such as the parent information sessions, guest speakers at evening meetings and faith nights.

A positive connection for our students is their participation in activities such as GATEWAYS, interschool sports, division athletics, swimming and cross country events.

In 2014 the school became part of the Fire Carrier Initiative from the Aboriginal Catholic Ministry. Two staff members attended a trip to enhance Aboriginal perspectives, at Lake Mungo, with other Fire Carrier schools in the North Eastern Zone.

As part of the St Francis Xavier parish and other schools in the zone we continue our partnership with our friendship school in the Philippines which maintains our connectedness to the local, national and global community.
PARENT SATISFACTION

In the variable Parent Input, there was a slight decrease from 69.38 in 2013 to 63.41 in 2014.

In the variable Reporting, there was a decrease from 77.05 in 2013 to 63.14 in 2014.

In the variable Parent Partnerships the scores remained the same at 70.50
## Financial Performance

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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

In 2015 we will be continuing to develop effective learning in a number of areas. Our Inquiry Process will be visited, ensuring that the understandings and learning experiences planned for our students are rich, relevant and authentic. The development of this process will be facilitated by Dr Jeni Wilson, who will be leading a number of Professional Development sessions with our staff, as well as assisting with planning.

The use of Information and Communication to assist with improving student outcomes will continue to be a focus for 2015. The implementation of Google Apps for Education (GAFE) will be explored and staff will be participating in ongoing professional learning. This is an exciting initiative as it enables students to present their learning in a multitude of ways and will increase student engagement. The ability of students to collaborate with each other and demonstrate their learnings will increase significantly. Parent education in this area will be a priority, as it is important to maintain the partnership between home and school.

Social Justice will continue to be a driving force within our school community. The challenge for our school community is to place Social Justice initiatives within the context of our Catholic Story, and not just ‘the right thing to do.’ Our partnership with Poog Elementary School in the Philippines will continue to grow. Our Year 6 students will continue to be challenged to make the Sacrament of Confirmation meaningful by exploring ways that living the values of Jesus in the Gospels a reality in their lives.

Our links with the Parish of St Francis Xavier and St Francis Xavier Primary School will continue to be strengthened. The Sacraments of Reconciliation, First Eucharist and Confirmation will be celebrated in groups consisting of students from both schools. Parent meetings will also be in combined groups. Our parents will be encouraged to utilize the Parish facilities and staff, building further the home parish connection.

Our Vision Statement, ‘Live ~ be involved, Love ~ be inclusive, Learn ~ be enlightened and embrace God’s Word will be evident in all that we do.
### VRQA Compliance Data

**E1346**
Holy Trinity Primary School, Eltham North

#### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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#### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
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<tr>
<th>Year Level</th>
<th>%</th>
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<tbody>
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<td>Year 1</td>
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<td>Year 2</td>
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<tr>
<td>Year 3</td>
<td>93.96</td>
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<td>Year 4</td>
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<td>Year 5</td>
<td>96.94</td>
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<td>Year 6</td>
<td>94.49</td>
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<tr>
<td>Overall average attendance</td>
<td>95.65</td>
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### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 84.06% |

### STAFF RETENTION RATE

| Staff Retention Rate | 96.15% |

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Doctorate</td>
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<tr>
<td>Masters</td>
<td>19.05%</td>
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<tr>
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<tr>
<td>Certificate Graduate</td>
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<tr>
<td>Degree Bachelor</td>
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### STAFF COMPOSITION

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<tr>
<td>FTE Teaching Staff</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<td>Indigenous Teaching Staff</td>
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