I HAVE COME SO THAT YOU MAY HAVE LIFE
LIFE IN ALL ITS FULLNESS

1.1 The School
HOLY TRINITY Catholic School has been serving the communities of West Wagga Wagga for over 35 years. Our school was established in 1970 as an infants school to meet the educational needs of the public housing area of Ashmont. In 1978 the school became a K-6 school. During its 36 years of operation the school has grown and expanded to serve the entire district of West Wagga Wagga which includes the suburbs of Ashmont, Glenfield, Lloyd, Kapooka, San Isidore and Collingullie.

During the 2004 school year HOLY TRINITY experienced some growth in its enrolment and as a result it was decided in consultation with our Catholic Schools Office to establish a 9th class for 2005.

1.2 Religious Education
As a Catholic school HOLY TRINITY has as its core purpose the faith formation of the children in our care. We operate as a Parish school and thus we work in close partnership with our Priests led by Fr Gerard, and the wider Parish community. Each year in partnership with our families and the Parish we prepare our children for three sacraments, Penance, Eucharist and Confirmation. During 2004, the teaching staff began the implementation of a new Religious Education Syllabus. This remains an exciting and challenging task that will enhance the faith education of our children.
The Diocese of Wagga Wagga, of which our school is a part, in 2003 decided to replace our previous Syllabus with the Religious Education document from the Parramatta Diocese. This document is a fully resourced syllabus K-12. In 2004 all the teachers at HOLY TRINITY trialled units of work and at the conclusion of the year developed a course of study that will be implemented in 2005.

1.3 The Arts
The arts are an important curriculum area that provide our children with opportunities to create and perform. As a Catholic school we are able to celebrate our liturgies with the inclusion of a great deal of singing. As well, the children participated in the Musica Viva program that was a very enjoyable and enriching experience. A number of our teachers are particularly gifted in areas of the arts and are very willing to share their expertise with their colleagues and students from other classes.

1.4 Sport
As a systemic school in the Wagga Wagga Diocese HOLY TRINITY fully participates in a full range of sports at a local, diocesan, state and national level. Our primary students participated in swimming, athletics and cross country events within Diocesan and MacKillop competitions. Possibly the highlight for many of our students was the regular opportunities the school provided to participate in clinics in a variety of sports including, Soccer, Oztag Aussie Rules, Rugby League and Softball. The junior children were able to participate in many games and sports with the key emphasis on skills development and participation. Whilst we celebrate and recognise the success of our representative sports people, our main focus is on each child at HOLY TRINITY achieving success in games and sports so they are able to lead healthy and active lives.

1.5 School Policies
Each year our school community develops new policies that meet the needs of our children and their families in our constantly changing world. In this annual report details are provided on the policy development that has taken place during the 2004 school year. All of our policies are available and on display to our school community at the school office, where visitors and members of the community can deepen their understanding of our aspirations for our children and many of the
structures that HOLY TRINITY has in place that bring our vision to life. This policy folder is an extensive and detailed document that presents to our community information regarding the school’s Enrolment Policy, Behaviour Management Policy, Pastoral Care Policy and Complaints and Grievance Resolution Policy. Also included in our policy folder is extensive documentation on each of our curriculum areas.

2. Information on Key School Programs

2.1 Educational and Management Practice Evaluation – School Culture
The school culture of HOLY TRINITY is firmly and authentically based on the values of the Gospel of Jesus Christ. Our school therefore has a lived culture that nurtures the Catholic faith and the values of love, tolerance, forgiveness and hope. The children of HOLY TRINITY have a deep understanding of our school norms. These norms are a constant reference for our school community when we are planning events, student learning and leading our children to make better choices.

2.2 Curriculum Focus
Our main focus this year was to continue our audit of our policies and curriculum documents as 2004 was the time for our school registration. As a staff team we reviewed, amended or developed nine of our policy documents. These included English, Mathematics, Science and Technology, and Human Society and Its Environment. The staff of HOLY TRINITY work very collaboratively and thus, during the development of our new policies we concluded that they would be enhanced by a Planning and Programming Policy and the further improvement of our Assessment Policy. In 2005 these valuable policies will guide the teachers of HOLY TRINITY as they plan and implement their teaching programs.

2.3 Programs to Support Learning
The school community of HOLY TRINITY embraces and celebrates diversity. Congruent with this culture is our commitment to students with additional needs. In 2004 the school had 8 students who received learning support. These students are included in all school activities and events. However, the delivery of the curriculum is adapted and modified so that their needs are met and success is achieved. The classroom teacher is supported in the delivery of these modified learning programs by our four teacher assistants.

2.4 Equity Programs
HOLY TRINITY is a school community that is striving to achieve reconciliation both in our relationships and as a contributor to the goals of National Reconciliation. Our school had an Aboriginal enrolment of 17 during the year. Our contribution to Reconciliation is highlighted during NAIDOC week. During our 2004 celebrations of NAIDOC week our school chose the theme of ‘Celebrating Belonging’. This celebration included the opening of the HOLY TRINITY Reconciliation Garden- Bangayarra [to reconcile] in Wiradjuri language. Our journey to reconciliation began in the late 1990’s when HOLY TRINITY was the venue for the Diocesan ‘Sorry Day’. Around this time the school formed its first ASSPA Committee, this gave our families a more active voice in meeting the needs of our children. To this day our journey continues under the guidance of Mary Atkinson who was the first Aboriginal Assistant appointed in our Diocese. Our greatest contribution to reconciliation as a school community is our daily commitment to the values of tolerance, justice, respect, forgiveness and peace.

2.5 Programs to Support Students
At HOLY TRINITY we have a passionately held commitment to the enhancement of all our students’ growth and learning. Being a multi age learning community we have the opportunity to deliver the primary curriculum flexibly and appropriately. Our teachers differentiate the syllabus to meet the identified learning needs of each student. For some of our students with additional learning needs we structure classroom learning so they can achieve success. The teachers of these students are supported in this task by a Teachers Assistant. The learning community of HOLY TRINITY was also enriched by the following programs:

- Life Education program
- In school sports clinics
- gymnastics programme
- University of NSW competitions
- Peer Support
- Naidoc Week Celebration

2.6 Student Achievement
Each year at HOLY TRINITY our Year 3 and Year 5 students participate in the Basic Skills Test (BST) and the Primary Writing Assessment (PWA). These tests are scheduled for each July and August and detailed data regarding school and
student performance are returned to families and HOLY TRINITY in October. This data is valuable and is analysed by the teaching staff so that we continue to meet the needs of our children. The commitment of students, teachers and families results in our learners making continued improvements in Literacy and Numeracy. Also in 2004 our Year 6 students participated in the trial of the Computer Skills 6 (CSA6). The data returned to us was informative and again was used to ensure that HOLY TRINITY meets the learning need of our students in the area of Information and Communication Technology (ICT).

3 School Renewal

3.1 Progress of the School Renewal Framework

Each year our school works collaboratively to develop a School Renewal Framework (SRF). This Framework guides our school community through the year in the implementation of programs, policies and procedures that have as their purpose the renewal and development of the HOLY TRINITY learning community. Our SRF of 2004 resulted in the following achievements:

- the implementation of our new Religious Education syllabus – Sharing Our Story
- professional development program – Mathematics
- purchase of new classroom furniture (30 chairs/desk)
- installation of a watering system (Bardia Street).

Meetings were held during September/October and November with staff, families and the school board that reviewed 2004 and discussed and planned our 2005 School Renewal Framework.

4 School Overview

4.1 School Enrolment and Attendance Profile

The 2004 school year began with a student population of 218 and rose at one stage to 222. At the end of the year our total enrolment was 215. HOLY TRINITY is regularly attracting 40 or more kindergarten children and therefore the school anticipates a gradual increase in student numbers over the coming years.

Of the 196 days in 2004 on which classes were held, the average HOLY TRINITY student attended 93% of the time. The highest attendance was by three students who have a 100% attendance record in 2004. Six students who had an attendance record of less than 80%. As a school community we greatly value regular school attendance as it ensures that students build strong relationships and allows them to have every opportunity to fully participate in all aspects of the learning process.

4.2 Structure of Classes

HOLY TRINITY has a passionate commitment to multi age education. Multi aging allows for the flexible delivery of educational outcomes in line with the stage outcomes of each of the syllabus documents. Since the early 1990s our school has chosen to structure its classes in stage groups or across stage groups.

In 2004 HOLY TRINITY organised the children into eight [8] class groups, they were K, K/1, 1/2, 2, 3/4, 3/4, 5/6, 5/6.

4.3 Staffing

During our registration process in September the panel commented on the qualifications of the teaching staff at HOLY TRINITY. The Registration Panel made the following statement: ‘All members of the teaching staff have appropriate qualifications and experience. We would like to commend all those members of staff who continue to update their qualifications through study and attendance at professional development programs.’

4.4 Parent Involvement and Participation

At HOLY TRINITY we recognise and honour the role of our parents and families in the development and education of our children. The teaching staff meet formally with each child’s family on three separate occasions. The first of these is at the very beginning of the year when families meet the teacher to share their child’s story and their hopes and aspirations for the learning year ahead. Secondly the teacher meets with each family at the end of term two to share each child’s achievements and their challenges for the remainder of the academic year. Our final meeting is at the end of the year when each student’s annual report is sent to parents. We honour the role of our families in the education process and welcome every opportunity to build effective home/school partnerships with the HOLY TRINITY School Vision as our foundation and guide.
4.5 Community Use of School Facilities
During 2004 HOLY TRINITY again had the pleasure of hosting the Board of Studies Marking Centre. For three weeks in October and November a Marking Centre for the 2004 HSC operated in our Library and our A/V Room [4]. A number of local sports teams also use our grounds for training purposes.

4.6 Additional School Initiatives 2004
Further initiatives that supported the growth and development of our school community were:
● parent/student survey
● review/ amendment of school leaders election
● re-establishment of HOLY TRINITY canteen committee
● connection of HOLY TRINITY to satellite television

4.6 Financial Statement Summary for HOLY TRINITY
The main source of income for our school community is through the generosity of our families by the payment of fees and levies. Without this support our school could not operate. This income is supplemented by the fundraising activities of our P&F. The key areas of expenditure for HOLY TRINITY during 2004 were:

Educational Resources
Furniture/Equipment
Utilities
Insurance
Maintenance
Salaries
Pupil Levy
Administration

The total income and expense of the school, that is included in the above, is shown below.

4.7 Financial Statement for Catholic School System (Wagga Wagga Diocese)
This data shown below is a summary of Diocese of Wagga School System income and expense and includes income and expense of all system schools.
General Summary
This Report is a summary of the achievements of the HOLY TRINITY school community during the 2004 school year. A report such as this cannot accurately portray the daily endeavours of our families, children and all the staff as they strive to create every opportunity for our students growth and learning.
We continue to work as a whole community for the good of all students and families of HOLY TRINITY.