INTRODUCTION

A desire for a more effective Christian education for children of the Horsham Lutheran Parish saw the establishment in 1976 of a Lutheran Primary School Investigating Committee. The recommendation of this Committee in 1977 to commence a school in the Church Sunday School Hall for the school year of 1978 was unanimously passed.

Horsham Lutheran Primary School was officially dedicated on Sunday 5th February, 1978 and 3 staff and 58 students commenced on 6th February, 1978. Construction on the Trinity Drive site commenced on 25th October, 1978 and was completed on 8th June, 1979.

The school has undergone a number of building programmes since the school first opened with the most recent one being completed in 2006 at a cost of just over $1.2 million. This project comprised of four (4) classrooms designed for our senior students, withdrawal areas, storerooms and student and staff amenities.

In 2008, which was the 30th anniversary of the school, the School Council recommended to the Church Council that the school name be changed to Holy Trinity Lutheran School, Horsham. It was considered that this name better reflects the association, relationship and links with the congregation of Holy Trinity Lutheran Church. This recommendation was duly adopted at the annual meeting of the congregation.

The essence of schooling goes beyond buildings and at Holy Trinity Lutheran School we value each child as a unique gift of God with their own strengths and weaknesses. We offer a quality Christian education within a caring and nurturing environment which provides opportunities for children to develop appropriate values and their own sense of identity.

CURRICULUM

Holy Trinity Lutheran School offers a broad and comprehensive curriculum with particular emphasis on Maths and English. In addition to this focus on the “basics”, stimulating developmental programmes in Sport / PE, Music and Computers are provided for children in all year levels on a weekly basis. The Christian Studies programme developed by Lutheran Education Australia is also a major component of our curriculum.
Interactive Whiteboards are placed in every classroom and students also have access to our computer lab and laptop computers. Through the provision of these resources, staff and students work to integrate digital technologies into day to day teaching and learning.

**Academic Results**

In 2008 the Federal Government introduced the National Assessment Program – Literacy And Numeracy (NAPLAN) and national minimum standards for literacy and numeracy have replaced the national benchmarks for Year 3 and Year 5. NAPLAN assesses student achievement in reading, writing, spelling, grammar and punctuation, and numeracy. NAPLAN reports show the result of each child’s performance compared to other Australian students in their year level and the average score on the NAPLAN tests. Our school results for 2010 and 2009 (for comparison purposes) are listed below.

| National Standards Data - % of students at or exceeding minimum National Standards |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Year 3                         | 100  | 100  | 100  | 100  | 100  | 100  | 100  | 100  |
| Year 5                         | 93   | 100  | 97   | 100  | 93   | 100  | 97   | 100  |

**Graphic Results – 2010**

Year 3 – graphic on the left is the State result, graphic on the right (red) is our school result.

Year 5 – graphic on the left is the State result, graphic on the right (red) is our school result.

All students in Years 3 to 6 participate in the English, Maths and Science International Competitions and Assessments for Schools (ICAS) programme conducted by the University of New South Wales. Our results are listed below:

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<thead>
<tr>
<th></th>
<th>English</th>
<th>Maths</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Distinction</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Credit</td>
<td>18</td>
<td>23</td>
<td>22</td>
</tr>
</tbody>
</table>
Extra-curricula activities provide important opportunities for our students to extend their learning and improve their development in key areas. Our Year 4 choir practised on a weekly basis and performed within our local community and in the local Eisteddfod where they performed admirably.

The National Wakakirri Story Dance competition is a major event for our school and the students become very excited as they train and hone their performance skills. Our performance this year was titled “Duck for Cover” and was a made up story about two groups of children who initially have some differences but with the aid of a rather large duck resolve their differences to find many things they share in common. Once again our team progressed through the preliminary heats to the State finals which were held at the Melbourne Exhibition Centre. Competing in the top section was very challenging and the students performed very well.

Under the organizational umbrella of Chess Kids, a primary school zone tournament was conducted at our school and attracted almost 60 participants from the local area. Our team, the Horsham Knights, was successful in winning this regional event and progressing on to the State Finals in Melbourne. Here the competition was extremely tough and the team performed very well to be placed 25th in a field of 56.

Our strong sporting representation continued with our Hooptime basketball teams performing very well. Although we didn’t repeat 2009 excellent year the students equipped themselves in positive and competitive manner and we are justly proud of their efforts and how they conducted themselves.

In 2010, for the second time, our school participated in the RACV Energy Breakthrough Challenge which is held in Maryborough during November. Our team, the Horsham Hurricanes, entered the Human Powered Vehicle section of the competition. Our student team, plus a support group of parents and staff, spent many hours training and modifying our vehicle in readiness for lap after lap of intense competition. The team had set a goal of coming somewhere in the 40’s out of over 70 schools competing in the primary section. All expectations were exceeded when the Hurricanes were placed 34th in the race after finishing 294 laps which is the equivalent of 324kms in the 14 hours of driving. Our overall position was improved by scores in the presentation and design and construction sections to finish a very credible 24th overall. We look forward to improving on this in 2011.

Our athletics squad performed strongly with a number of students progressing from interhouse and interschool to district and State competition. Interschool sport is keenly contested by our students and they thoroughly enjoyed competition in football, soccer, netball, t-ball and volleyball.

Students from Years 2 to 6 participated in our outdoor education programme which ranges from an overnight stay at school, organized camps within the Grampians region, and a five day camp in Melbourne.

Students continue to participate in and enjoy the Active Afterschool Hours Care programme. Some of the activities this year included basketball, self defense, golf, aerobics, cycling, tabloid games, cricket and circus skills.
Students in Years 3 to 6 can be elected by their peers to be members of the Student Representative Council. The SRC organizes many of the fundraising activities with the proceeds used to help others in our local and international community, for example, the continued support of a child sponsorship through World Vision, the Cancer Council, the local Christian Emergency Food Centre and the local Christmas Giving Tree.

This was the second year of our Year 6 Hong Kong Tour and 10 students, two staff and two parents spent a week at Lutheran Tsang Shing Siu Leun School and a number of days staying in Kowloon where we absorbed many aspects of this different culture. Following our tour to Hong Kong a group of 12 students and 4 adults from Lutheran Tsang Shing Siu Leun School returned with us to Australia and spend a week attending our school in Horsham. The week was a real eye opener for them as they experienced many aspects of Australian life including visits to a local farm and the Grampians including the zoo. They went surfing in Warrnambool, canoeing on the Wimmera River and horse riding at Daylesford. They concluded their tour with a final dinner at a local Horsham restaurant and a tour of many of the features of Melbourne. The time they spent in classrooms was an excellent time of fun, fellowship and cultural exchange.

**Student attendance:** of a possible 193 student days, the average student attendance rate was **95.3%**

**PASTORAL CARE**

The central aspect of our school programme continued to be our worship through weekly chapel times on Fridays, and through our daily class devotions. Weekly Chapel services are organized by classes with either the school Pastor or a staff member leading worship.

At all times we aim to be a safe and happy place for staff and students. A sign of the strength of our Christian community is the way in which its members support and care for one another. The values for Australian schooling and those identified by Lutheran Education Australia are at the core of pastoral care in our school. Our class teachers and other staff members continue to be the main pastoral carers for each student. Our Buddy system and Share Care programme offer support and foster a sense of belonging within our school community. Our school Pastor makes himself available to staff, students and parents for counselling and conducts staff study on alternate Tuesday afternoons.

Our Behaviour Management policy has been reviewed and a Code of Conduct is currently being written. Both are seen as integral to pastoral care in our school. It is important that students grow and develop within a safe and supportive environment where expectations and responsibilities are acknowledged and understood.

**SCHOOL COUNCIL**

Under the continued chairmanship of Mr Richard Nagorcza, the School Council and its sub-committees have continued to oversee the development of the school. In the current economic climate the School Council has demonstrated sound governance practice, prudent financial management and good strategic planning.

This year the School Council oversaw major developments around the school which were the product of sound financial management and a significant amount of stimulus money from the Commonwealth Government. The new multi purpose building is underway which will feature a significant performance space with a large stage area and seating for 600 as well as lighting and sound amenities. The sporting facilities includes basketball, netball, badminton and volleyball
courts, rock climbing wall and facilities for a dance studio. There will be a kitchen with large coolroom, pantry and a servery from which tea and coffee may be provided for a significant number of people. Attached to the multipurpose hall is a new library which will feature a reading pit and teaching facilities with interactive whiteboard and computer facilities. This has been a significant undertaking by the school council and the end product will enhance the facilities, not only of our school, but of the local community as well. The accompanying landscaping will provide school surrounds second to none.

**STAFF**

The positive and friendly atmosphere around school continues as members of staff commit themselves to working in teams to provide the very best educational opportunities for the students. Many of the programmes already mentioned could not have been instigated or run if not for the dedicated and committed staff here at Holy Trinity Lutheran School.

It is very pleasing to note that there very few changes in staffing giving us a retention rate of 96%.

**Out of 199 School Days in 2010, the average staff attendance rate was 97.8%**.

All staff at Holy Trinity Lutheran School are encouraged to access in-service and other professional learning activities each year. Our school is committed to developing its staff to meet the demands of our profession. Professional learning priorities for staff in 2009 included; the continued use of IWBs and associated software programmes, mental maths activities, the development of our junior school computer scope and sequence, familiarization with the Learning with Purpose student software package, involvement of our senior classroom teachers in an AISV project using ICTs to improve comprehension skills, First Aid training for all staff, awareness programmes for students with Autism and Anaphylaxis, and the continued training of our junior and middle primary teachers in THRASS as the basis for our approach to teaching reading, spelling and handwriting.

The total amount spent on Professional Development was $15,970.00 with the average expenditure per teacher in 2010 being $1,064.66.

All teachers currently have full registration with the Victorian Institute of Teaching and all have been awarded their Bachelor of Education, Three of our teachers concluded further study in Christian Studies through the EQUIP programme as an ongoing commitment of all staff to continue to learn and grow their knowledge and understanding of Christian Studies.

**PTFA**

Parents continue to be involved in the life of the school through their support at sporting fixtures, on school camps, in the classrooms, listening to reading, with Bridges, at the Book Fair, running Pancake Day, in the canteen, in the Uniform Shop, with the Perceptual Motor Program, during Healthy Eating days, sewing costumes for school concert and Wakakirri etc. Parents willingly give of their time and talents and the staff is extremely appreciative of this support.

The PTFA continues to be busy and under the leadership of Mr Jason Camilleri it has raised significant amounts of money which have been spent on providing resources for the students. Making sandwiches and wraps for the Field Days continues to be the major fundraiser and I wish to acknowledge the wonderful generosity and hard work of our parents, friends and members of the congregation.
The PTFA also help to provide catering for many of the social and professional activities that occur in the school. The generous support by parents, either financially or with their time and talents, is truly remarkable and gratefully appreciated.

**THE FUTURE:**
With an increase in our Prep intake, there will be two Prep classes next year. Students and staff in the junior classes will continue to focus on the learning and welfare of students in these important early years. This is to ensure that their transition to school is a positive and smooth experience and that they have the best start to their schooling as possible.

The major building project under the Commonwealth Governments Building the Education Revolution (BER) programme will involve the completion of a multi-purpose hall / gym facility and new library.

We are very proud of our students at Holy Trinity. As they continue to strive to improve academically, we are equally impressed with their general behaviour, manners and the level of respect shown for others.

As we come to the end of this year we can continue to have faith in the long term success of Holy Trinity Lutheran School. There is a strong commitment by all involved in this school to keep the focus firmly on the children. As we look towards next year, we are committed to building on our strong foundations to become an even better school providing the highest quality of academic, co-curricular and service learning opportunities for our students.

What is done in this school is done for the children and dedicated to the glory of God. May God continue to bless our school.

Mr Jeffrey Gork
Principal
2010
BSP SURVEY INDICES

The information provided in this document is based on the survey responses that were obtained from staff, students and parents in your school as a component of the Better Schools Program. A total of 21 staff, 63 students and 33 parents from your school completed the survey.

What Information Has Been Provided in This Document?
This information summarises the views held by staff and a selection of students and parents at your school during the period the survey was conducted, i.e., May 2009. We have provided three summary indices on a scale of 0-100: staff school climate index, student teaching and learning index; and, a parent satisfaction index. These are the schools actual scores that have been standardised to a 0-100 scale, in other words they do not represent where the school sits in relation to other LEA schools, or as a percentage of respondents.

Staff School Climate Index: The staff school climate index is based on core elements of a school’s climate assessed in the better schools survey. Namely supportive leadership, role clarity, teamwork, empowerment, ownership, appraisal & recognition, and professional growth.

Student Teaching and Learning Index: The student teaching and learning index is based on core elements of teaching and learning assessed in the better schools survey: purposeful teaching, teacher empathy, stimulating learning, school connectedness, student motivation, and learning confidence.

Parent Satisfaction Index: The parent satisfaction index is based on core elements of a parent’s assessment of a school’s climate assessed in the better schools survey. Namely, school improvement, approachability, teacher morale, parent input, stimulating learning, behaviour management, reporting, learning focus, transitions, extra-curricula, homework, and general satisfaction.

Table 1. Summary Indices

<table>
<thead>
<tr>
<th>Index</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Staff School Climate Index</td>
<td>76</td>
</tr>
<tr>
<td>Student Teaching and Learning Index</td>
<td>79</td>
</tr>
<tr>
<td>Parent Satisfaction Index</td>
<td>83</td>
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