



Annual Report 2019



School sector: Independent
School address: 25 Trinity Drive Horsham, Victoria
Total enrolments: 569
Year levels offered: Prep to Year 12
Co-educational or single sex: Co-educational

Introduction

Holy Trinity Lutheran College has proudly served Horsham and the surrounding local communities with quality independent education since 1978. Located in the heart of the Wimmera, in western Victoria, the college was established by the Holy Trinity Lutheran Church as a co-educational, independent Christian school. At the time it was known as Horsham Lutheran Primary School. It began with 58 students and three teachers, and lessons were conducted from the church hall. The school community continued to flourish during its early years and expanded to double stream for all classes in Foundation to Year 6. In 2008 the school changed its name to Holy Trinity Lutheran School to further strengthen its connection with the local Lutheran church.

Middle schooling (Years 7—9) was introduced in 2014 and educational programs were delivered with the aim of providing a leading educational pathway for all students from Foundation to Year 12. To strengthen its identity, the school changed its name once again—to Holy Trinity Lutheran College—in 2017. In 2019 the college welcomed its first cohort of Year 12 students.

The college's history has been one of rich tradition and it continues to honour the strong foundations that have been established in the past, while creating a contemporary and vibrant school environment for the future.

Holy Trinity Lutheran College is a school that values excellence in spiritual, intellectual, physical, emotional, cultural and social outcomes for its students. Where individuals are provided with opportunities to use their God-given talents to serve others while being nurtured and guided to develop the necessary skills to thrive in an ever-changing world—strengthening the educational outcomes for all students.

Each individual is recognised as a valued gift of God, with their very own unique talents and potential, and are provided with rich and dynamic educational experiences that are grounded in the Christian faith. We pride ourselves on having a family, Christ-centred community and cherish the opportunity to shape and influence the lives of the children placed in our care.

Holy Trinity Lutheran College is a school for all members of our local and wider community. A place where a child can find their own identity while flourishing in a safe, caring and enriched learning environment.

Student enrolments

With the introduction of Year 12, and the continuation of strong enrolment growth, our student enrolments are 569.

Year level	Enrolments
Foundation	50
Year 1	63
Year 2	46
Year 3	67
Year 4	51
Year 5	47
Year 6	51
Year 7	44
Year 8	47
Year 9	42
Year 10	21
Year 11	24
Year 12	16
Total	569

At this point in time we have eight (8) indigenous students and 196 students in receipt of Commonwealth Special Needs funding.

Of a possible 193 student days, the average student attendance rate was 92.6%.

All non-attendance must be explained by parents. If parents have not contacted the school in person, college app, by phone or email, the College Principal or his delegate contacts the parents to investigate any unexplained absences.

Curriculum

The Junior School

The junior years at Holy Trinity Lutheran College provides education to students from Foundation to Year 6.

The teaching and learning in the Junior School aligns to the Australian Curriculum. Emphasis is placed on teaching core literacy and numeracy skills, to equip students with the competence to succeed across the curriculum. Technology is taught both explicitly and integrated into most areas of learning. Students are encouraged to think critically, use initiative, accept responsibility and grow in self-confidence. Through relevant and relational learning opportunities, collaborative work skills are developed and the effort of each child is applauded. We strive for excellence in our quest to equip students for life in the 21st century. Learning support and enrichment programs are provided to assist and extend students in their individual learning journey.

Students are provided with a range of opportunities to develop leadership skills in the Junior School including the chance to be elected as Junior School captain, Technology captain or to represent their sub school on the School Representative Council (SRC).

The Middle School

The middle years of schooling (Years 7 to 9) are the foundation years of secondary education. At Holy Trinity Lutheran College our programs aim to provide supported learning, promote acceptance and belonging, and encourage personal development among students. We strive to develop deep and rich learning with relevant skills that enable each child to reach their full potential in the intellectual, cultural, social and spiritual dimensions of life.

The Middle School provides a progressive and innovative education within the Australian Curriculum framework and is responsive to the developmental needs of young adolescents. Opportunities are student-focused, relevant and rigorous, constantly acknowledging the culture and context of our learners. The college is committed to developing a culture of learning in an environment that is safe and allows students to explore, discuss and seek answers. As part of our mission we endeavour to nurture a child's God-given potential and develop lifelong learners and effective global citizens.

Students are provided with many different opportunities to practice servant leadership during their time at the college. The Middle School develops every student to be a leader and will provide opportunities for students to develop their leadership skills and demonstrate service. Leadership positions as Middle School captains, Middle School ambassadors, SRC and Technology captains are available.

The Senior School

The Senior School (Years 10 to 12) prides itself on the growth of the whole child through the development of skills, values and attitudes essential for life as a 21st century global citizen; nurturing the individual, emotional, spiritual and intellectual development of each young adult.

As individuals begin the journey into senior schooling, they assume even greater control of their subject selections and academic pathways. They explore potential career options and strengthen the transition toward independent learning within Australian Curriculum, VET (Vocational Education and Training), VCAL (Victorian Certificate of Applied Learning) and VCE (Victorian Certificate of Education). Working in small class sizes, our students are supported in their academic and personal growth through the encouragement of resourcefulness, independence and maturity in all aspects of college life.

Learning opportunities are relational, relevant, rigorous and reflective experiences designed to educate the whole person. It is our aim to nurture an intellectual and emotional response from students that will encourage insight and curiosity, and provide the tools to make a valuable contribution to society. The college facilitates this learning by providing timely and purposeful feedback and learning environments which promote a positive atmosphere of trust and safe risk taking.

Students are prepared for leadership throughout their school life, enhancing their sense of responsibility and an increased awareness of their role within our school community. These opportunities occur through College Captaincy, the House system, as College Ambassadors, Technology Captains, SRC and mentoring.

Making Thinking Routine in a Complex World

In 2019, the college began a teaching and learning program with Independent Schools Victoria (ISV), in conjunction with the Harvard Graduate School of Education, to identify and embed the necessary thinking dispositions that a student needs to thrive in this changing and challenging world that we live in. With the aim of strengthening the learning outcomes

of individuals who are collaborative, creative, critical and curious thinkers, the *Making Thinking Visible in a Complex World* project will aim to provide staff and students with relevant opportunities to investigate and engage in routines that nurture rich and deep thinking.

A college of the Lutheran Church

Holy Trinity Lutheran College is a school of the Lutheran Church of Australia and, as such, encourage and support our students to develop a relationship with God. The Christian Studies program is a major component of our curriculum and leads our students on their journey of faith.

Academic results

The National Assessment Program—Literacy and Numeracy (NAPLAN) takes place for all students in Years 3, 5, 7 and 9. These tests are a government requirement for all schools across Australia and 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, along with the average score on each NAPLAN test. These tests support a range of assessment tools that, when combined with teacher observations, help inform the college of each child’s performance and achievement. The NAPLAN results also provide important trend data that assists in the review and planning of the college’s teaching and learning programs.

2019 NAPLAN results

NAPLAN School Summary Reports indicate the collective achievement of students across all assessment tasks. The graphics below show the achievements for students in Year 3, 5, 7 and 9, relative to local, regional, state and national scores.

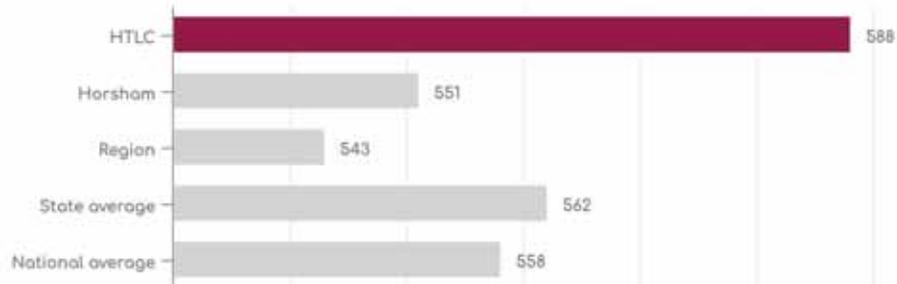
Comparative NAPLAN results (average)

Average NAPLAN results (primary) 2019



Average NAPLAN results (secondary)

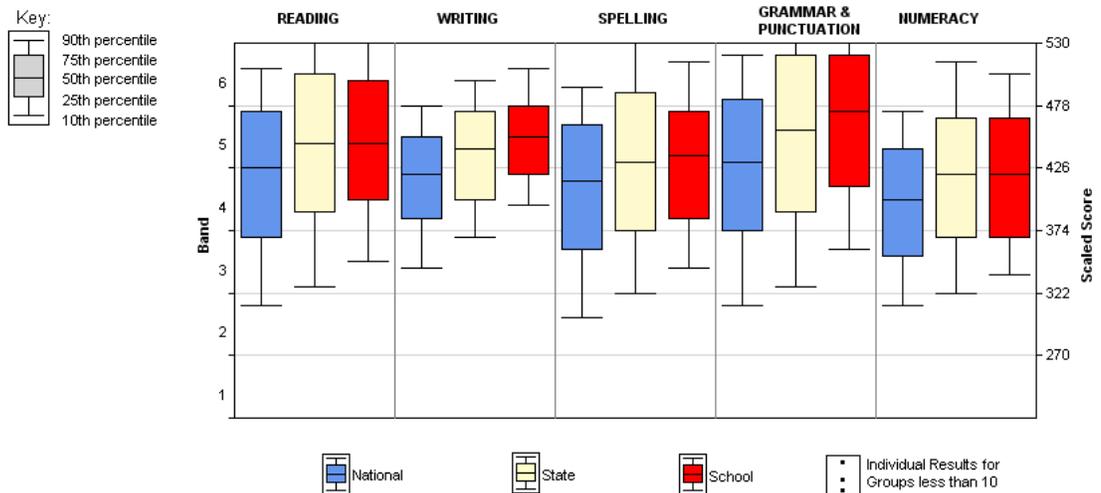
2019



2019 NAPLAN group summaries

The graphics below show the achievements for students in Year 3, 5, 7 and 9, relative to state and national scores.

Year 3 – Group summary



Results from the **Year 3** Student Group Summary show a high majority of students performing above the minimum standards expected for the level.

Reading: 93% are ABOVE the National Minimum Standard; 4% AT the National Minimum Standard; 3% are BELOW the National Minimum Standard

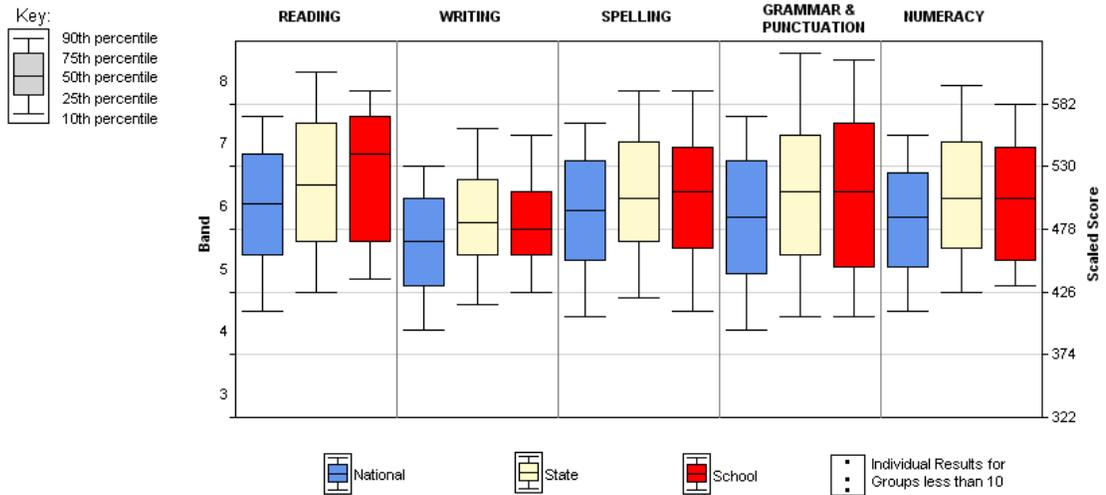
Writing: 100% are ABOVE the National Minimum Standard

Spelling: 92% are ABOVE the National Minimum Standard; 6% AT the National Minimum Standard; 2% are BELOW the National Minimum Standard

Grammar: 97% are ABOVE the National Minimum Standard; 3% AT the National Minimum Standard

Numeracy: 94% are ABOVE the National Minimum Standard; 6% AT the National Minimum Standard

Year 5 – Group summary



Results from the **Year 5** Student Group Summary show a majority of students performing above or at the minimum standards expected for the level.

Reading: 93% are ABOVE National Minimum Standard; 4% AT National Minimum Standard; 2% are BELOW the National Minimum Standard

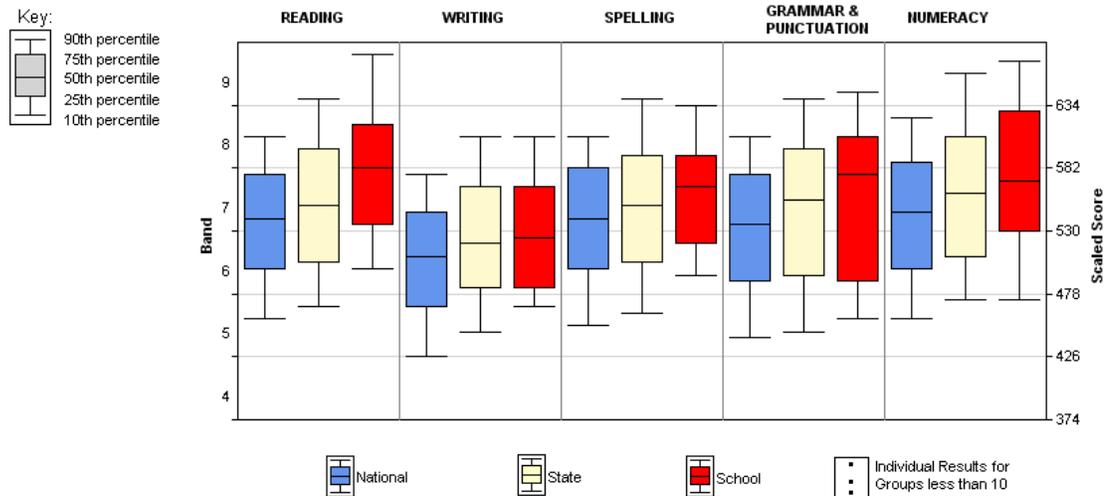
Writing: 91% are ABOVE; 9% AT National Minimum Standard

Spelling: 86% are ABOVE; 11% are AT National Minimum Standard; 2% are BELOW the National Minimum Standard

Grammar: 82% are ABOVE National Minimum Standard; 16% AT National Minimum Standard; 2% BELOW National Minimum Standard

Numeracy: 91% are ABOVE National Minimum Standard; 7% AT National Minimum Standard; 2% are BELOW the National Minimum Standard

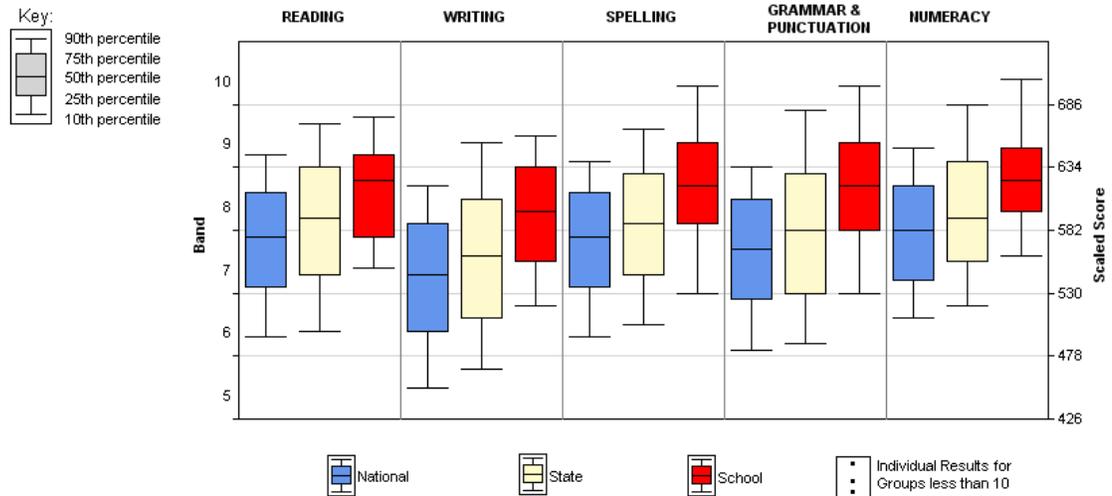
Year 7 – Group summary



Results from the **Year 7** Student Group Summary show most students performing above the minimum standards expected for the level.

- Reading: 93% are ABOVE National Minimum Standard; 7% AT National Minimum Standard
- Writing: 81% are ABOVE; 19% AT National Minimum Standard
- Spelling: 93% are ABOVE; 5% are AT National Minimum Standard; 2% BELOW National Minimum Standard
- Grammar: 83% are ABOVE National Minimum Standard; 15% AT National Minimum Standard; 2% are BELOW the National Minimum Standard
- Numeracy: 88% are ABOVE National Minimum Standard; 12% are AT National Minimum Standard

Year 9 – Group summary



Results from the **Year 9** Student Group Summary show most students performing well above the minimum standards expected for the level.

- Reading: 95% are ABOVE National Minimum Standard; 5% AT National Minimum Standard
- Writing: 89% are ABOVE; 8% AT National Minimum Standard; 3% BELOW National Minimum Standard
- Spelling: 89% are ABOVE; 5% are AT National Minimum Standard; 5% BELOW National Minimum Standard
- Grammar: 89% are ABOVE National Minimum Standard; 8% AT National Minimum Standard; 3% are BELOW the National Minimum Standard
- Numeracy: 97% are ABOVE; 3% AT National Minimum Standard

Year 12 achievement

At the end of the 2019 school year, 40% of Year 12 students received an ATAR of 70 or above. It was pleasing that our first cohort of graduating students has either gained entry into higher education or are now in a traineeship, apprenticeship or employment.

Learning outcomes – support and enhancement programs

Holy Trinity Lutheran College has a supportive but challenging curriculum that allows the school to nurture the social, emotional and academic potential of all individuals. This includes a strong emphasis on the fundamental numeracy and literacy components of the

Junior School, along with a comprehensive range of core, elective, VET (Vocational Education and Training), VCAL (Victorian Certificate of Applied Learning) and VCE (Victorian Certificate of Education) subjects in the middle and senior years.

Learning support and enhancement programs at Holy Trinity Lutheran College have continued to engage students through modified literacy and numeracy programs delivered either on a one-to-one basis, in small groups or within their classroom setting. Students are identified through our comprehensive diagnostic assessment program.

Regardless of age, support is available to all students at the college through various sub-school programs targeted at student need. Students who demonstrate a higher level of academic ability, and a strong commitment to their learning, are supported through specifically-designed learning enhancement programs in the junior years, along with accelerated learning opportunities (the Genesis Program) in the secondary years.

Extra-curricular activities

We offer a variety of extra-curricular opportunities across Junior, Middle and Senior Schools to provide students with the opportunity to broaden experience, encourage passion, foster commitment and develop their gifts and talents.

- **Holy Trinity Racing Club—human powered vehicles (HPV)**
Teams of students work together to design, construct and maintain pedal-powered vehicles to compete in Victorian and South Australian 'Energy Breakthrough' challenges. This year, all teams had a wonderful season and placed well in the Australian International Pedal Prix competition for all schools in Australia.
- **Energetix and Littlegetix**
Competition aerobics teams made up of students from Year 2 to Year 6. Energetic aerobic routines last for about 1.5 minutes. Teams compete against other Victorian schools each year at the School Aerobics Competition in Geelong.
- **Ski trip**
19 students from Year 8 to 11 took part in the college's first ski trip. Facing the cold of the Perisher resort, students enjoyed a wonderful time particularly as most had never seen snow before. We look forward to this trip becoming a regular feature in the years ahead.

Sport

- **School sport**
Holy Trinity competitively participates in many school based sports including cross country, athletics and swimming carnivals—including inter-school sport competitions at district, division, regional and state levels. These competitions are affiliated with the Little Desert (Primary) and Black Rangers (secondary) Victorian Sport divisions.

The college also participates in school rowing in selected secondary school events through Rowing Victoria sanctioned events.

Performing arts

- **Musical**
The whole college musical, My Son Pinocchio Jr, involved students from Years 3 – 12 and was well received by our college community, with many students from the Middle and Senior School involved.

- **Instrumental music program**

Holy Trinity provides a range of instruments in the program, including piano, guitar, percussion and drums, violin, bass guitar and vocals.

- **Under the Stars**

Under the Stars instrumental music concert is held to showcase the students who currently engage in our instrumental music program; celebrating the growth and learning that has occurred during the year.

- **Choir**

Students practice on a weekly basis and perform within our college community and local community.

Clubs

- **Garden Club**
- **Chess Club**
- **Junior Red Cross**
- **STEM and Robotics**

Cultural exchange programs

Hong Kong cultural experience

Each year, 14 Year 6 students are given the opportunity to participate in a cultural exchange with students from two Lutheran Schools in Hong Kong, which Holy Trinity Lutheran College have a close relationship with since the program began in 2007.

In the beginning of Term 1, our students and their families host students from Hong Kong for a week. Later in the term our Junior School students travel to Hong Kong for 10 days, attending classes and experiencing the sights of Hong Kong. Our senior students (Year 10) had planned to travel to Hong Kong for the first time to also experience an educational exchange but this trip was postponed due to political unrest and riots within the country.

The aims of this program are to prepare students for positive contribution in a globalised world, provide opportunities to develop and demonstrate respect for diversity and to broaden their experiences beyond the classroom, regional Victoria and our coastal borders. The experience provides students with an amazing opportunity for personal growth, they develop independence and self-management, gain an appreciation for diversity, and build strong bonds of friendship with the students from Hong Kong.

Philippines international educational and cultural tour

Holy Trinity has developed a longstanding partnership with San Agustin Elementary School and Pampanga State Agricultural University, located 80 kilometres north-west of Manila. A group of Year 9 students travel each year to Pampanga to work with primary school students in their classrooms and run sports activities. They visit the neighbouring university where they learn about the Filipino culture and their value of learning for the future. The development of relationships remains a key focus throughout the trip. Group members raise money prior to departure to purchase both classroom materials and sports equipment used during the project.

Through immersion in a different culture, students are often challenged to reflect on their personal journeys through adolescence. Christian service learning enables students to interact with others in the spirit of the Gospel, and to serve others while serving God.

It is imperative that our students develop the skills, knowledge and behaviours that will support them to develop into active and informed global citizens, with a heightened respect and appreciation for social, cultural and religious diversity and a strong sense of global citizenship.

Wellbeing program

Holy Trinity Lutheran College seeks to listen to and empower its students. The safety and wellbeing of all students is the primary focus of our care and decision-making. We are committed to providing a child safe environment where children and young people are protected and feel safe. The school wellbeing program aims to achieve this by providing specific programs across each of the sub-schools. Our many counselling services and programs assists in supporting the social and emotional needs of our students. This also extends to our wider community with the Share Care program that offers support and a sense of belonging for families.

Pastoral care and wellbeing program

Holy Trinity Lutheran College is committed to enhancing and strengthening the social, emotional and spiritual development of its students. We recognise that wellbeing is fundamental to learning and is integral in every aspect of school culture. We seek to ensure students are actively engaged with learning and develop positive and respectful relationships and connections within the school and community. A Christ-centred approach underpins the foundational values which the pastoral care program is based on.

The effective educational practice of teaching to enhance wellbeing and build resilience is also a vital piece in allowing a child flourish in a changing and challenging world. In 2019 the college engaged in the Positive Education program. Facilitated by the Institute of Positive Education from Geelong Grammar School, the focus of the learning was on personal transformation through understanding the science of wellbeing and the impact this has on families, friends, colleagues and students. The college looks forward to how a Positive Education framework will additionally support and encourage the mission and values of a Lutheran school.

Worship program

Worship is the high point of our life at Holy Trinity Lutheran College. We regularly celebrate our identity as God's people in Jesus and explore the plans and purposes He has for us individually and collectively as His community. This shapes us for life and service both within our local community and God's worldwide community.

Along with daily devotions held in classrooms and by the staff, worship services are held weekly for each sub-school, led by different year levels. While throughout the term sub-schools worship separately, the entire college community gathers together for worship at the beginning and end of each term. Through worship we nurture and encourage everyone to strive with God's help to reach their potential in Him.

College Council

Holy Trinity Lutheran College has a governing council of elected representatives from the local Lutheran church. The College Council consists of 9 members and 5 representatives

from the college's leadership team who act as consultants. The key role of the College Council is governance, ensuring the ongoing viability of the college and maintaining the strategic direction of the school.

The College has a very committed and stable College Council that, under the chairmanship of Mr Bryan Matuschka, has continued to give direction to our college.

The College Council continues to see the wide skillset of members and the long term stability of Council numbers as extremely important to the success of the Council. Governance training has continued and gives tremendous insight into the expectations of Council members and the Council as a whole.

School improvement

In 2019, several notable developments took place in and around the college.

- The first cohort of Year 12 students graduated at the end of 2019, now establishing the school as a Foundation – Year 12 college in the Wimmera.
- The completion of the first stage of the Senior Centre and Main Reception building was complete for the start of Term 2.
- The college now has 3 separate, purpose built, sub school precincts.
- The construction works for the new Junior School building took place along with the refurbishment of the lower primary classrooms and staff room.
- Landscaping works continued across all sub schools to improve accessibility (student use) and appearance of the college grounds.
- Documented thinking routines (thinking dispositions) and the Positive Education curriculum were introduced to students and staff across all sub schools, which directed a professional learning focus for the year.
- Curriculum opportunities now expand to include an extensive range of VCE subjects, VCAL and VET programs for senior secondary students.
- A ski trip and school rowing were introduced into the extra-curricular program at the college.
- An educational exchange program (Year 10) was developed with our sister school in Hong Kong – LCK secondary Lutheran School.
- Science Week activities were developed to include the STEM Family Night and Science Showcase. These learning experiences involved student and staff led scientific displays, providing individuals with a chance to see the science behind the world they live in.
- A new college publication, School Days, was produced as a remake of the 1990s HTLS publication, Skool Daze. Generated twice a year (Spring and Autumn), School Days provides a snap shot of our school and allows further connection with our community and the church.
- The college began issuing an online format of the weekly newsletter.
- The college now employs a compliance officer to assist with policy and legislative matters.

Staff

In 2019 the following staff were employed:

Full time teachers:	36
Part time teachers:	16
Non-teaching staff (full time):	4
Non-teaching staff (part time):	21

With our continued growth to now include learning opportunities for students from Foundation to Year 12 we welcome the following faculty and staff to our college. Miss Lisa Somerfield, Mrs Heidi Noller, Miss Jemma Moody, Mr Shane Worthy, Mr James Withey, Mrs Georgia Thomas, Mr Joshua Lloyd, Ms Anne Rogers, Mrs Jessie Ferguson, Miss Jennifer Collier, Mr Jarryd Noller, Ms Kellie Martin, Miss Kylie Rainsford, Ms Roz Buckman and Mrs Amanda Rudolf. We also welcome back Miss Jen Klinge from her year of leave.

As members of a professional learning community, all staff at Holy Trinity Lutheran College are encouraged to access professional learning opportunities throughout the year. Our college is committed to developing its staff to meet the demands of our profession. Throughout the year, opportunities where individuals can collaborate and articulate the learning both in and outside of the classroom environment, and in doing so improve the teaching and learning within our college. Teachers from Holy Trinity Lutheran College had the opportunity to do just that when they meet with other Lutheran educators at the LEVNT (Lutheran Education Victoria, New South Wales and Tasmania) Western Hub Conference at Tarrington Lutheran School. The annual conference has been happening for a number of years and has been recognised as a valued time to talk all things education with others in the Lutheran system. In 2019, the learning focus was on 21st century thinking, with support also from LEQ (Lutheran Education Queensland).

During 2019, the cost of the whole school professional learning was \$53,162, with the average expenditure per staff member being \$690.42.

Out of 205 teacher days in 2019, staff attendance was 98%.

All teachers are registered with the Victorian Institute of Teaching. Six of our Junior School teachers are involved in further study in Christian Studies through the EQUIP program as an ongoing commitment of all staff to continue to learn and grow their knowledge and understanding of Christian Studies. No indigenous staff members are employed at the school.

Parents, Teachers and Friends Association (PTFA)

Under the guidance of Mrs Kerri Nichols, the PTFA has again had another busy year. They have raised a significant amount of money that has been spent on resources for learning programs and in the college grounds. These have included sporting uniforms, assistance with HPV and sporting equipment, and the community garden. Our major fundraisers this year included catering for the Wimmera Machinery Field Days, pie drive, and a Fun Run.

Financial performance

Income sources—2019

Net tuition fees	\$1,739,033	15.8%
Operating grants	\$7,647,657	69.7%
Capital grants	\$1,209,095	11.0%
Donations – capital & other	\$4,003	0.1%

Interest & other income	\$374,895	3.4%
Interest from related entities	\$nil	0.0%
Total	\$10,974,683	100.0%

Holy Trinity continues to establish itself as a valued educational provider in Horsham and the Wimmera region. Our enrolments next year will be estimated to reach 610 students and as we come to the end of this year we can continue to have faith in the long term success and viability of the college.

As we grow, there is still a strong commitment by all involved in this college to keep the focus firmly on the students. As we look toward next year, we are committed to establishing and maintaining strong foundations to become a college that provides the highest quality of academic, co-curricular and service learning opportunities for our students.

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



Mr Daniel Weller
College Principal