

# Annual School Report 2023 School Year

Holy Trinity School, Inverell



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Principal  
Jill Rainger

## About this report

Holy Trinity School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The report outlines to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, monitors school processes to ensure compliance with all NESA requirements for Registration.

This report complements, and is supplementary to, school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2024 following its submission to NESA.

The contents of this report may be tabled for discussion at various parent forums, including the School Advisory Council meetings and all information is public.

Further information about the school or this report may be obtained by contacting the school on 02 6722 4066 or by visiting the school's [website](#).



## **1.0 Messages**

### **1.1 Principal's Message**

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. Holy Trinity School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Holy Trinity School is a Catholic school for students from Kindergarten to Year 10, established by the Sisters of Mercy and the de La Salle Brothers within the Sacred Heart Parish, Inverell. As part of the Diocese of Armidale, we strive to provide a safe, welcoming environment that allows individuals to grow, live, learn and achieve. Within a caring learning environment characterised by strong parental involvement, dedicated and experienced staff provide the students with firm foundations in literacy and numeracy and seek to inspire students to become lifelong learners. The school endeavours to provide support to staff to enable this strong Catholic professional learning community to thrive.

Holy Trinity School has a high academic profile and offers opportunities for participation in a broad extracurricular program, with a range of sports, cultural pursuits and creative arts. The school offers excellent learning facilities across the curriculum. The highlights of the school year included the Year 3-10 musical 'Matilda Jnr', the return of all sporting events and school excursions, a new P&F fundraising initiative 'Christmas in July' and the trialling of the Alpha program for Year 10 students. This year, the school celebrated its 60th anniversary with several events including a family picnic, an open day and the unveiling of statues of Catherine McAuley and John Baptiste de la Salle in honour of the religious orders that have links to the school.

Jill Rainger  
Principal

### **1.2 A Parent Message**

This was a successful year for the School Advisory Council (SAC) and Parents and Friends Association, which encouraged parental involvement in school life.

During the year, the SAC advised and assisted the Principal in many ways. These included:

- Financial affairs
- Long-term planning of buildings and equipment
- Maintenance of buildings and gardens
- Celebrating the 60th anniversary of the school

This year, the P&F returned to the usual format of the Easter Fair and the Art Union and Race Day were held in the normal manner. The re-introduction of a social event for parents was a great success, with a 'Christmas in July' dinner and dance being attended by a solid group of parents and friends. These major fundraisers enabled the P and F to purchase a range of items for the school. Parents ran the Mother's and Father's Day stalls, which again provided a valuable service to students and families. The School Advisory Council and P and F work hand in hand to make the above initiatives successful.

Nick Butcher  
Chairperson  
School Advisory Council



## 2.0 This Catholic School

### 2.1 The School Community

Holy Trinity School is located in Inverell and is part of the Sacred Heart Parish which serves the communities of Inverell, Tingha, Bundarra, Bingara, Delungra and Ashford, from which the school families are drawn.

Last year the school celebrated 60 years of Catholic education.

The parish priest, Father James Poovathinkal/ Father Paul Chandler, is involved in the life of the school.

### 2.2 Catholic Life and Religious Education

Holy Trinity School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

As a Catholic school, Holy Trinity has a unique role in the evangelising and educating mission of the Church. Primary and Secondary departments rotate over the term to celebrate liturgy at the Sacred Heart Church led by Father James and Father Paul. As well, the sacrament of reconciliation was celebrated during Lent and Advent at school. Other liturgical events taking place during the year include the Induction Mass, Ash Wednesday liturgy, Holy Week liturgies, Feast Day Mass, Graduation, and Thanksgiving masses. Prayer is the cornerstone of all assemblies.

Reflection days are held for Years 7, 8, 9 and 10 during the year. These are conducted by the Lasallian Youth Ministry. This year, the school employed a Lasallian Youth Minister who assisted at these retreats and was an ongoing presence and support for students. A Christian Living Camp was held at Copeton Dam for Year 10. In conjunction with the Armidale Chancery, the Alpha program was trialled with Year 10 students. The feedback on this 10-week program was positive, and it will be delivered again in 2024.

Staff Prayer was held each fortnight on a Wednesday morning. Staff shared the responsibility to lead this. The staff retreat was held at Copeton Dam and facilitated by the CSO Spirituality/ Renewal Team. The theme 'Renew with Hope' was based on Pope Francis' call to review the work of the Second Vatican Council. Staff could nominate to participate in Diocesan Retreat Days. Six staff members began the "Cornerstones" program to be accredited to teach Religious Education in the Diocese of Armidale.

As a practical expression of the school's motto and vision, students very actively and generously supported fundraising for specific Catholic charities and events, including Caritas, Catholic Mission and St Vincent De Paul. Staff and students expanded the service initiatives to include active engagement as well as fundraising initiatives. Students were involved in acts of service within and outside the school. These included: supporting scripture classes at local public schools, assisting in the Infants' playground, winter warmers for the local community and running a cake stall.

Holy Trinity School is an integral part of Sacred Heart Parish. The Principal is a member of the Parish Pastoral Council. Staff and students assist on the Altar Society (church cleaning) roster for two months of the year. Some staff members are active participants in the general sacramental, spiritual and practical aspects of the parish.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of 30 multiple-choice questions.

Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 30)	
Year 6	25



## 2.3 School Enrolment

Holy Trinity School caters for children from Kindergarten to Year 10. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	TOTAL 2023	TOTAL 2022
<b>Male</b>	26	33	23	27	22	30	28	35	22	19	21	286	284
<b>Female</b>	26	21	24	26	24	29	26	27	18	24	12	257	248
<b>Totals</b>	52	54	47	53	46	59	54	62	40	43	33	543	532

## 2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff, as part of their duty of care, monitor attendance each day. The class roll is marked every day and rolls are checked each week by the Principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school, preferably on the first day of absence and certainly within seven days. The Principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the Principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the Principal to discuss the leave request.

The average student attendance rate for the school during 2023 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	All Years
<b>Average Student Attendance Rates Percentage</b>	89.0	91.0	89.0	89.0	88.0	90.0	90.0	86.0	85.0	83.0	76.0	86.9

### Managing Student non-attendance

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:



- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community.
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement.
- maintaining accurate records of student attendance.
- recognising and rewarding excellent and improved student attendance.
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/ carer involvement.
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non-attendance is an issue and previous strategies have failed, the Principal and the System Performance Leader will convene a meeting with the family, the student, and other agencies if required, to develop a Return to School Plan.

## 2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	1
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	43
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	26
6.	Number of staff identifying as Indigenous employed at the school.	2
7.	Total number of non-teaching staff employed at the school.	28

## 2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students about respect and responsibility in a number of ways:



- Holy Trinity School actively promotes respect and responsibility amongst all students, staff and parents as being integral to its mission as a Catholic school. There is an expectation that students are respectful members of the community and encourage them to develop nurturing relationships that enhance community spirit.
- Through following the Armidale Catholic Schools Office Living Well, Learning Well Student Support Framework the community strives to follow the reciprocal Rules for Living: I am safe, I am valued, cared for and respected and I am a learner.
- Responsibility is actively promoted throughout the school as being a crucial component of school and community life. It is the responsibility of students and staff to contribute back to the life of the broader community by participating in a variety of festivals, activities and events by way of service
- By extending staff knowledge, understanding and implementation of the Catholic Schools Office Armidale Living Well, Learning Well Framework.
- Through involvement in the local Inverell community with participation and representation at Anzac Day, Remembrance Day, Vietnam and Modern Conflicts Day, Legacy Week and other community events such as the eisteddfod.
- Well-being initiatives such as Meditation Monday, Pulse check-ins, Real Talk and The Resilience Project.
- Student participation in leadership teams such as the Student Representative Council, Sporting House Captains, Mini Vinnies and the Junior Conference of St Vincent de Paul.
- Reiterating consistently the importance of respectful relationships and restorative practices to students and families at all available opportunities e.g., assemblies, extracurricular events, newsletters

## 2.7 Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the school used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

### Parent Satisfaction

The parent satisfaction survey was undertaken in September 2023. The completion rate was 37% which was considered good. All areas were in the agreed and strongly agreed categories. The highest scores were in:

- Safety of students
- Recommend this school to others
- Maintenance of the school and the care of staff for students
- The staff take an interest in my child
- Response to concerns

The lowest scores were in:

- Managing behaviour incidents

### Student Satisfaction



The students were surveyed in two groups: Years 4 and 6; Years 7-10.

Years 4 and 6 had a 79% completion rate which is considered excellent. Strengths included:

- Caring for others and being cared for by my teachers
- Encouraged to do your best

Areas for improvement included:

- Homework
- Taking students' opinions seriously
- Feeling accepted by peers

Year 7-10 had a completion rate of 83% which is considered excellent. Strengths include:

- I feel safe
- Using technology
- Encouraging care for others
- Encouraging students to be a good community member

Areas for improvement included:

- Taking students' opinions seriously
- Homework
- The delivery of interesting lessons

### **Staff Satisfaction**

The staff satisfaction survey had a 75% completion rate which is considered excellent. Areas of strength included:

- Satisfaction from working at this school
- Recommend this school to others
- Leaders know and care for me
- Enhancing learning through technology
- Maintenance of the school and facilities

Areas for improvement were:

- Receiving feedback to enhance teaching
- Management of behaviour incidents
- All students, particularly high achievers are engaged, challenged and extended
- More time for staff to gather and analyse information about student progress

## **3.0 Teaching and Learning**

### **3.1 School Curriculum**





## Primary

The school provides an educational program based on and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. Holy Trinity School is committed to providing a quality education that meets the needs of all students.

The school continued its focus on providing engaging learning opportunities for the diverse needs of students through explicit teaching in English and Mathematics. K-2 implemented the new NESA curriculum in English and Mathematics. K-2 and Diocesan MaST mathematics program. Data on student performance was collected and used to identify areas for improvement. The CSO Data Ecosystem was an indispensable tool.

Programs were in place to support students and their learning. Students with personal plans were supported by experienced classroom teachers and education assistants. Learning interventions such as MiniLit continued. Aboriginal students were supported by a small team of Aboriginal education assistants, who worked within classrooms to support literacy and numeracy development across the school and to raise cultural awareness. Students from speaking backgrounds other than English were likewise supported by an EALD support teacher and education assistants.

In addition to the academic development of all students, the cultural, physical and mental well-being of students was a high priority. Regular sporting and cultural events and some usual well-being activities returned after COVID-19. The school musical “Matilda Jnr” and the implementation of “The Resilience Project” are two examples of initiatives in 2023 that support the learning of the whole child.

## Secondary Years 7 - 10

The school follows the NESA syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office, Armidale.

The secondary curriculum at Holy Trinity School is designed to cater to the needs of all Year 7-10 learners. The Stage 4 (Year 7 & 8) curriculum consists of eight KLAs as defined by the N.S.W. 1990 Education Reform Act. These KLAs are: English, Mathematics, Science, Human Society and its Environment, Languages other than English (LOTE), Creative Arts, Technology Mandatory and Personal Development, Health and Physical Education.

As well as the mandated NESA courses, Stage 5 electives included iSTEM, Industrial Technology (Metals and Timber), Agriculture, Food Technology, Commerce, Drama, Visual Arts and Physical Activity and Sports Studies. Primary Industries was offered as a VET course to students in Year 10. For the first time, construction was offered as a VET course to Year 10 students. As well as face-to-face teaching, staff continued to support the curriculum via Google Classroom. Students responded well to this, due to being familiar and skilled with the Google Suite. Regular physical education and school sport continued, as well as a focus on well-being in Pastoral Care lessons using “The Resilience Project.”

### 3.2 Student Performance in National Testing Programs

#### 3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3, 5, 7 and 9 tested. In Year 3, 50 students presented for the tests, in Year 5, 58



students presented for the tests, in Year 7, 63 students presented for the tests while in Year 9, there were 43 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

Commencing in 2023, NAPLAN test results are reported using proficiency levels.

Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

At Holy Trinity School, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of Holy Trinity School students in the top two levels compared to the State percentage.

**Year 3 NAPLAN Results in Literacy and Numeracy  
Percentage of Students in Levels Strong and Exceeding**

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
80.0	86.0	75.0	60.0	81.0

**Year 5 NAPLAN Results in Literacy and Numeracy  
Percentage of Students in Levels Strong and Exceeding**

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
86.0	70.0	79.0	67.0	69.0

**Year 7 NAPLAN Results in Literacy and Numeracy  
Percentage of Students in Levels Strong and Exceeding**

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
71.0	57.0	72.0	66.0	74.0



**Year 9 NAPLAN Results in Literacy and Numeracy  
Percentage of Students in Levels Strong and Exceeding**

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
77.0	56.0	60.0	60.0	71.0

In 2023 the number of students issued with a RoSA	0
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#### **4.0 School Policies**

##### **4.1 Enrolment Policy**

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's [website](#) and the Armidale Catholic Schools Office [website](#).

##### **4.2 Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale**

Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale are policies and procedures justifying a model of student support that considers learning, wellbeing, school connection, behaviour, family-school partnerships and similar domains as inseparable and interrelated elements in the lives of children and young people and in the complex community that is the contemporary school.

The development goal of Living Well, Learning Well, and related policies was, and is, to ensure contemporary research and findings in fields of pedagogy, inclusion, behaviour support, pastoral care, bullying prevention and intervention, student voice, participation and connection to school, child and adolescent psychology, student wellbeing and staff collective efficacy are reflected in all language, policy, practice and protocols of the system and schools. It supports a whole-system ecological approach to understanding and acting on the complexity of factors that interact to shape and form the lives of children and young people.

At the heart of Living Well, Learning Well is a universal and unconditional positive regard for children and young people and a high regard for the collective capacity of a school staff team to increase learning, wellbeing and life-opportunity outcomes for children and young people. The full text of the School's Living Well, Learning Well procedures may be accessed on the school [website](#).

Corporal punishment is expressly prohibited in this school. The school does not sanction the administration of corporal punishment by school staff or non-school persons, including parents, to enforce appropriate behaviour in the school.



### 4.3 Student Protection Policies and Procedures

The role of the Catholic school in child protection is to protect children and young people and to promote and safeguard the safety, welfare and wellbeing of children and young people. This responsibility is shared with the whole community. Every school within the Armidale Catholic Schools Office (CSO) system of schools works within a statutory framework of cooperation with government authorities and other relevant agencies and with families in the care and protection of children and young people.

Schools have a key role to play in today's society by assisting students and families with child protection. The safety, welfare and wellbeing of students is given the highest priority in every preventative and protective action taken.

In caring for children and young people, we must act in their best interest and take all reasonable steps to ensure their protection. This involves sincere commitment to upholding children's rights to safety and their wellbeing, and taking comprehensive steps to create a child safe school organisation and culture, with shared responsibility requiring all Armidale CSO personnel to work together within a comprehensive framework to ensure action and accountability for child safety.

Holy Trinity School is committed to fulfilling its obligations and seeks to develop best practice to identify and address risk and harm, and to promote the wellbeing of all children and young people in Armidale CSO schools. The dignity of the human person is a central truth of the Gospel message of Jesus. In respecting the dignity of all human persons, Catholic school communities are called to ensure the welfare and safety of all of their members.

The protection of the students entrusted to our care, then, is a very serious responsibility. In taking up this responsibility along with parents, who are recognised as the primary educators and carers of their children, Catholic school communities are committed to ensuring Catholic schools have at their centre the total care of the whole student.

Holy Trinity School follows the guideline, policies and procedures as determined by Armidale Catholic Schools Office who provides policy, procedures, forms and links to other resources relating to child protection. These resources have been developed to guide and assist staff and to inform Catholic School communities. Further details can be accessed from the school's [website](#) which includes a further [guide for parents](#).

### 4.4 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by this school. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

*No changes were made to the 'Complaints Handling Policy and Guide' this year.*

*The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's [website](#) or the administration office.*

### 5.0 School Review and Improvement

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Improvement Plan and informed by the Catholic Schools Office Annual Improvement Plan. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the System Performance Leader.



Key Goals Achieved and Implemented in 2023	Key Goals for 2024
<ul style="list-style-type: none"> <li>• Authentically live Catholic Principles and Values: Student service initiative, Alpha program.</li> <li>• Provided future-focused and engaging learning to enhance outcomes for all students: Implementation of K-2 syllabi and MaST; Curriculum Reform Knowledge and Understanding; Co-teaching initiative.</li> <li>• Cared for students, staff and families, so they can realise a hope-filled future: Development of resilience through The Resilience Project.</li> <li>• Continued to build strong teams that enhanced teaching and learning: Implementation of Stage Leaders, school musical 'Matilda Jnr'.</li> </ul>	<ul style="list-style-type: none"> <li>• To authentically live Catholic Principles and Values.</li> <li>• To provide future-focused and engaging learning to enhance outcomes for all students.</li> <li>• To care for students, staff, and families, so they can realise a hope-filled future.</li> <li>• To continue to build strong teams for sustainability and stewardship.</li> </ul>

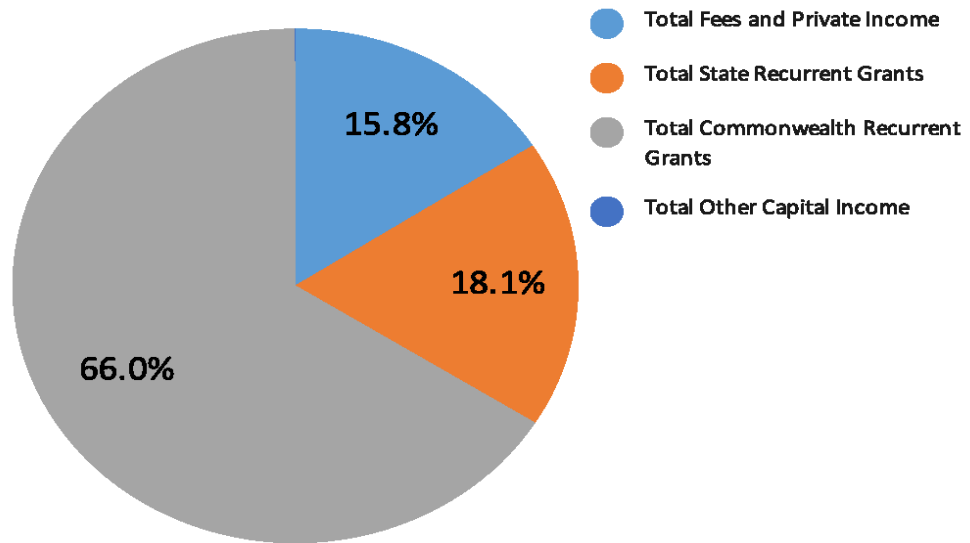
## 6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2023 is presented below:



### 2023 Income - Holy Trinity School, Inverell



### 2023 Expenditure - Holy Trinity School, Inverell

