

788
TOTAL
ENROLLMENT

376

Senior School Enrollment

135

Middle School Enrollment

277

Lower School Enrollment

91

Full-time Faculty Members

18:1

Student to Teacher Ratio



HTS.ON.CA

ABOUT:

Founded in 1981, Holy Trinity School (HTS) is a co-educational, JK–Grade 12 independent day school that provides a safe, challenging and supportive learning environment for students to pursue their academic goals and develop character traits such as respect, integrity, empathy and courage.

A rapidly evolving world needs confident, driven, intellectually agile, empathetic citizens. We believe that the purpose of education is to prepare students for life.

Our vision for learning engages all stakeholders in a learning relationship that is driven by knowing one's strengths, interests and areas for growth. We recognize and honour the uniqueness and dignity of all learners, foster their agency and choice while inviting our learners' curiosity and courage to try new things and explore new opportunities.

MISSION:

Holy Trinity School is committed to educational excellence, as measured by readiness for university entrance, and to the development of the character and individual abilities of our students within the context of Christian values and personal integrity.

VISION:

A world-class learning environment, HTS offers a personalized experience through which students become confident and agile thinkers, able to operate independently and collaboratively in all settings.

OUR GUIDING PRINCIPLES:

- **Dignity** is at the heart of inclusion and respect.
- **Learning** is a journey, not a destination.
- **Character** is the essence of our humanity.
- **Excellence** is the pursuit and realization of one's personal best.
- **Innovation** is a mindset of possibilities fuelled by curiosity.

Head of School

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THE HTS EXPERIENCE

In order to thrive, students will need to be lifelong learners who are confident in leveraging their skills and knowledge as they navigate life. Our goal, as a leading educational institution, is to inspire our students to be driven in their pursuits, make an impact in their communities (professional and personal) and be nimble as they approach a complex and rapidly evolving world.

We believe in supporting and encouraging our students to try new things, step out of their comfort zone and immerse themselves in the comprehensive HTS experience.



100% OF STUDENTS RECEIVED POST-SECONDARY ACCEPTANCES

THE CLASS OF 2020 COMPLETED **9,725 HOURS** OF COMMUNITY SERVICE

ONE STUDENT ACHIEVED **868 HOURS** AT THE TIME OF GRADUATION

124 SCHOLARSHIP OFFERS WERE MADE TO THE 80 GRADUATES WORTH OVER

\$877,000

80 GRADUATES IN THE CLASS OF 2020

55 STUDENTS ACHIEVED ACADEMIC EXCELLENCE (90% OR HIGHER)

23 STUDENTS ACHIEVED ACADEMIC HONOURS (80-89%)



HTS GRADUATE PROFILE

As we prepare our learners for adulthood, there are some key attributes that we intentionally nurture in order for them to be able to navigate life confidently. These attributes are the collection of knowledge, skills and attitude that is gained through meaningful learning opportunities that students experience during their time at HTS.

- **Intellectually Agile:** Our graduates are challenged and willing to learn new things and evolve in their understanding. They think critically, honour complexity, ask great questions and are strong communicators.
- **Problem Solver:** Our graduates are able to identify problems, generate ideas towards solutions, build networks to solve challenges both collaboratively and independently. They are inspired to innovate.
- **Impactful:** Our graduates are willing to take risks and take action to serve a greater good. They have a strong ability to make connections across disciplines and networks.
- **Citizen of Character:** Our graduates strive to live with integrity, courage, respect and empathy. They are culturally competent, care for self, others and the natural environment.

POST-SECONDARY DESTINATIONS

This information reflects the schools who accepted our graduates from 2015-2020. The schools in bold and numbers in brackets indicate the schools our Class of 2020 chose.

CANADA

Acadia University
 Algoma University
 Bishop's University
 Brescia University College
Brock University (1)
 Carleton University
 Concordia University
Dalhousie University (1)
 Durham College
 Emily Carr University of Art and Design
 George Brown College
 Huron University College
King's University College (1)
 Lakehead University
 Laurentian University
McGill University (1)
McMaster University (10)
 Mount Allison University
 Mount Saint Vincent University
 Nipissing University
 OCAD University
 Ontario Tech University
Queen's University (3)
 Quest University
Royal Military College of Canada (1)
Ryerson University (5)
 Seneca College
Sheridan College (1)
 Simon Fraser University
 St. Francis Xavier University
Trent University (1)
 University of Alberta
University of British Columbia (1)

University of Calgary
University of Guelph (2)
 University of Guelph-Humber
 University of King's College
University of Ottawa (2)
 University of Prince Edward Island
University of Toronto (15)
 University of Victoria
University of Waterloo (4)
 University of Windsor
Western University (12)
Wilfrid Laurier University (3)
York University (3)

UNITED KINGDOM

Aston University
 Bader International Study Centre
 De Montfort University
 Durham University
 Imperial College London
King's College London (1)
 Medway School of Pharmacy
 Queen Mary University of London
 University of Aberdeen
 University College London
 University of Bristol
 University of Dundee
 University of Edinburgh
 University of Glasgow
 University of Leeds
 University of London
 University of Manchester
 University of Nottingham
 University of Portsmouth
 University of Southampton

University of St Andrews
University of York (1)

UNITED STATES

ArtCenter College of Design
 Bentley University
 Boston Conservatory at Berklee
 California College of the Arts
California State University, Los Angeles (1)
Carnegie Mellon University (1)
 Case Western Reserve University
 Claremont McKenna College
 Columbia University
 Cornell University
 Drexel University
Duke University (1)
Emerson College (1)
 Emory University
Fordham University (1)
 Georgetown University
 Harvard University
 Indiana University
 James Madison University
 Johns Hopkins University
 Loyola University Chicago
 Massachusetts College of Art and Design
 Merrimack College
New England Conservatory of Music (1)
New York University (1)
 Northeastern University
 Otis College of Art and Design
 Pratt Institute
 Rensselaer Polytechnic Institute
 Rhode Island School of Design
Rochester Institute of Technology (1)

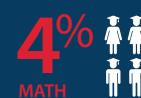
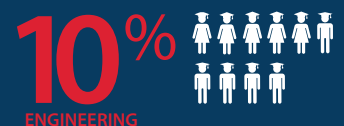
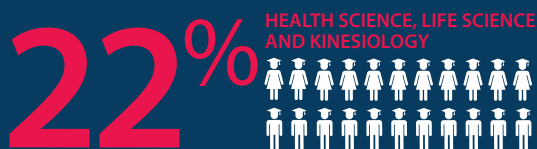
San Francisco Conservatory of Music
 School of the Art Institute of Chicago
 School of Visual Arts
 St. John's University
 Stanford University
 The Ailey School
 The American Academy of Dramatic Arts
 The American Musical Dramatic Academy
 The New School
 The Ohio State University
 The Pennsylvania State University
 Tulane University
 University at Albany — SUNY
 University of California, Berkeley
 University of California, Davis
 University of California, Los Angeles
 University of California, San Diego
 University of California, Santa Barbara
 University of California, Santa Cruz
 University of Miami
 University of Michigan
 University of North Carolina at Chapel Hill
 University of Pennsylvania
 University of Pittsburgh
 University of Rochester
 University of Wisconsin-Madison
Vanderbilt University (1)

OTHER INTERNATIONAL

Cours Florent
 National University of Ireland Galway
Royal College of Surgeons in Ireland (2)
 University College Cork
 University College Dublin

AREAS OF POST-SECONDARY STUDY

This information reflects the areas of post-secondary study our Class of 2020 chose to pursue.



ACADEMIC REQUIREMENTS FOR GRADUATION AND GRADING

HTS students graduate with an Ontario Secondary School Diploma. More information on the Ontario Secondary School Diploma requirements can be found on the Ministry of Education's website at ontario.ca/page/high-school-graduation-requirements. In addition to the Ontario Secondary School Diploma requirements, HTS students are required to complete an additional physical health and education course as well as an introduction to business course.

The HTS curriculum goes beyond provincial standards to provide students with deep and broad learning experiences that will equip them for the unique challenges and opportunities in their future. We leverage design thinking, project-based learning and field studies as instructional strategies that develop our student competencies.

SPECIALTY SENIOR SCHOOL PROGRAMS

ADVANCED PLACEMENT (AP) HTS offers AP courses both face-to-face and online in partnership with One Schoolhouse. AP is a well-respected academic program in the United States. Students are able to take AP courses, in addition to their Ontario credit courses.

EXTENDED FRENCH CERTIFICATE This certificate is granted to students who successfully complete the sequence of four courses in Extended French and a minimum of three courses in other subjects taught in French throughout the four-year program.

HIGH-PERFORMANCE ATHLETE PROGRAM This program offers greater support and increased flexibility to elite level athletes who are involved in an individual or a team sport outside of school.

THE HIVE INTERNSHIP PROGRAM This program is a cooperative education credit completed in the context of a co-curricular program. The program provides students with the opportunity to learn how to prepare, engage and succeed in the workforce. In the 2019-2020 school year, students partnered with STEM Minds to develop an innovative software program, leveraging skills in animation, graphic design, project management and design thinking. As a new partner of the Center for Advanced Professional Studies (CAPS) Network, students have opportunities to solve real-world problems in a professional context while being mentored by employers.

Grading Scale

A+ = above 90% (Academic Excellence)

A = 80-89% (Academic Honours)

B = 70-79%

C = 60-69%

D = 50-59%

STUDENT LIFE PROGRAM

The extensive co-curricular program at HTS offers a variety of more than 40 teams and clubs in each division. Students are expected to participate fully in the life of the school through opportunities such as breakaway trips, team sports, field trips, musical and theatrical productions, clubs, hackathons where students collaborate to solve real-world challenges, fundraising events, leadership opportunities and community service programs. These opportunities provide students with mind-broadening, skill-building and horizon-expanding experiences. Our clubs have had the opportunity to connect and compete with various chapters across the world. Our DECA club has made our school's name known as a fierce competitor, ranking in the top 10 at the 2019 International Career Development Conference.

From House Captains to Prefects, students have a variety of leadership opportunities available to them to guide their development. By pushing personal boundaries, our students learn to adapt to different situations, rise to new challenges, take on new responsibilities and discover new passions — skills that will serve them well beyond HTS. Visit hts.on.ca/co-curriculars to view a complete list of our co-curriculars.