



TRINITY COLLEGE

*Albury-Wodonga*

## TRINITY ANGLICAN COLLEGE-ALBURY

ANNUAL REPORT – 2011

### A MESSAGE FROM THE COLLEGE BOARD

#### **The Chairman of the Board**

2011 was a year of outstanding achievement for the College, built upon the foundations laid over the past few years.

#### **1. Finances**

The school has again been able to conclude its financial year with a modest surplus. As a relatively new school, we are pleased with result, and the Board is confident that in the coming year it will be able to begin to repay some of its capital debt. The Board is mindful of the careful financial management of the Principal and his Business Manager.

#### **2. Academic Results**

The Board again rejoices with the rest of the College community in the outstanding academic results achieved by the 2011 Year 12 cohort in the HSC examinations. NAPLAN results for other school years also continue to impress, indicating that Trinity provides high quality teaching for the students of the Albury-Wodonga region.

#### **3. Capital Projects**

Midway through the 2011 year, the building of the College's new administration block was commenced. Completion date is set for early 2012. This building, partly funded by a grant from the Commonwealth Government via the NSW Block Grant Authority, has been much needed, and will not only serve as the main entrance and service centre for

the public, but will provide much needed space for an adequate staff room, as well as offices for the Principal and his senior administration staff .

#### **4. Board Matters**

During 2011 the Board welcomed as new members: Ms Christine Nesbit, Ven Dr John Davis and Dr Ron Bailey. Mr Scott Andrews resigned during the year and the College and Board is grateful to Mr Andrews for his many years of service as a member of the Board.

The Board is confident that the College is set for a period of growth and stability in this next phase of the College's life.

(Rev Dr) John W Pryor  
**Chairman of the Board**

#### **College Board – 2011**

**Chair:**

(Rev'd Dr) J W Pryor, B.A. (Syd), M.A. (Cantab), B.D. (Lon), ThL, ThD (ACT)

**Treasurer:** (Mr) D Glanvill

**Members:**

(Mr) S R Andrews (resigned July 2011)

(Mr) P Cerexche

(Cr) P A Gould, OAM

(Mrs) A Coughlan

(Fr) P McKeague

(Prof) A Curtis

(Ven Dr) J Davis (commenced March 2011)

(Dr) R Bailey (commenced June 2011)

(Ms) C Nesbit (commenced November 2011)

## Information about Trinity Anglican College

### Mission and Values Statement

Trinity is a co-educational Anglican independent school for students from Early Years to Year 12. We are an outstanding school which provides an enjoyable learning environment, the delivery of a holistic education offering opportunities of excellence for all and catering for the individual student's needs, skills and aspirations. The College's educational programmes and approaches are founded in Christianity and are well supported by strong pastoral care, highly qualified and committed staff and an optimistic outlook for the future and the role that students from Trinity will play in this.

### Pillars

Trinity believes that its mission and values as a school are well supported by a number of key elements or pillars. These include:

**Faith** - *developing sound Christian values, which will equip students with appropriate wisdom, attitudes, skills and knowledge, to lead fulfilling and productive lives in which service to others is a key aspect.*

**Academic** - *encouragement of excellence in learning within programmes which provide opportunities which match a range of skills and abilities. The provision of an environment which is stimulating, caring, vibrant and encouraging of enthusiasm, creativity and enjoyment in learning.*

**Pastoral** - *recognition and celebration of the unique nature of each person in the school community and the importance of the care for each individual; emphasis on participation, and achievement of "personal best" to increase self-esteem and personal well being.*

**Co-curricular** - *facilitation of students experiencing a diversity of activities and challenges outside the central academic programme. These opportunities will be physical, cultural and service based.*

**Active** – *developing an awareness of acting appropriately and a willingness to do so as a student of Trinity. It is hoped that students educated at Trinity will be well equipped with solid academic foundations, environmental stewardship, clear and strong values and the ability to discern what is right and wrong in society and on this basis, the wisdom, courage and ability to act accordingly. The development of a sense of place, responsibility and contribution to the broader community, regardless of one's own personal needs.*

**Community** - promotion and nurturing of those qualities in people which reflect truth, honesty, goodness, openness, service, courage, tolerance, patience and perseverance. The focus on the continual building and strengthening of the school community both through the emphasis on positive relations between staff, students and their families, and the provision of opportunities for students of different ages to develop interpersonal and leadership skills.

**Governance** – promotion of sound principles of Board and Executive governance, leading to responsible policy and financial oversight and visionary property planning and development on the part of the College Board, along with support for the Principal in the exercise of his or her executive responsibilities.

## Staff List – 2011

### Principal:

(Mr) S J O'Connor, B.A., Dip.Ed., M.Litt, (UNE), M. Ed. Admin., Grad. Dip. R.E., (CSU), MACE, MACEL, a member of AHISA

**Deputy Principal:** (Mr) P W O'Neill, B.Ed. (Ballarat)

**College Chaplain:** Rev B M Jones, B.Ed. (Wollongong), B.Theol. (Flinders), Dip. Past. Studies (ACD)

**Business Manager:** (Mr) G Davis

**Head of Senior School:** (Mr) M Thomas, B.Ed. (Lon.), Grad.Dip.Comp.Ed. (Monash)

**Director of Year 9 Programme:** (Mr) M A Dicketts, B.A. (CSU), Dip. Ed. (La Trobe)

**Head of Junior School:** (Mr) C C O'Loan, B.Ed., Dip. T. (ACU), M. Arts (UTS)

**Director of Pastoral Care:** (Mrs) R Lefevre, Higher Education Diploma (Orange Free State)

### Teaching Staff:

(Mrs) L D Ashley, TPTC

(Ms) M G Bennett, B.A. (Ulster), Cert. Ed.(Cambridge)

(Mrs) S J Bradbury, B. Ed. (Melbourne)

(Mrs) H F Brennan, Dip. R.E. (McAuley), Dip. Ed. (Kuring-gai)

(Ms) T M Carroll, B. Ed. (La Trobe), Dip. T. (Vic. Coll)

(Mr) N J Clark, B. App. Sc. (Deakin), Dip.Ed. (La Trobe)

(Ms) M E Craven, B.A. (Mitchell), Dip.Ed. (Syd. CAE)

(Mr) M A Dicketts, B.A. (CSU), Dip. Ed. (La Trobe)

(Mr) M A Fagan, B.A., Dip. Ed. (CSU)

(Mrs) M J Faulds, B. Ed. (CSU), B. Bus. (FIT)

(Mrs) A M Fitzsimons, B.A. Dip.Ed. (Monash & Gippsland), M.A. (Deakin)  
(resigned Term 1, 2011)

(Mrs) K Fletcher, B. Ed. (Wollongong)

(Ms) D Gibb, B. Ed. (Vic College Rusden)  
 (Mr) R F Gorge, B.A.(Metz)  
 (Mr) A D Graham, B. Appl. Sci. (RMIT)  
 (Mr) G Haymes, B.A., Dip.Ed. (SCU), Ass.Dip. Jazz Studies (NSW Con. Mus.)  
 (Mrs) J E Haymes, B.A., (Melbourne), Grad. Dip. Ed., (La Trobe)  
 (Miss) B L Hill, BVA (Syd. College of Arts), Dip. Ed. (CSU)  
 (Mr) J D Hillary, B. Ed., (CSU)  
 (Ms) S Knobel, B.Ed. (RMIT)  
 (Mr) K A Larsen, B.Sc., Dip.Ed. (Melb.), Ass.Dip. Bus. (La Trobe)  
 (Mr) A D Leary, B. Ed. (Newcastle), M. Ed. (Deakin), Grad. Dip. (IT Ed.)  
 (Mrs) R Lefevre, Higher Education Diploma (Orange Free State)  
 (Mrs) E J Lowe, Dip. T. Grad. Dip. Sp. Ed., (Deakin)  
 (Mrs) L Maxwell, TPTC (Toorak), B. Ed (Southland)  
 (Mr) K McGregor, B. Ed. (CSU)  
 (Ms) T J McKenzie, B. Ed. (CSU)  
 (Ms) C B McNamara, B. Ed. (Ballarat)  
 (Mrs) K M Macpherson, B. Prim. Ed. (Port Elizabeth)  
 (Mr) S M Melgaard, B. Appl. Sci.(Aust. Maritime Coll.), Dip.Ed. (La Trobe)  
 (Mrs) K A Millan, Dip.T. (CC Sydney)  
 (Mr) R J Mudie, Dip. Mus. Ed. (Alexander Mackie)  
 (Ms) A Nevin-Lewis, Dip. Ed. (Canberra), BA (ANU)  
 (Mrs) S M O'Neill, Dip. T. (Oakleigh), B. Ed. (Burwood), M. Ed. (La Trobe)  
 (Mr) N Payne, B. Ed., (CSU) (Terms 3 & 4)  
 (Mrs) P M Pearce, BA (CSU)  
 (Miss) A C Peters, B. Ed. (CSU), Dip. Nutr. Dietetics (Melb. Coll. Nat. Med.)  
 (Mrs) D A Price, Dip. T. (RACE), B.Ed. (La Trobe)  
 (Mr) K M Stevens, B. Ed. (CSU)  
 (Mrs) K L Tainton, B. Ed. M. Ed. (Sydney)  
 (Mr) M Thomas, B. Ed. (Lon.), Grad. Dip. Computers in Education (Monash)  
 (Mr) J J Thurling, B. Ed. (CSU)  
 (Mr) P K Trebilcock, B. Ed. (South Australian CAE)  
 (Mrs) K A Walsh, B.T., B. Ed (Deakin)  
 (Mrs) M C Widdicombe, HDT(S) (Rusden)  
 (Mrs) L A Willis, B.A. (Queen's), Grad. Cert. R.E. (ACU), P.G.C.E. (Hertfordshire)  
 (Mrs) F J Wilton, B.A. (Vic. Coll. Arts), Dip.Ed. (RMIT)  
 (Mrs) K Wise-Chalker, B.Bus. (CSU), Dip.Ed. (La Trobe)

## **Administration and Support Staff:**

**Principal's Personal Assistant:** (Ms) H Watson

**College Accountant:** (Mr) P L Sparks

**College Librarian:** (Mrs) T Trebilcock

**Administration Officer (Finance):** (Mrs) K J Gehrig-Kent

**Administration Officer (Reception):** (Mrs) J A McMillan

**Teacher's Aide:** (Mrs) S L Nixon

**Teacher's Aide:** (Mrs) M Salan

**Facilities Manager:** (Mr) L Parker

**Laboratory Assistant:** (Mrs) L C Kelb

**Library Assistant:** (Mrs) H Petts

**Uniform Shop Manager:** (Mrs) C D Katsoolis

**Canteen Manager:** (Mrs) M Cochrane, Dip.T. (Bendigo)

**ICT Network Officer:** (Mr) O Young

### **After School Care (OOSH) Staff:**

(Miss) J Condon

(Miss) H Manson

(Miss) A Mills

(Miss) A Thompson

## STUDENT PERFORMANCE IN NATIONAL LITERACY AND NUMERACY ASSESSMENTS

The College participated in the National Assessment Plan, Literacy and Numeracy (NAPLAN) for all students in Years 3, 5, 7 & 9.

### **Albury Campus NAPLAN Results - Percentages in Skills Bands**

<b>2011 Test Year 3</b>	<b>Bands 2 - 6</b>		<b>Band 1</b>	
	School	State-wide	School	State-wide
NAPLAN Test				
Reading	97	96	3	4
Writing	97	98	3	2
Spelling	97	96	3	4
Grammar & Punctuation	95	95	5	5
Numeracy	97	97	3	3

<b>2011 Test Year 5</b>	<b>Bands 4 - 8</b>		<b>Band 3</b>	
	School	State-wide	School	State-wide
NAPLAN Test				
Reading	100	95	0	5
Writing	100	95	0	5
Spelling	100	96	0	4
Grammar & Punctuation	98	95	2	5
Numeracy	100	97	0	3

<b>2011 Test Year 7</b>	<b>Bands 5 - 9</b>		<b>Band 4</b>	
	School	State-wide	School	State-wide
NAPLAN Test				
Reading	98	97	2	3
Writing	93	93	7	7
Spelling	96	95	4	5
Grammar & Punctuation	98	93	2	7
Numeracy	95	96	5	4

2011 Test Year 9	Bands 6 - 10		Band 5	
	School	State-wide	School	State-wide
Reading	97	94	3	6
Writing	89	86	11	16
Spelling	95	94	5	6
Grammar & Punctuation	92	90	8	10
Numeracy	98	95	2	5

**Albury Campus NAPLAN Results- Percentages At or Above Minimum Standard**

2011 NAPLAN Test Year 3	Percentage of Students achieving at or above minimum standard	Percentage of Students achieving below minimum standard
Reading	97	3
Writing	97	3
Spelling	97	3
Grammar & Punctuation	95	5
Numeracy	97	3

2011 NAPLAN Test Year 5	Percentage of Students achieving at or above minimum standard	Percentage of Students achieving below minimum standard
Reading	97	3
Writing	98	2
Spelling	98	2
Grammar & Punctuation	93	7
Numeracy	98	2



<b>2011 NAPLAN Test Year 7</b>	<b>Percentage of Students achieving at or above minimum standard</b>	<b>Percentage of Students achieving below minimum standard</b>
Reading	98	2
Writing	93	7
Spelling	96	4
Grammar & Punctuation	98	2
Numeracy	95	5

<b>2011 NAPLAN Test Year 9</b>	<b>Percentage of Students achieving at or above minimum standard</b>	<b>Percentage of Students achieving below minimum standard</b>
Reading	97	3
Writing	89	11
Spelling	95	5
Grammar & Punctuation	92	8
Numeracy	98	2

### **Albury Campus NAPLAN Results - Year Median**

<b>2011 NAPLAN Test Year 3</b>	<b>School Median</b>	<b>State Median</b>
Reading	457.5	423.7
Writing	438.5	429.2
Spelling	447.5	420.8
Grammar & Punctuation	450.1	430.7
Numeracy	453.8	406.6

<b>2011 NAPLAN Test Year 5</b>	<b>School Median</b>	<b>State Median</b>
Reading	529.5	496.0
Writing	490.1	492.7
Spelling	499.0	498.3
Grammar & Punctuation	518.9	509.0
Numeracy	515.7	500.6

<b>2011 NAPLAN Test Year 7</b>	<b>School Median</b>	<b>State Median</b>
Reading	568.8	544.2
Writing	523.8	527.8
Spelling	554.5	547.0
Grammar & Punctuation	556.8	538.4
Numeracy	560.4	550.4

<b>2011 NAPLAN Test Year 9</b>	<b>School Median</b>	<b>State Median</b>
Reading	618.1	584.4
Writing	590.6	564.7
Spelling	607.2	589.4
Grammar & Punctuation	611.0	576.5
Numeracy	605.9	592.3

### Interpretive Comments

In Year 3, 97% of students achieved at or above the minimum standard in reading, writing and spelling with many results significantly above all state averages. Achievement in grammar and punctuation was 95% at and above the minimum standard. Achievement in numeracy was 97% at or above the minimum standard.

In Year 5, 98% of students achieved at or above the minimum standard in reading, writing and spelling, and numeracy. 93% of students were above the national minimum standard in grammar and punctuation whilst 98% of students were at or above the national minimum standard in numeracy.

In Year 7, students were well above state averages in all areas. 97% of students achieved at or above the minimum standard in reading, and 98% of students in writing. 98% of students were at or above minimum standard in spelling, 93% in grammar and punctuation and 98% in numeracy.

In Year 9, students were significantly higher than all state averages. 98% of students were at or above the minimum standard in reading, 93% of students were at or above the national minimum standard in writing, 96% in spelling, 98% in grammar and punctuation and 95% in numeracy.

The College's median results were well above state levels in every year level and area.

## Student Performance in State Wide Tests and Examinations

The College's School Certificate results and Higher School Certificate results are presented in this section of the Annual Report.

### Summary of School Certificate Results – Year 10: 2011

In 2011, 61 students from Trinity College presented for the NSW School Certificate. All of these students were successful in obtaining the School Certificate credential.

Test	No. of Students	Performance Band Achievement by %					
		Bands 5 & 6		Bands 3 & 4		Bands 1 & 2	
		School	State	School	State	School	State
English - Literacy	61	55.7%	38.9%	44.3%	54.0%	0%	3.7%
Mathematics	61	31.1%	26.0%	60.7%	48.8%	8.2%	21.6%
Science	61	37.7%	33.7%	60.6%	57.9%	1.6%	4.9%
Australian History, Civics & Citizenship	61	22.9%	26.6%	73.8%	59.9%	3.3%	9.8%
Australian Geography, Civics & Citizenship	61	34.4%	25.0%	62.3%	59.2%	3.3%	12.0%
		<b>Highly Competent</b>			<b>Competent</b>		
		<b>School</b>	<b>State</b>	<b>School</b>	<b>State</b>		
Computer Skills	61	70.5%	29.5%	52.5%	43.4%		

#### English – Literacy

- Trinity students significantly outstripped the state performance in the coveted Bands 5 & 6.
- All Trinity students performed at or above the Band 4 level.
- No Trinity student received Bands 1, 2 or 3.

#### Mathematics

- The representation of Trinity students in Band 6 exceeds that of the state; 13% of Trinity students achieved Band 6 as opposed to 9% of the state.
- 42 students performed at or above the Band 4 level.

## Science

- Trinity students achieved results above the state average in Bands 5 and 6.
- 55 of 61 Trinity students (90%) performed at or above the Band 4 level.

## Australian History, Civics and Citizenship

- 79% of Trinity students achieved Bands 4, 5, and 6 as opposed to 57% of the state.
- Only 2 students received results below the Band 3 level.

## Australian Geography, Civics and Citizenship

- 34% of Trinity students achieved Bands 5 and 6, as opposed to 25% of the state.
- 46 of 61 students performed at or above the Band 4 level.
- Only 2 students received results below the Band 3 level.

## Computer Skills

- 70% of Trinity students were deemed Highly Competent as opposed to 52% of the state.
- All remaining Trinity students were designated Competent.

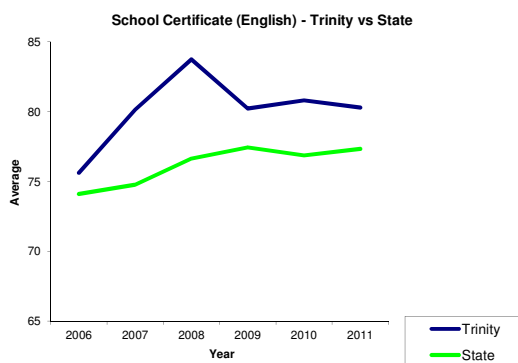
## Individuals

- Two students achieved 3 Band 6 results.
- 16% of Trinity students earned at least one Band 6 result.
- 70% of Trinity students earned at least one Band 5 or Band 6 result.

## School Certificate

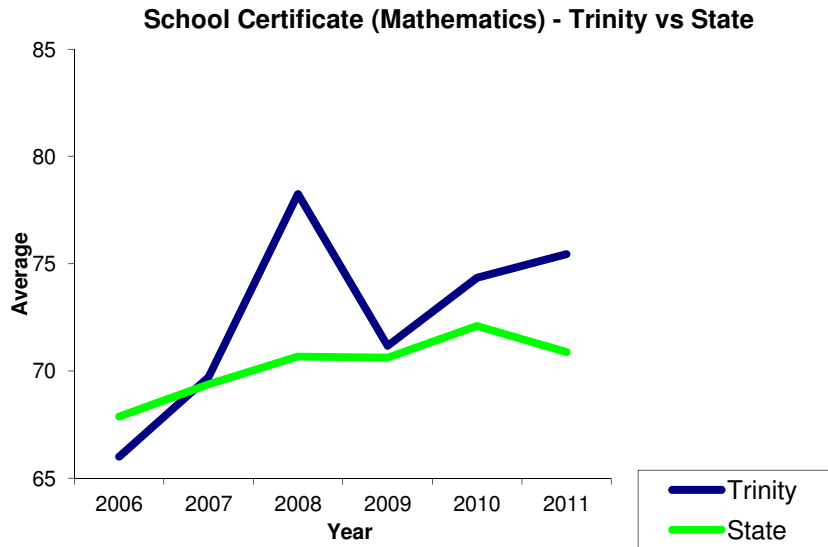
### Comparison of Trinity Means with State Means - 2006-2011

English:



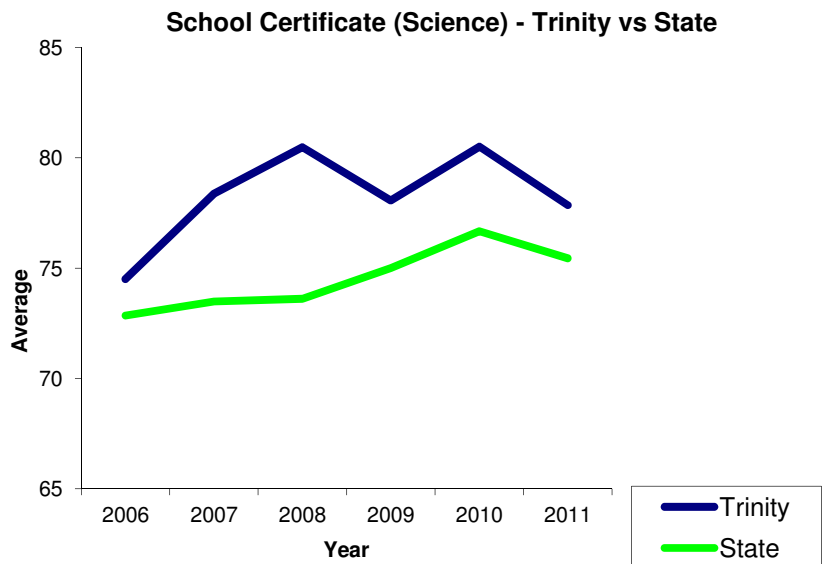
Excellence in English has been a characteristic of the performance of Trinity students at the School Certificate level over the last six years. The Trinity cohort has continued to outperform the State by a significant margin.

**Mathematics:**



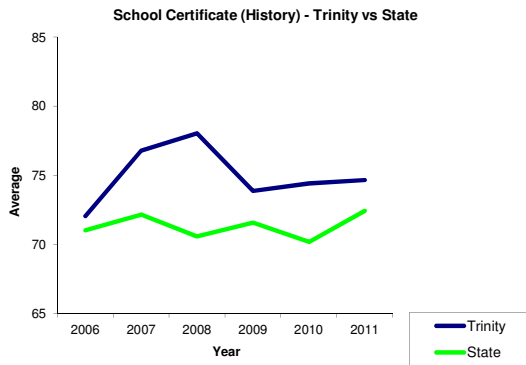
Trinity has maintained School Certificate results in Mathematics that exceed those of the state cohort over the last five years. This trend is continuing with Trinity extending the gap in performance of its students with those of the state.

**Science:**



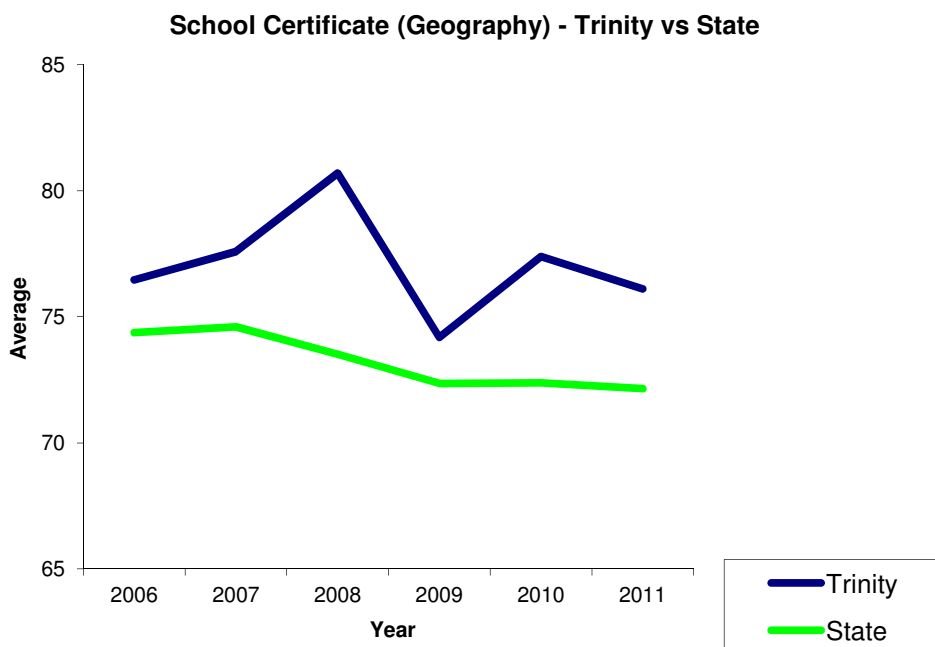
The Trinity Year 10 cohort has consistently and significantly outperformed the State cohort in Science over the past six years.

### Australian History, Civics and Citizenship:



Trinity students continue to demonstrate strong performances in Australian History, Civics and Citizenship and achieve mean results in excess of those of the state.

### Australian Geography, Civics and Citizenship:



Trinity students continue to outperform their state counterparts in Australian Geography, Civics and Citizenship in terms of mean scores.

### Computing Skills:

Year	No. of SSC Students	Trinity			State		
		Mean	Highly Competent %	Competent %	Mean	Highly Competent %	Competent %
2011	61	84.49	70.00	30.00	79.20	52.47	43.42
2010	44	83.02	73.00	27.00	79.44	54.86	42.39
2009	51	84.47	75.00	23.00	81.67	61.91	36.62
2008	40	88.03	85.00	15.00	80.71	57.27	40.9
2007	39	84.36	79.48	20.51	80.28	58.06	39.51
2006	34	81.65	70.58	29.41	80.55	58.73	39.31

It is gratifying to note that in 2011 70% of Trinity candidates were deemed highly competent, with the remaining 30% assessed as competent.

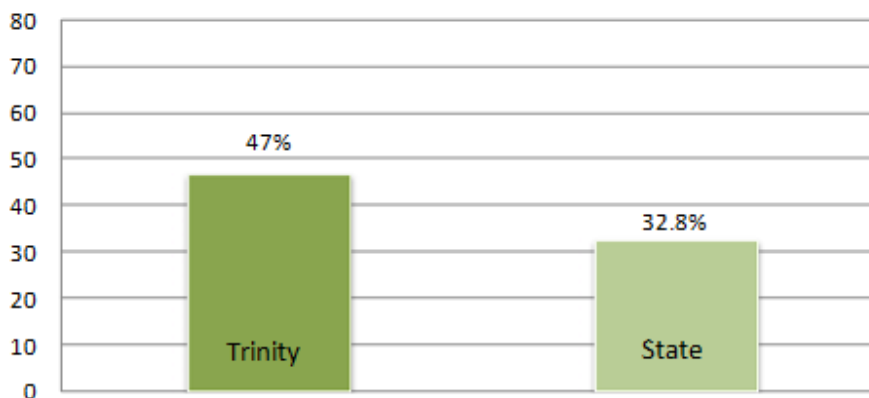


## Summary of Higher School Certificate Results – Year 12 2011:

- In 2011, 37 students sat for the Higher School Certificate at Trinity and engaged in 21 courses. These courses included three extension courses as well as one Vocational Education and Training (VET) course.
- 68% of Trinity candidates earned Band 5 or Band 6 results, and no Trinity student earned a result below a Band 2.
- In 72% of the 2 unit courses completed at Trinity, the Trinity candidature exceeded the state in terms of the achievement of the top two bands, Bands 5 and 6.
- It is also very gratifying to note that in 100% of two unit courses, Trinity students earned fewer Band 1 or 2 results than the State.
- In 89% of two unit courses, the Trinity cohort achieved results of Band 3 or above.

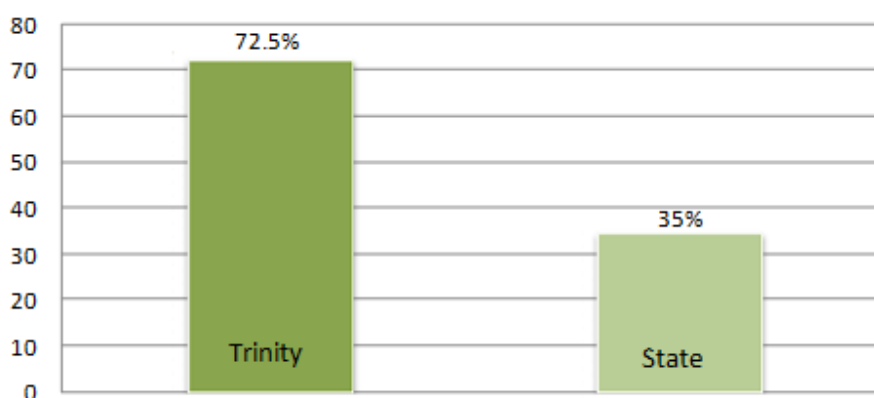
### Comparison of Trinity Band 5 and 6 Results with those of the State: 2009-2011

#### 2009: % Comparison of HSC Band 5 & 6 Results



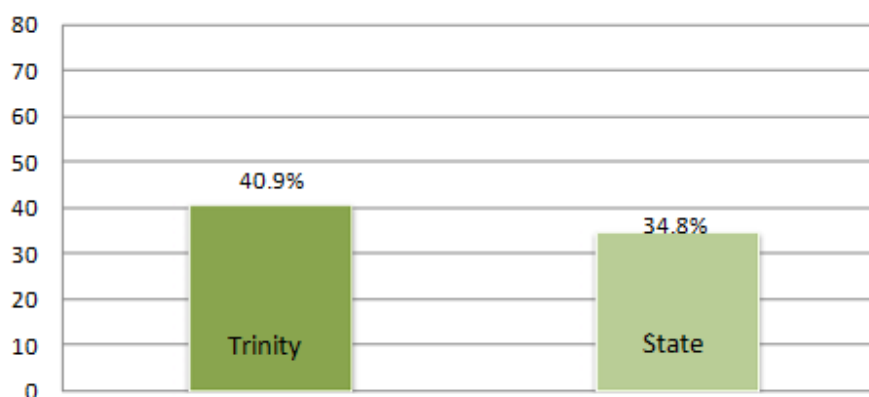
In 2009, 47% of the results earned by Trinity students were in Bands 5 and 6 as opposed to 32.8% of State counterparts in the same courses.

### 2010: % Comparison of HSC Band 5 and 6 Results



The achievements of the Trinity cohorts in the prized Bands 5 and 6 in 2 unit courses significantly outstrip those of the State from 2009 to 2011. In 2010, this figure rises to 72.5% for the Trinity cohort in Bands 5 and 6 compared with 35% of the State candidature.

### 2011: % Comparison of HSC Band 5 & 6 Results



In 2011, the scales are still in favour of the Trinity cohort, with 40.9% earning Bands 5 and 6, whilst only 34.8% of the State achieved to this level.

## PROFESSIONAL LEARNING and TEACHER STANDARDS

All Teachers employed at Trinity College in 2011 met the standards required by the NSW Institute of Teachers.

The College has an active policy of Professional Development for staff, as well as an appraisal system (Annual and Tri-annual Reviews) to evaluate, more formally, teacher performance and to allow an avenue for staff feedback. The staff of the College is of a very high calibre.

Category	Number of Teachers
Staff who have teaching qualifications from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines	48
Staff who have teaching qualifications from a higher education institution within Australia but lack formal teaching qualifications	0
Staff who do not have qualifications described above	0

### Teacher Qualifications:

Associate Diploma Jazz (1)  
 Bachelor of Applied Science (4)  
 Bachelor of Arts – Fine Arts (1)  
 Bachelor of Arts (10)  
 Bachelor of Business (3)  
 Bachelor of Education (27)  
 Bachelor of Music (1)  
 Bachelor of Primary Education (1)  
 Bachelor of Science (2)  
 Bachelor of Visual Arts (1)  
 Diploma of Education (14)  
 Diploma of Music Education (1)  
 Diploma of Pastoral Studies (1)  
 Diploma of Teaching (5)  
 Graduate Diploma IT (1)  
 Graduate Diploma Library (1)  
 Graduate Diploma of Computers in Education (1)  
 Graduate Diploma of Education (3)  
 Graduate Diploma of Mathematics (1)  
 Graduate Diploma of Religious Education (4)  
 Graduate Diploma of Teaching (1)  
 Higher Diploma of Teaching Secondary, Home Economics (1)  
 Master of Education (4)  
 Master of Letters (1)  
 Trained Primary Teachers Certificate (3)

## Professional Learning

All the teaching staff participated in professional development on:

### 1. Extension Strategies and Differentiated Learning

The Junior School Staff and All Mathematics Teachers participated in 'Engaging the reluctant Mathematician'.

All new staff to the College had a one day induction day at the beginning of the school year.

The following professional development activities were undertaken by staff throughout 2011.

Description of the Professional Learning Activity	No. of staff participating
Stage 6 History Day	1
Process for the Development of an IEP	1
Reading Instruction	1
Masterclass in Physical Theatre	1
HSC Business Studies Teachers Workshop	1
VET Co-ordinators Update	1
Mindmatters – Students Experiencing High Support	1
AIS English Conference – The Australian Curriculum	1
Australian Anglican Schools Network National Conference	1
Evidence Based Learning in the Classroom	2
Language Teachers Conference	2
Strategies and Resources to Scaffold Students in Senior English	2
Advanced Digital Photography	1
Numerical Literacy and Problem Solving	1
Peer Support Workshop	2
Cineliteracy Conference	1
Book Week Workshop	1
Primary Literacy – Teaching for Comprehension	1
Planning for Powerful Enquiry	1
HSC PDHPE Enrichment Day	1
Happy Kids Healthy Communities	1
Acting Workshop	1
20 Great Novels and How to Teach Them	1
Learning Through Play	1
First Aid for Mental Health	1
HSC PDHPE – Marking Simulation	1

<b>Description of the Professional Learning Activity</b>	<b>No. of staff participating</b>
ARC Stage 5 Workshop	1
Introduction to Autism Spectrum Disorder	1
Restorative Practices	1
Teaching to Write Persuasively K – 6	3
Careers Advisors Conference	1
Building Learning Power	1
Seven Steps Writing	1
Directing – Theatre	1

## STUDENT ATTENDANCE and RETENTION RATES in SECONDARY CLASSES

In 2011 the College has students enrolled from Kindergarten to Year 12.

### i) Attendance Rates

Student's attendance report does not include non continuing Year 10 students following completion of School Certificate Term 4, Week 5 and Year 12 students in Term 4 – as they have completed their formal classes.

Attendance Rate Average per Day		
<b>Year Level</b>	<b>Student Count</b>	<b>School Attendance Percentage</b>
Kindergarten	41	93.85%
Year 1	50	93.51%
Year 2	55	94.28%
Year 3	43	94.89%
Year 4	54	95.78%
Year 5	50	94.53%
Year 6	55	93.92%
Year 7	59	93.06%
Year 8	57	92.94%
Year 9	66	89.08%
Year 10	68	90.01%
Year 11	46	91.06%
Year 12	37	93.96%

The College complies with the management of student non-attendance. It is an expectation that parents or guardians notify the College via a phone call on the day of an absence and subsequently provide the College with a note regarding the absence for its official records.

The College liaises directly with parents regarding lengthy or prolonged absences or any missing documentation.

2011 saw the College use for the first full year a new Intranet called 'SIMON'; this enabled staff to mark rolls electronically as the official roll marks. The College has two official roll marks per day, Pastoral Care Group – at the start of the school day and Period 5 – the last lesson of the school day. In the Senior School all five scheduled classes throughout the day have rolls marked electronically. The tracking of student absences and passes for things like sickness, music lessons and school related activities has improved markedly using this new system.

ii) Retention Rates

<b>Years compared</b>	<b>Year 10 total enrolment 2009</b>	<b>Year 12 total enrolment 2011</b>	<b>Year 10 enrolment remaining as Year 12 enrolment</b>	<b>Actual Retention Rate (%)</b>	<b>Apparent Retention Rate (%)</b>
2009/2011	51	37	37	72.5%	100%

## POST-SCHOOL DESTINATIONS

During 2011 thirty-seven students of post compulsory school age (15 years and above) completed Year 12 and then graduated from Trinity Anglican College. The following table outlines the post-school destinations of these students in 2011.

University	18 students
GAP year before taking up University place in 2013	5 students
GAP year before joining the workforce	1 student
Work programme	1 student
Joined the workforce	8 students
Looking for work	3 students
Travel	1 student

## ENROLMENT POLICIES AND PROFILES

### Conditions of Admission

#### 1. Applications for Admission

- 1.1 Applications must be made on the College's official Enrolment Application Form and must be accompanied by a recent passport size photograph (except if an infant), a photocopy of the applicant's birth certificate, evidence of all vaccines required to age 5 (for Kinder to Year 6 applicants only), a signed Declaration, the Application Fee as per the Fee Schedule.
- 1.2 Subject to vacancy, confirmation of a conditional Offer of Place will be made on receipt of the Application Form and Application Fee (non-refundable).
  - 1.2.1 Before the intended date of entry, an interview may be arranged and Offers of Place confirmed. The Offer of Place will stand for FOUR WEEKS from the date of offer after which time the College may withdraw it without notice.
- 1.3 In the time leading up to the process indicated in 1.3 above, parents are asked to provide the College with copies of their child's most recent school reports. Applications to change the proposed date of enrolment must be made in writing. Unsuccessful applications or applicants wait-listed for a particular year are NOT transferred to another year unless notice in writing is received. If the Application is cancelled, the fee will not be refunded.
  - 1.3.1 For Kindergarten entry, children must be five years of age before 31 March in the year of entry. The College reserves the right to delay admission of students who they deem are not ready to commence schooling.

#### 2. Fees and Accounts

- 2.1 The parents or person so nominated on the Application Form shall pay to the College all fees for tuition, extra subjects and the supply of goods and services to the student as shall be determined by the College Council and as published in the Fee Schedule.
- 2.2 The College reserves the right to refuse entry to, or terminate the enrolment of a student whose fees are in arrears.
- 2.3 All fees are payable in advance and one (1) term's notice in writing must be given to the Principal before any student is removed. In lieu of such notice, one (1) term's fees are payable.

- 2.3.1 If a student leaves the College without the proper period of notice (section 2.3), any items for sale in the Uniform Shop (uniforms or books) will be withheld by the College, and the parent will receive the balance.
- 2.3.2 Where a sibling is enrolled for admission, but the fees for the present student are in arrears, then the enrolled student's position should be reassessed if there is a waiting list for that enrolment year.

### **3. Conditions of Acceptance**

- 3.1 All students who attend the College are required to participate in the following activities, as determined by the Principal:
  - 3.1.1 College Chapel and Religious Education classes; Obligatory co-curricular activities, as determined by the Principal; events such as Speech Night, Sports Carnivals and the like.
- 3.2 Various camps and excursions that occur from time to time as an integral part of the College Curriculum.
- 3.3 A condition of enrolment is that the student participates in the compulsory Student Accident Protection Plan, which includes the payment of a small annual fee. This insures students against accidents and injury while on College activities.
- 3.4 Requests for leave from College activities, including academic and co-curricular programmes, and for early departure and late return at the beginning/end of term are considered only in special circumstances and must be applied for in writing to the Principal prior to the event.
  - 3.4.1 All students are expected to support the ethos of the College and to abide by its rules as set out in the appropriate publications such as the Handbook or Diary, or established by practice and published from time to time at the Principal's direction. In particular, the attention of students and parents is drawn to the College's requirements set down for discipline, homestudy, attendance and leave, as set out in the Handbook.
  - 3.4.2 The College reserves the right to discipline students for breaches of the rules of the College. Acceptance of the enrolment indicates acceptance by parents of the discipline policy of the College, as set out in the Handbook. In particular, parents enrolling their child accept that the College reserves the right to



suspend or expel any student from the College, for an offence that the Principal determines constitutes extremely serious misconduct. Parents are expected to support the administration of the discipline policy of the College.

Any breaches of these Terms and Conditions shall entitle the Principal, at his discretion, to suspend or terminate the enrolment and attendance of the student at the College.

### Profile

Trinity Anglican College, Albury as of 2011, has a total of 644 students of whom 335 are at the primary level and 309 are at the secondary level. Of the 644 students enrolled, 296 were boys and 348 were girls in the following year levels:

Year	2011 Enrol for Census 1	2011 Enrol for Census 2	2011 End	
K	40	40	39	
Year 1	42	46	49	
Year 2	51	50	51	
Year 3	40	41	42	
Year 4	49	52	53	
Year 5	44	45	47	
Year 6	52	55	54	*335
Year 7	57	56	57	
Year 8	52	54	51	
Year 9	62	64	61	
Year 10	63	62	63	
Year 11	43	45	40	
Year 12	37	37	37	*309
Total	632	647	644	*644

## COLLEGE POLICIES

The College had the following policies in place during 2011:

- Attendance & Leave Policy
- Behaviour Management Policy
- Anti-Bullying & Harassment Policy
- Bush Fire Hazard Management Plan
- Camps and Excursion Policy
- Child Protection Policy
- Complaints & Grievance Resolution Policy (Staff)
- Complaints & Grievance Resolution Policy (Students & Parents)
- Disability Policy
- Emergency Evacuation Procedure
- Emergency Management Plan
- Facilities Policy
- First Aid Policy
- Governance & Responsible Persons Policy
- Records Maintenance Policy
- Occupational Health & Safety Policy
- Overseas Trips Policy
- Pastoral Care Policy
- Privacy Policy
- Reporting Policy
- Student Leadership Policy
- TVET Policy
- Yard Supervision Policy

Copies of these policies are available to members of the Community via the College Office.

## COLLEGE DETERMINED IMPROVEMENT TARGETS

### Buildings

- commence construction of new Administration and Reception building for use from the start of 2012;
- to relocate a number of portable classrooms to maximise teaching and learning spaces;
- to continue to upgrade the exterior of several original buildings;
- Installation of additional irrigation systems around College property;
- to upgrade the classroom facilities used for the Year 9 Discover programme

### Grounds

- to improve and refine the staff car park;
- to construct a playing field for hockey and soccer;
- to continue to build retaining walls around the classrooms;
- to continue the planting programme, including the avenue of trees along the front sections of the College

### Curriculum

- to maintain the access to the Fast Tracks enrichment programme in the Junior School;
- to introduce the Year 9 Discovery programme;
- to allow for a wider range of Year 11 and 12 electives to be offered to Year 10 and Year 11 students;
- to consolidate academic programmes in place across all stages of the curriculum;

### Staff

- to further investigate a curriculum framework which is suited to a K-12 school;
- to appoint a Director of Studies for the start of 2012;
- increase the number of staff in the maintenance department in 2012;
- to review the formative appraisal system for all staff (Academic and Administrative) via Annual Review Meetings (ARM) and Triennial Review Meetings (TRM)

### Enrolments

- to achieve an enrolment target of 625 students for 2011;
- to maintain a two-stream Junior School;
- to promote Year 7 enrolments with a view of adding an additional class of students into Year 7 in 2012;
- to increase student numbers in the Senior School years (Years 7-12)
- to increase retention rates at HSC levels (Years 11 & 12)

## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Trinity Anglican College continues to actively seek and develop student attitudes of respect and responsibility through all facets of College life.

As a College in the Anglican tradition, chapel services are a fortnightly feature of the Junior, Middle and Senior Schools. These are conducted under the leadership of our College Chaplain. Under the guidance of the Chaplain, students participate through prayer and song, with student involvement to present the readings and prayers.

Services were conducted for the special feasts of Ash Wednesday, Easter and Trinity Sunday. A whole College Christmas Eucharist was held to conclude the Academic year.

Christian practices, attitudes and community values are affirmed as part of the College ethos and were a focus of the weekly Religious and Values Education classes.

Practical applications of the responsibility of Christian giving were a feature of the fundraising activities conducted each term. The students of the College focus their fund raising on a different group each Term. College, Local and International groups receive some support each year. In fourth term each College family was asked to donate non-perishable food items to the Anglicare Christmas Appeal. This appeal was strongly supported and many boxes of food and goods were delivered to Anglicare for distribution to the wider community.

On Anzac Day 2011, our College participated in the Albury RSL, ANZAC Day service and march, well over 300 students marched behind the College banner. As part of the City of Albury commemoration, the College Captains laid a wreath at the War Memorial in the service that followed. An Anzac Day commemoration service was held at the College at the start of Term 2 organised and conducted by students of the College. This was a service in which all students displayed reverence, dignity and respect.

On Remembrance Day, the History students organised and lead the commemoration with all students again acknowledging the significance of the day through their dignified participation.

A feature of the leadership program within the College is the opportunity for students in each of the sub-schools to be given the opportunity to hold leadership positions. These roles have given students opportunities to develop their leadership skills and serve the wider school community. The positions available for students to apply for include; College Captain, Vice-Captains and Prefects, College Seniors, House Captains and SRC leaders, in the Senior School, Middle School Leaders within the Middle School and Junior School Leaders, House Captains, SRC leaders and Chapel leaders in the Junior School. The College Captain, Vice-Captains and prefects are recognised at an induction ceremony for the whole school and parents at the beginning of Term 4.

These roles are promoted as ones deserving of respect and are a reward; students who achieve these positions do so because they have exhibited qualities of leadership and have assumed roles of responsibility in various aspects of their College experience.

The SRC students supported fundraising and co-ran a disco with the Parents and Friends Association and importantly provided a forum for discussion of student issues. SRC is held for students from Years 2 – 11.

The College continues to develop the important characteristics of successful people found in the *You Can Do It* programme which instil in students skills of organisation, persistence, getting along and confidence as a means of developing young people who are resilient. These characteristics are integrated in both our Behaviour Management Plan and our Merit Programme.

The many co-curricular activities offered by the College provided students with opportunities to represent the College. In 2010 teams and individuals participated in a diverse range of activities within the College and the wider community as listed.

- **Music Groups:** Senior Strings, Chamber Group, Ensemble, Jazz Band and Junior and Senior Choir.
- **Music-Production:** “Night with the Stars” and “Return to the Forbidden Planet”
- **Drama:** College Drama Night
- **Environment and Outdoor Education:** Duke of Edinburgh, Snow Trip and Year based camps from Year 3 – 12, ‘Eco Challengers’;
- **Dance Groups:** Senior, Middle & Junior Eisteddfod groups
- **Science:** Tournament of the Minds
- **Food Technology:** Coffee making and Trinnies Restaurant .
- **Art:** Murray Deanery Youth Art Comp, Postcard Art Exhibition and Year 11&12 Art Exhibition.
- **French:** LOTE Concert, Years 10 and 11.
- **Competitions:** Mock Trial, School Debating, Rotary Debating, Rotary Youth Enrichment Programme.
- **Eisteddfod:** Many groups and individuals participated in the local Eisteddfod with excellent results.
- **Sport:** Basketball, Netball, Equestrian, Fun Runs, PSSA Sports Teams, AFL

These are just some of the co-curricular activities that students are involved in within the College.

Sport is an integral part of our College life, students compete at the College as part of school events, many teams are entered in local community sporting competitions. The College competes at BISSA and BIPSA in all sporting activities. Athletics, swimming and cross-country are very well supported.

Annual camps were held for all year levels from Year 3 to Year 12. The destinations varied, but each one offered challenges to students to participate in activities that were new and represented challenges and risk taking in unfamiliar environments. In Year 3 and 4, for many, it was the first time away from home and students had the inherent responsibility of organising and looking after oneself for 3 days. In Years 5, 7, 8, 9 and 10 the annual camps were chosen for the emphasis on out-door activities in a range of environments, sea and surf, mountains and snow. Abseiling, surfing, canoeing, challenge courses, high ropes and snow provided not only new experiences, but personally challenging ones with the emphasis for all participants of respect for effort, for individual attempt and achievement.

Staff at the College maintain and have continued a high standard of dress and have established a culture of respect for each other, for their different skills and qualifications and for the contributions they make. Their professional work ethic serves as a positive and active model for the students so that at every level of the College responsibility for presentation in correct uniform, with correct learning materials and preparedness to learn is promoted.

## PARENT, STUDENT AND TEACHER SATISFACTION

In 2011, the College conducted an online survey and invited parents, staff and students from Year 5 to 12 to complete the survey. The survey covered all areas of the College's operations, its policies and procedures, staffing structures, its curricular and co-curricular programmes and asked those completing the survey to assess the College's performance in these areas and to make comments on these.

The College published the results of the surveys and was very pleased with the positive feedback it received in this context. It has taken on board some of the constructive feedback offered by some members of the College community and has incorporated this feedback into its evaluation and review of numerous areas at the College.

### Parents

Continued growth in student numbers from 2010 to 2011 reflects strong parent satisfaction in the College's performance. Parent involvement is welcomed and there are:

- i) **P & F** - The College has an active Parent & Friends Association who meet twice per term. The key role of the P & F is to:
  - Support the College and its activities
  - To look after new members of the College community
  - To create opportunities for members of the College community to interact socially
  - To organize and run events that meet the above objectives
- ii) **Parent Helpers** – after completing an Induction course, Parents can volunteer to be Parent helpers. They must follow all procedures in line with the Child Protection Policy, parents may help in the Preparatory school with direction provided by the teaching staff.

### Students

- i) **SRC** – two representatives from each year level are nominated by the student body (Years 2-11). The SRC meets bi-weekly to discuss, propose and implement (where appropriate) changes to improve the well being of others, organise student activities and support the student population within the College.
- ii) **Pastoral Support** – The College is committed to the ongoing support of all students. All staff play a very important role in ensuring the development of the whole child. The culture of the College should reflect the mutual respect that all members of our community have for each other, and the various roles they play – students should value outstanding performances from their peers. Clear messages regarding expectations are continually reinforced by all staff within the College.

Leadership programmes build positive relationships between Junior and Senior students and provide enhanced opportunities for the Students involved. The role of Pastoral Care Tutors, Heads of Schools, the Director of Pastoral Care and the College Chaplain is to get to know their students, to build relationships, to educate students and reinforce College policies in areas such as academic improvement, getting along with others, bullying and harassment. They also work to assist students with homework management and examination preparation, as well as help in overcoming any difficulties they are facing.

The role of the College Chaplain is extremely important in providing Christian fellowship and worship, and opportunities for Student and Staff faith development. The Chaplain can also play a role in confidential counseling to students, staff and parents.

As part of the College Strategic Plan – a Director of Pastoral Care position was created and this role commenced in 2010. Pastoral Care Groups have an assigned Pastoral Care Tutor.

vi) **Additional Tuition Support** – College staff provide assistance in the following areas: Assessment Tasks (Years 10, 11 & 12), Maths Help, French Help, Literacy Help are offered before, during and after school (depending on individual circumstances) on a weekly basis within the Middle and Senior School. Other areas such as:

Diagnostic Testing – this may be carried out to benefit students who show a specific weakness or strength in curriculum areas.

## **Staff**

A key to staff satisfaction is communication and the College actively encourages and supports staff through weekly staff briefings/monthly full staff and regular year level and department meetings.

All staff are supported via Heads of Sub-Schools (Junior and Senior), Director of Pastoral Care, College Chaplain, Heads of Department (Senior School) in addition by the College Principal and Deputy Principal.

Regular Professional Development is undertaken by all staff, along with much individual examples of Professional Development opportunities. Staff undertake an annual Performance Review - as part of the College Strategic Plan - conducted by a member of the Senior Leadership Team. This process provides for an opportunity for professional discussion, class visits, positive feedback and input from the individual staff member and a trusted colleague.

Pastoral support is available to the whole college community as required. Staff support each other through regular participation in staff social activities.

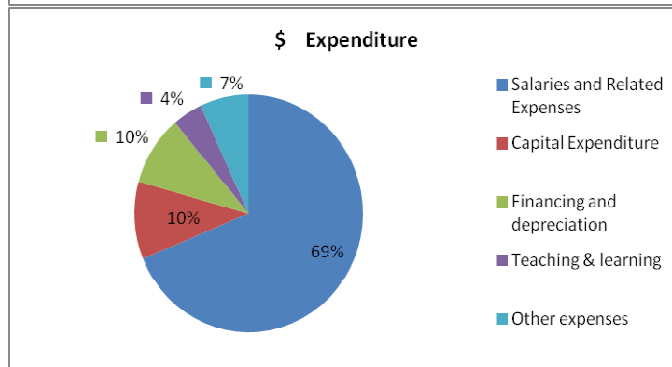
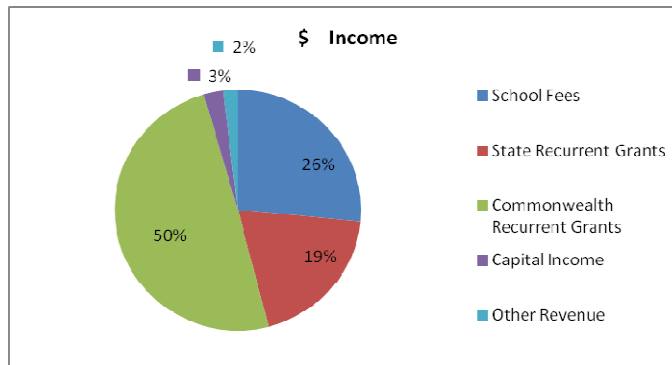


## SUMMARY FINANCIAL INFORMATION

### Summary Financial Information 2011 Trinity Anglican College (Albury) Ltd ABN 34 097 832 561

Income	\$	%
School Fees	1,969,430.00	27%
State Recurrent Grants	1,447,838.00	19%
Commonwealth Recurrent Grants	3,680,366.00	50%
Capital Income	190,173.00	3%
Other Revenue	140,213.00	2%
<b>TOTAL</b>	<b>7,428,020.00</b>	<b>100%</b>

Expenditure	\$	%
Salaries and Related Expenses	5,298,238.00	69%
Capital Expenditure	813,626.00	11%
Financing and depreciation	738,092.00	10%
Teaching & learning	327,688.00	4%
Other expenses	528,788.00	7%
<b>TOTAL</b>	<b>7,706,432.00</b>	<b>100%</b>



## **Compliance with Annual Reporting Requirements**

Trinity Anglican College has policies and procedures in place to ensure its participation in annual reporting to publicly disclose its educational and financial performance meets the requirements as identified by the Minister. The College's Annual Reports are posted to the College website: [www.trinityac.nsw.edu.au](http://www.trinityac.nsw.edu.au) and/or available from the College itself.