



TRINITY COLLEGE

Albury-Wodonga

TRINITY ANGLICAN COLLEGE-WODONGA

ANNUAL REPORT – 2011

A MESSAGE FROM THE CHAIRMAN OF 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 the 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

The College was pleased to begin operations in its new Early Learning Centre, 'Little Tackers' at the beginning of the 2011 school year at the Wodonga campus. Midway through the 2011 year, the building of the College's new administration block at the Albury campus 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)

Wodonga Campus Coordinator: (Mr) S P Fairall B. Ed.(CSU)

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

Business Manager: (Mr) G Davis

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

Teaching Staff:

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

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

(Mr) S P Fairall, B. Ed.(CSU)

(Mr) G C Haymes, Assoc.Dip.Jazz.St., (NSW Conservatorium of Music), B.A., Dip.Ed., (CSU)

(Miss) B L Hill, B.V.A. (Syd. College of Arts), Dip. Ed. (CSU)

(Mr) K McGregor, B. Ed. (CSU)

(Mrs) L Maxwell TPTC (Toorak), B. Ed (Southland)

(Ms) C A Tilbrook, B. Ed. (CSU)

Administration and Support Staff:**Principal's Personal Assistant:** (Ms) H Watson**College Accountant:** (Mr) P L Sparks**Administration Officer (Reception):** (Mrs) K Phillips**Literacy Assistant:** (Mrs) H J Wade, ITC (WA), Dip. Hort., (NSW)**Facilities Manager:** (Mr) L Parker**Uniform Shop Manager:** (Mrs) C D Katsoolis**ICT Network Officer:** (Mr) O Young**PROFESSIONAL LEARNING & TEACHER STANDARDS**

All Teachers employed at Trinity College in 2011 met the standards required by the Victorian 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	9
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:

Bachelor of Applied Science (1) Bachelor of Arts (3) Bachelor of Arts – Fine Arts (1) Bachelor of Education (2) Bachelor of Education (Early Childhood) (1) Bachelor of Education (Primary) (1) Diploma of Education (2) Graduate Diploma of Education (1)

Professional Learning

All the teaching staff participated in professional development on:

Extension Strategies and Differentiated Learning

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

Staff attendance

In 2011 the College operated with 3.6 teaching staff and 1 non-teaching staff.
In 2011 all staff had a daily attendance rate of 95.7%.

Staff absence is accounted for by:

- Sick leave
- Carers leave
- Compassionate leave
- Leave without pay
- Any other non-school related leave

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 and 5.

NAPLAN Results - Percentages in Skills Bands

2011 Test Year 3	Bands 2 - 6	Band 1
NAPLAN Test	School State-wide	School State-wide
Reading	100	0
Writing	100	0
Spelling	100	0
Grammar & Punctuation	100	0
Numeracy	100	0

2011 Test Year 5	Bands 4 - 8	Band 3
NAPLAN Test	School State-wide	School State-wide
Reading	83	17
Writing	100	0
Spelling	100	0
Grammar & Punctuation	100	0
Numeracy	100	0

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	100	0
Writing	100	0
Spelling	100	0
Grammar & Punctuation	100	0
Numeracy	100	0

2011 NAPLAN Test Year 5	Percentage of Students achieving at or above minimum standard	Percentage of Students achieving below minimum standard
Reading	83	17
Writing	100	0
Spelling	100	0
Grammar & Punctuation	100	0
Numeracy	100	0

Wodonga NAPLAN Results - Year Median

2011 NAPLAN Test Year 3	School Median	State Median
Reading	Not available	436.1
Writing	(due to small class sizes)	428.3
Spelling		418.2
Grammar & Punctuation		439.6
Numeracy		407.0

2010 NAPLAN Test Year 5	School Median	State Median
Reading	Not available	498.1
Writing	(due to small class sizes)	489.0
Spelling		491.8
Grammar & Punctuation		500.0
Numeracy		491.4

Proportion of Students Meeting National Benchmarks

	2009	2010	2011
Year 3 Reading	100%	100%	100%
Year 3 Writing	100%	100%	100%
Year 3 Spelling	100%	100%	100%
Year 3 Grammar and Punctuation	100%	80%	100%
Year 3 Numeracy	100%	100%	100%
Year 5 Reading	75%	100%	83%
Year 5 Writing	100%	100%	100%
Year 5 Spelling	75%	100%	100%
Year 5 Grammar and Punctuation	75%	80%	100%
Year 5 Numeracy	75%	100%	100%

Interpretive Comments

Statistics based on small numbers of students are not a very good overall observation hence results for the Wodonga campus are not to be regarded as an accurate measure of performance. In most classes one low result has a large impact on results.

CURRICULUM

In 2011 the College offered a diverse and specialised curriculum based on the strands and domains set by the Victorian Curriculum and Assessment Authority (VCAA). These strands are Discipline Based Learning (Health & Physical Education, Interpersonal Development, Personal Learning, Civics and Citizenship) and Inter-Disciplinary Learning (Communication, Design, Creativity & Technology, Information and Communications Technology and Thinking Processes).

3.1 Subjects taught in the Junior School in 2011 included:

- *English*
- *Handwriting*
- *Mathematics*
- *Integrated Studies*
- *Science*
- *Design, Creativity & Technology and Information & Communications Technology*
- *Humanities*
- *Health & Physical Education*
- *The Arts*
- *Religious and Values Education*
- *LOTE (French)*

Provision for students who required assistance via Special Education teachers was made available for students.

CO-CURRICULAR ACTIVITIES AND PROGRAMMES

The College complemented its academic and curricular programmes with the following co-curricular activities and programmes in 2011:

Athletics Carnival
Choir
Chapel Band
Cross Country Carnival
Senior Band
Debating team
Chess Club
After School Home-Study Group
Active After School Sports Programme
Netball
Camps (for Year 3 and above)
Excursions
Agricultural programme
Mastermind programme
Student Representative Council
Thursday afternoon activities (for Secondary students held during school time) which included Tennis, Ten pin bowling, Cooking, Cycling)
Private music tuition for piano, voice, bass and lead guitar, keyboard, violin, recorder, cello, flute, saxophone, clarinet
College Performance Night
Parent Dinner
Student Leadership programme
Skiing
Overnight Cross Country ski trip
Social services programme
Tallangatta Expo
Woodwork programme
Careers Expo
Interschool sports programme & carnival day
Swimming carnival
Swimming lessons and programme

These programmes and activities represented significant value-adding opportunities for students of the College across a broad spectrum of interests and areas.

STUDENT ATTENDANCE RATES

In 2011 the College has students enrolled from Prep to Year 6.

i) Attendance Rates

Attendance Rate Average per Day		
Year Level	Student Count	School Attendance Percentage
Prep	11	92.36%
Year 1	3	92.22%
Year 2	5	97.55%
Year 3	12	90.72%
Year 4	6	95.11%
Year 5	7	91.22%
Year 6	11	89.12%

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. The tracking of student absences and passes for things like sickness, music lessons and school related activities has improved markedly using this new system.

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.

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.

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 is evident in the following ways:

- 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) **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.

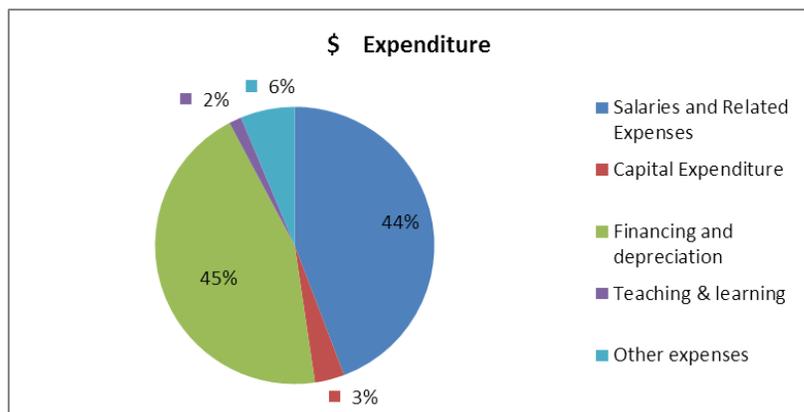
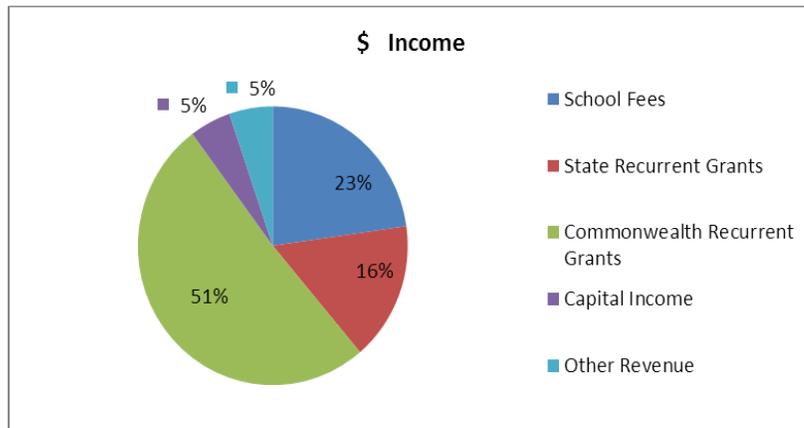
- ii) **Additional Tuition Support** – College staff provide assistance in the following areas: Assessment Tasks, Maths Help, French Help, Literacy Help are offered before, during and after school (depending on individual circumstances) on a weekly basis within the School. Other areas such as:

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

SUMMARY FINANCIAL INFORMATION

Summary Financial Information 2011
Trinity Anglican College (Wodonga) Ltd
ABN 52 105 600 039

Income	\$	%
School Fees	118,800.00	23%
State Recurrent Grants	83,866.00	16%
Commonwealth Recurrent Grants	266,368.00	51%
Capital Income	25,850.00	5%
Other Revenue	27,263.00	5%
TOTAL	522,147.00	100%
Expenditure	\$	%
Salaries and Related Expenses	355,063.00	44%
Capital Expenditure	27,546.00	3%
Financing and Depreciation	357,876.00	45%
Teaching and Learning	11,615.00	1%
Other Expenses	50,502.00	6%
TOTAL	802,602.00	100%



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 and/or available from the College itself.