



TRINITY COLLEGE

Albury-Wodonga

TRINITY ANGLICAN COLLEGE-ALBURY

ANNUAL REPORT – 2012

A MESSAGE FROM THE COLLEGE BOARD

2012 was another solid and significant year in the life of Trinity Anglican College, with excellent academic achievements and continued growth.

1. Finances

The Board is grateful for the very capable financial management of the Principal and Business Manager, with the valued support of the Board's Finance Committee. The College is well advanced with plans for refinancing its loans and repaying some of its capital debt.

2. Academic Results

Following the excellent results of the previous year, 2012 has been another successful year academically. The Board congratulates students on their achievements, especially Year 12 for their HSC results. The Board is appreciative of the excellent teaching staff of the College and the academic as well as administrative leadership of the College Executive.

3. Chaplain

The College welcomed its new Chaplain, Rev'd Lee Weissel, at the beginning of the year and he has made a notable impact on the spiritual life of the College and its Christian ethos. Rev'd Weissel also brings many years' experience as a Science Teacher and has proven to be an asset in that department as well. Ties with the local Anglican Parishes have also been strengthened.

4. Capital Projects

The Early Learning Centre at Wodonga campus has gone from strength to strength since its opening in 2011. The Administration Centre at Albury was completed and officially opened in 2012 and has already proved its value in providing offices, meeting areas, reception services and staff facilities, as well as being an attractive addition to the College's landscape and public face. Plans are well advanced for the new Science block and construction will begin in 2013, with further building plans to cater for expanding needs under consideration.

5. Board Matters

In November 2012 the College and Board farewellled Rev'd Dr John Pryor who resigned from the Board after seven years as Chairman. Dr Pryor led the Board through years of major change and challenge, as well as significant growth. His years of service are much appreciated and the Board wishes him well for his future. Rev'd Peter McKeague, Rector of Northern Albury Anglican Parish assumed the role of Acting Chairman.

Rev'd Peter McKeague
Acting Chairman

College Board – 2012

Chair:

(Rev'd Dr) J W Pryor, B.A. (Syd), M.A. (Cantab), B.D. (Lon), ThL, ThD (ACT)
[retired November, 2012]

Deputy Chair:

(Rev'd) P McKeague (became Chair in December, 2012)

Treasurer: (Mr) D Glanvill

Members:

(Mr) P Cerexche

(Cr) P A Gould, OAM

(Mrs) A Coughlan

(Prof) A Curtis

(Ven Dr) J Davis

(Dr) R Bailey

(Mrs) C Nesbitt

(Assoc Prof) J Coyle (commenced December 2012)

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 – 2012

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)

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 O'Loan, B.Ed., Dip. T. (ACU), M. Arts (UTS), Dip.R.E., MACEL

College Chaplain: Rev Dr L M Weissel, B.Sc., Dip.Ed., B.Th. (Hons) Med, M.App.Th., M.Myst., PhD, FRAAC

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

Director of Studies: (Ms) K Armstrong, B.A. (Hons), Dip.Ed.

Teaching Staff:

(Miss) K L Anstee, B.Ed. (CSU)

(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) [on exchange to USA]

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

(Ms) T J Dahmes, B.Ed. (CSU)

(Mrs) T D Darts, B.Ed. (CSU)

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

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

(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)
 (Miss) M A Gush, B.Ed. (CSU)
 (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) K M Macpherson, B.Prim.Ed.
 (Mrs) L Maxwell, TPTC (Toorak), B. Ed (Southland)
 (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)
 (Mr) S W Nelson, B.Ed., Grad.Dip App.Sc. (Mitchell CAE)
 (Ms) A Nevin-Lewis, Dip. Ed. (Canberra), BA (ANU)
 (Mrs) T E O'Connor, B.Ed., (ACU) Dip. Marketing (UA)
 (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, B.Ed. (CSU)
 (Miss) A C Peters, B. Ed. (CSU), Dip. Nutr. Dietetics (Melb. Coll. Nat. Med.)
 (Ms) E Pitsch, B.Sc., M.Ed.Admin (on exchange from USA)
 (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 Sparks (resigned February 2012)
(Mrs) R Payne (from March 2012)

College Librarian: (Mrs) T Trebilcock

Administration Officer (Finance/Student Services): (Mrs) K J Gehrig-Kent

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

Teacher's Aide: (Mrs) T Bradford

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

ICT Network Trainee: (Mr) L Takle

After School Care (OOSH) Staff:

(Miss) A Thompson

(Miss) H Manson

(Miss) A Mills

Grounds Staff:

(Mr) A Crawford

(Mr) A Styles

(Mr) L Styles

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

2012 Test Year 3	Bands 2 - 6		Band 1	
NAPLAN Test	School	State-wide	School	State-wide
Reading	96.2	96.5	3.8	3.5
Writing	100	98.3	0	1.7
Spelling	100	96.6	0	3.4
Grammar & Punctuation	96.4	94.8	3.7	5.1
Numeracy	98.2	96.2	1.9	3.8

2012 Test Year 5	Bands 4 – 8		Band 3	
NAPLAN Test	School	State-wide	School	State-wide
Reading	96.2	92.4	3.8	7.7
Writing	100	94.5	0	5.5
Spelling	98.1	96.3	1.9	3.8
Grammar & Punctuation	96.3	92.3	3.7	7.8
Numeracy	100	94.9	0	5.2

2012 Test Year 7	Bands 5 - 9		Band 4	
NAPLAN Test	School	State-wide	School	State-wide
Reading	100	94.9	0	5.2
Writing	98.7	92.2	1.3	7.8
Spelling	97.7	94.5	2.5	5.5
Grammar & Punctuation	99.0	96.6	1.3	3.4
Numeracy	100	95.5	0	4.5

2012 Test Year 9	Bands 6 - 10		Band 5	
NAPLAN Test	School	State-wide	School	State-wide
Reading	100	92.9	0	7.1
Writing	93.5	80.8	6.5	19.3
Spelling	95.7	91.8	4.3	8.2
Grammar & Punctuation	100	92.2	0	7.8
Numeracy	100	96.2	0	3.9

Albury Campus NAPLAN Results - Percentages At or Above Minimum Standard

2012 NAPLAN Test Year 3	Percentage of Students achieving at or above minimum standard	Percentage of Students achieving below minimum standard
Reading	96.2	3.8
Writing	100	0
Spelling	100	0
Grammar & Punctuation	96.4	3.7
Numeracy	98.2	1.9

2012 NAPLAN Test Year 5	Percentage of Students achieving at or above minimum standard	Percentage of Students achieving below minimum standard
Reading	96.2	3.8
Writing	100	0
Spelling	98.1	1.9
Grammar & Punctuation	96.3	3.7
Numeracy	100	0

2012 NAPLAN Test Year 7	Percentage of Students achieving at or above minimum standard	Percentage of Students achieving below minimum standard
Reading	100	0
Writing	98.7	1.3
Spelling	97.7	2.5
Grammar & Punctuation	99	1.3
Numeracy	100	0

2012 NAPLAN Test Year 9	Percentage of Students achieving at or above minimum standard	Percentage of Students achieving below minimum standard
Reading	100	0
Writing	93.5	6.5
Spelling	95.7	4.3
Grammar & Punctuation	100	0
Numeracy	100	0

Albury Campus NAPLAN Results - Year Median

2012 NAPLAN Test Year 3	School Mean	State Mean
Reading	447.1	426.9
Writing	436.0	425.0
Spelling	440.2	428.1
Grammar & Punctuation	460.0	434.5
Numeracy	419.4	405.7

2012 NAPLAN Test Year 5	School Mean	State Mean
Reading	516.5	500.1
Writing	484.9	486.2
Spelling	521.1	507.6
Grammar & Punctuation	517.6	503.7
Numeracy	506.5	498.8

2012 NAPLAN Test Year 7	School Mean	State Mean
Reading	584.5	546.7
Writing	554.0	521.1
Spelling	571.5	555.4
Grammar & Punctuation	576.7	552.7
Numeracy	578.0	545.6

2012 NAPLAN Test Year 9	School Mean	State Mean
Reading	612.0	579.5
Writing	607.5	557.5
Spelling	609.2	586.5
Grammar & Punctuation	614.6	578.8
Numeracy	596.2	594.8

Interpretive Comments

In Year 3, 96% of students achieved at or above the minimum standard in reading and grammar and punctuation. Achievements in both the areas of writing and spelling were 100% at and above the minimum standard. Achievement in numeracy was 98% at or above the minimum standard. The mean scores for the Trinity Year 3 cohort were all well above the mean scores achieved by the state cohort.

In Year 5, 96% of students achieved at or above the minimum standard in reading and grammar and punctuation. 98% of students achieved at or above the minimum standard in spelling, whilst 100% of students were at or above the minimum standard in both writing and numeracy. The mean scores for the Trinity Year 5 cohort in all areas, except writing, were well above the mean scores achieved by the state cohort. In writing, the mean score achieved by the Trinity Year 5 cohort was comparable with that of the state cohort.

In Year 7, the mean scores of the Trinity cohort were significantly above the mean scores achieved by the state cohort in all areas. 98% of students achieved at or above the minimum standard in spelling, and 99% of students in writing and grammar and punctuation. 100% of students were at or above minimum standard in reading and in numeracy.

In Year 9, the mean scores of the Trinity cohort were significantly higher than that of their state counterparts. 100% of students were at or above the minimum standard in reading, grammar and punctuation, and numeracy. 94% of students were at or above the national minimum standard in writing, whilst 96% were at or above the minimum standard in spelling.

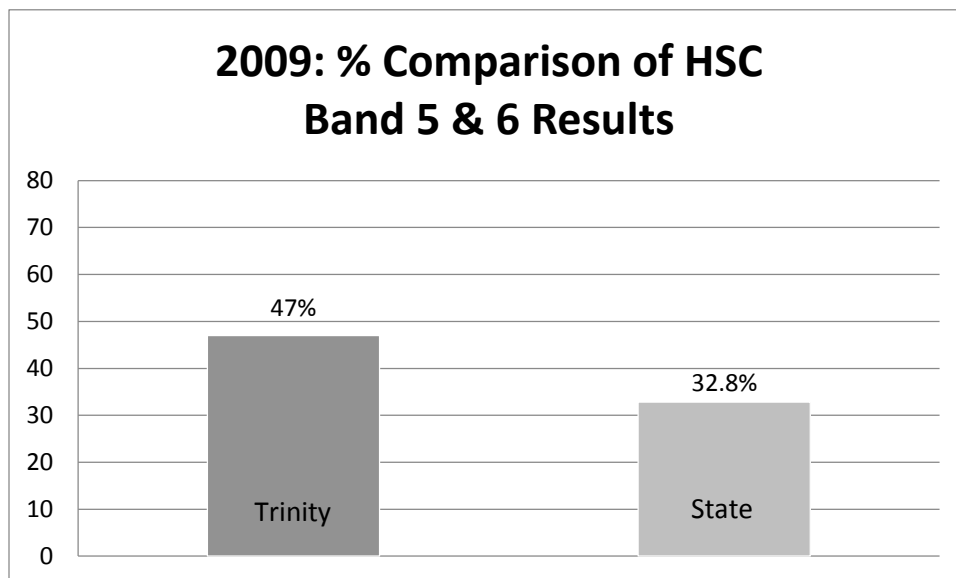
STUDENT PERFORMANCE IN STATE WIDE TESTS AND EXAMINATIONS

The College's Higher School Certificate results are presented in this section of the annual report.

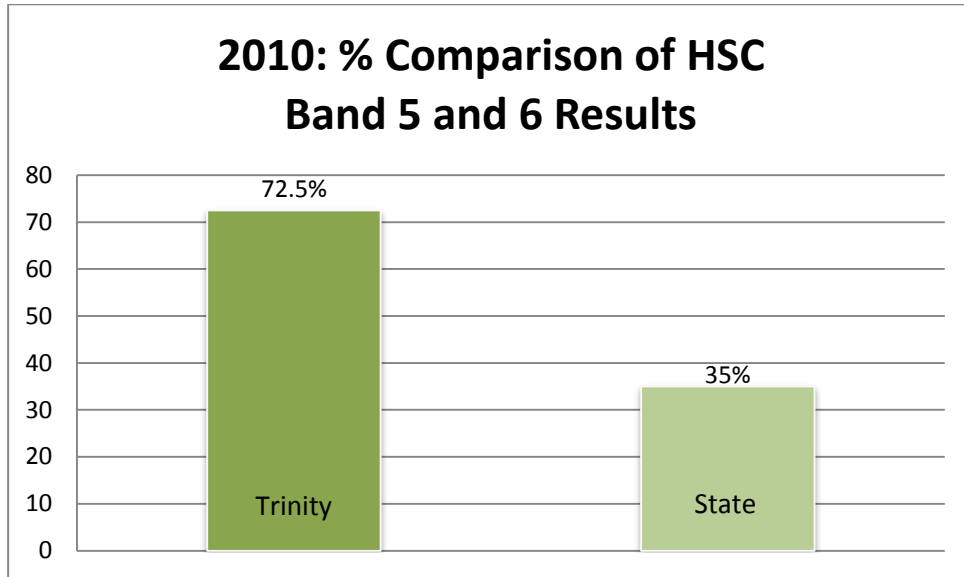
Summary of 2012 Higher School Certificate Results

- In 2012, 39 students sat for the Higher School Certificate at Trinity and engaged in 20 courses. These courses included two extension courses as well as one Vocational Education and Training (VET) course.
- 77% of Trinity candidates earned Band 5 or Band 6 results, and no Trinity student earned a result below a Band 2.
- In 75% 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 75% of two unit courses, the Trinity cohort achieved results of Band 3 or above.
- 81% of all courses undertaken at Trinity achieved results above the state mean.
- 100% of students in Visual Arts and Music earned either a Band 5 or Band 6 result.
- 100% of students in Extension 1 Mathematics earned E4 results.

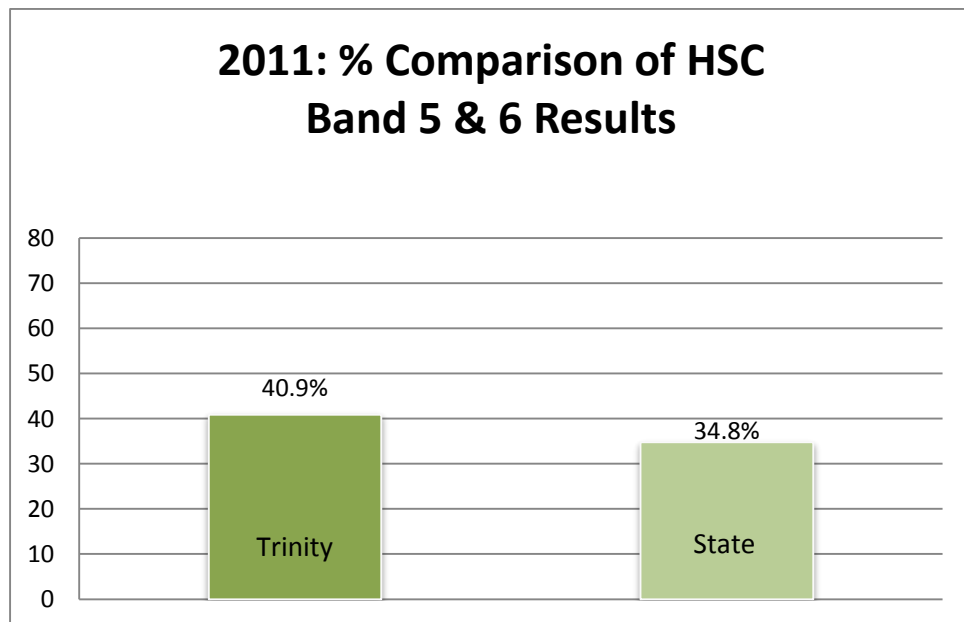
Comparison of Trinity Band 5 and 6 Results with those of the State: 2009-2012



- 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.

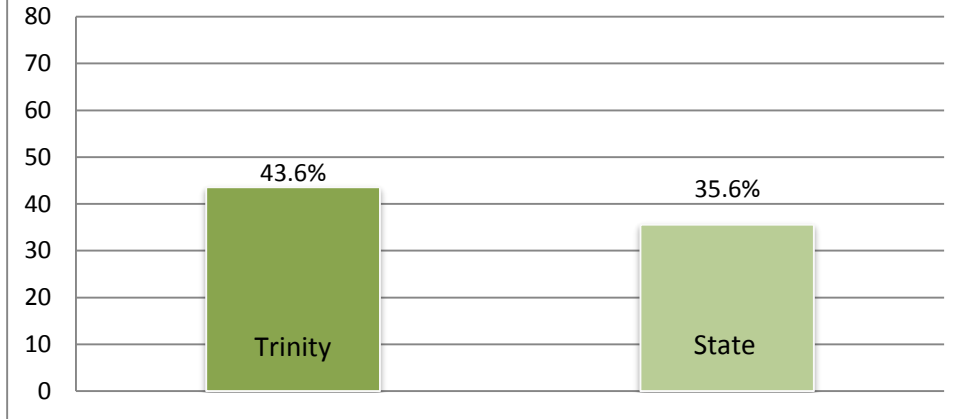


- The achievements of the Trinity cohorts in the prized Bands 5 and 6 in 2 unit courses significantly outstrip those of the state from 2009 to 2012.
- In 2010, this figure rises to 72.5% for the Trinity cohort in Bands 5 and 6 compared with 35% of the state candidature.



- 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.

2012: % Comparison of HSC Band 5 and 6 Results



- The trend of Trinity students outperforming the State in the desirable achievements of Band 5 and Band 6 results is consolidated in 2012: 44% of the Trinity cohort earned Band 5 and 6 results as opposed to the 36% achievement of the State.

PROFESSIONAL LEARNING and TEACHER STANDARDS

All Teachers employed at Trinity College in 2012 meet 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	50
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)	Graduate Diploma of Applied Science (1)
Bachelor of Applied Science (4)	Graduate Diploma IT (1)
Bachelor of Arts – Fine Arts (1)	Graduate Diploma Library (1)
Bachelor of Arts (11)	Graduate Diploma of Computers in Education (1)
Bachelor of Business (3)	Graduate Diploma of Education (3)
Bachelor of Education (28)	Graduate Diploma of Mathematics (1)
Bachelor of Music (1)	Graduate Diploma of Religious Education (4)
Bachelor of Primary Education (1)	Graduate Diploma of Teaching (1)
Bachelor of Science (3)	Higher Diploma of Teaching Secondary, Home Economics (1)
Bachelor of Theology (1)	Master of Education (4)
Bachelor of Visual Arts (1)	Master of Letters (1)
Diploma of Education (16)	Trained Primary Teachers Certificate (3)
Diploma of Music Education (1)	
Diploma of Pastoral Studies (1)	
Diploma of Teaching (5)	

Professional Learning

All the teaching staff participated in two professional development sessions based on the philosophy of Habits of Mind.

The Junior School Staff and All Mathematics Teachers participated in 'ActiveInspire' Training associated with Interactive Whiteboards.

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 2012:

Description of the Professional Learning Activity	No. of Staff Participating
Creo 1.0 Graphics Training	2
How to Motivate, Manage & Engage Your Students	1
A Teachers Guide to Effectively Using Technology in the Classroom	1
WHS Management Systems Training - Secondary Science Labs	1
Music Technology in the Classroom	2
Bridges Numeracy	1
Autism Spectrum Disorder in the Pre-School Years	1
Differentiating the Curriculum	1
Food Supervisors Course	1
Careers Advisors National Conference	1
Careers Conference	1
Careers Advisor Information UNSW	1
HSC Drama Masterclass Conference	1
Canoeing Victoria Training Course	1
Cultural Weeding Workshop - Libraries	1
AEDI - Kinder Checklist Training	1
Using Classroom Observations to Improve Teacher Practice	1
IEU Rep Training	1
Making it Work - Implementing the Planning Process	2
Understanding the Impact of Working Memory on Learning	1
Students with Disabilities - Funding Briefing	1
1st Aid and Anaphylaxis Training	3
Technology Educators Professional Learning Workshop	2
HSC Simulation Marking - Area of Study	1
Effective Classroom Observation	1
HSC Simulated Marking - Module B	1
Live Your Dreams as an Artist	1
Whole School Improvement in Literacy	1
Photoshop	1
Using ICT to Transform Learning in VA & PDM	1
Primary PE Conference	1
First Aid & Anaphylaxis Training	2
Strategies for Developing a Body of Work - HSC Visual Art	1
Educational Leadership for Students with Special Needs	1
Robo Cup Teacher Training	1

STUDENT ATTENDANCE and RETENTION RATES in SECONDARY CLASSES
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In 2012 the College had students enrolled from Kindergarten to Year 12.

1) Attendance Rates

Student's attendance report does not include non continuing Yr 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		
Year Level	Student Count	School Attendance Percentage
Kindergarten	49	94.04%
Year 1	46	92.52%
Year 2	52	93.60%
Year 3	57	94.35%
Year 4	51	94.86%
Year 5	57	93.87%
Year 6	53	93.75%
Year 7	82	94.21%
Year 8	56	93.36%
Year 9	49	91.61%
Year 10	53	91.39%
Year 11	57	91.78%
Year 12	39	93.51%

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.

The College uses an Intranet programme called 'SIMON' to enable 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 5 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 continues to be very accurate using this system.

2) Retention Rates

Years compared	Year 10 total enrolment 2010	Year 12 total enrolment 2012	Year 10 enrolment remaining as Year 12 enrolment	Actual Retention Rate (%)	Apparent Retention Rate (%)
2010/2012	44	39	36	81.8%	92.3%

POST-SCHOOL DESTINATIONS

During 2012 thirty-nine 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 2013.

University	15 students
Other study	3 students
GAP year before taking up University place in 2014	11 students
GAP year before joining the workforce	4 students
Joined the workforce	6 students

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 2012, has a total of 678 students of whom 349 are at the primary level and 330 are at the secondary level. Of the 678 students enrolled, 318 were boys and 360 were girls in the following year levels:

Year	2012 Enrol for Census 1	2012 Enrol for Census 2	2012 End	
K	48	48	48	
Year 1	42	44	48	
Year 2	50	50	50	
Year 3	55	54	54	
Year 4	46	50	50	
Year 5	56	55	55	
Year 6	51	52	52	*348
Year 7	80	78	78	
Year 8	56	56	56	
Year 9	48	47	47	
Year 10	52	52	52	
Year 11	55	53	53	
Year 12	39	39	39	*330
Total	678	678	678	*678

COLLEGE POLICIES

The College had the following policies in place during 2012:

- 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
- Information Technology Acceptable Usage Policy (Students & Staff)
- Records Maintenance Policy
- Overseas Trips Policy
- Pastoral Care Policy
- Privacy Policy
- Reporting Policy
- Student Leadership Policy
- Staff Code of Conduct
- TVET Policy
- Work Health and Safety Policy
- Yard Supervision Policy

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

COLLEGE DETERMINED IMPROVEMENT TARGETS

Buildings

- Complete construction of the new Administration & Reception building for use from Term 2, 2012;
- To work with the College architect to develop plans for the proposed new Science Centre (for construction in 2013)
- 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;

Grounds

- to improve and refine the staff car park;
- to enhance the playing surface on the hockey and soccer field;
- 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;
- to develop more grassed and shaded areas throughout the College grounds.

Curriculum

- to maintain the access to the Fast Tracks enrichment programme in the Junior School;
- to evaluate the new 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;
- to commence preparation for the national curriculum.

Staff

- to further investigate a curriculum framework which is suited to a K-12 school;
- to review the College's co-curricular programme so that all staff are contributing in a worthwhile and equitable manner to this;
- to provide appropriate facilities for staff in the new Administration building;
- to increase professional development opportunities for staff;
- increase the number of staff in the maintenance department in 2012;

- to continue the review of the formative appraisal system for all staff (Academic and Administrative) via Annual Review Meetings (ARM) and Triennial Review Meetings (TRM) so that this becomes a meaningful and powerful form of professional development for staff.

Enrolments

- to achieve an enrolment target of 675 students for 2012;
- to maintain a strong 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 and Senior Schools. These were conducted under the leadership of our College Chaplain. The College welcomed a new full time Chaplain at the beginning of the 2012 Academic year. Under the guidance of the Chaplain, students participate through prayer and scripture, 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. Each Monday morning the staff briefing commences with a staff member leading the staff in a time of reflection. This reflection time can incorporate, scripture, prayer, song or reflection on a topic or theme that is appropriate at the specific time.

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 Angilcare for distribution to the wider community. Once again our whole Year 11 class participated in the local 'Relay for Life' event to support the Cancer Council. In 2012 Trinity students raised the most money for this charity from all schools in the Albury Wodonga area.

On Anzac Day 2012 our College participated in the Albury RSL, ANZAC day service and March, over 250 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 Captains, Vice-Captains and Prefects, College Seniors, House Captains and SRC

leaders, in the Senior School, Year 9 Leaders within the Year 9 Programme and Junior School Leaders, House Captains, SRC leaders, Chapel leaders and Environmental Leaders in the Junior School. The College prides itself on its care for and preservation of the environment, the environmental group has a very high number of Junior School students who regularly participate in structured activities to enhance and support the care of our school and local environment's. The Junior School annually conduct an Environmental Day to support the work of this group and to enhance the knowledge of our school community. 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 ran a disco with the assistance of Senior Students and importantly provided a forum for discussion of student issues. SRC is held for students from Years 2 – 12.

The College continues to develop the important characteristics of successful people found in the *You Can Do It* program 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 2012 more teams and individuals participated in a diverse range of activities within the College and the wider community than ever before.

- **Music Groups:** Senior Strings, Chamber Group, Ensemble, Jazz Band and Junior and Senior Choir.
- **Music-Production:** "Night with the Stars"
- **Drama:** College Drama Night and Junior School Production
- **Environment and Outdoor Education:** Duke of Edinburgh, Snow Trip and Year based camps from Year 3 – 12, Eco Challengers, Year 9 Adventure Expeditions
- **Dance Groups:** Senior & 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, Volleyball

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 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, surf, mountains and bush. Abseiling, surfing, canoeing, challenge courses, high ropes 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. In 2012 the College appointed a Director of Studies. This position enhanced the excellent work by staff in the preceding years around academic achievement by students and curriculum development. The Director of Studies worked closely with Heads of Department in the Senior School and the Head of the Junior School to advance the curriculum documentation and revise programmes, in preparation for the national curriculum changes in 2014.

PARENT, STUDENT AND TEACHER SATISFACTION

Parents

Continued growth in student numbers from 2011 to 2012 reflects strong parent satisfaction in the College's performance. Parent involvement is welcomed in the following activities:

- 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 Junior School with direction provided by the teaching staff.

Students

- i) **SRC** – One representative from each class (Years 2-6) and Pastoral Care group (Years 7-12) are nominated by the student body each semester to serve on the committee. The SRC meet four times a term to discuss any needs/issues that have been identified by the student population. They propose and implement actions, or support, where appropriate. Each term the SRC organise and undertake at least one student activity to raise money and awareness for an issue or charity that has been nominated by the students. Each term has a different focus; Term One - a local charity, Term Two - Reconciliation Week, Term Three - The College Relay for Life team, Term Four - an international charity.
- 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 reflects the mutual respect that all members of our community have for each other, and the various roles they play – students are encouraged to value outstanding performances from their peers. Clear messages regarding expectations are continually reinforced by all staff within the College.

Leadership programs 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 opportunities for Student and Staff faith development. He can also play a role in confidential counseling to students, staff and parents.

As part of the College Strategic Plan – a Director of Studies position commenced in 2012. All Pastoral Care Groups in the Senior School have a staff member assigned as a Pastoral Care Tutor. While the class teacher in the Junior School fulfills the same role.

- vi) **Additional Tuition Support** – College staff provide assistance in the following areas: Assessment Tasks (Years 10, 11 & 12), Math's Help, French Help, Literacy Help are offered before, during and after school (depending on individual circumstances) on a weekly basis within the 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 meetings and regular year level and department meetings.

Staff are supported via Heads of Sub –Schools (Junior and Senior) Heads of Department (Senior School), Directors of Pastoral Care, Studies and Year 9, 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, Tri-annual reviews began in 2010 - provided by a member of the Senior Leadership Team, this provides for an opportunity for professional discussion, class visits, positive feedback and input from the individual staff member, a trusted colleague and students.

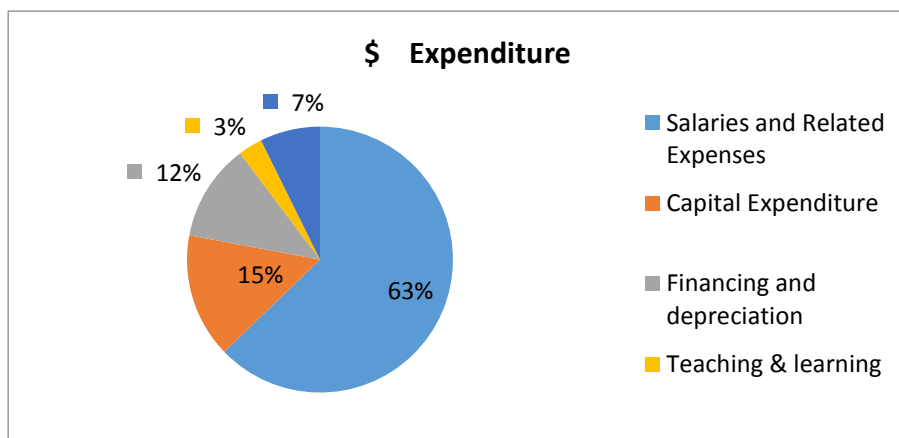
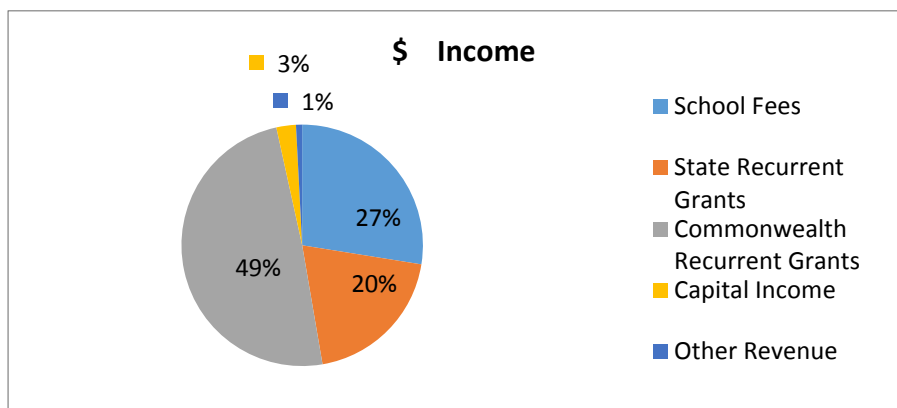
Pastoral support is available to the whole college community as required. Staff support each other through regular participation in staff social activities. The completion of the new administration Centre in 2012 enhanced the space for staff as it includes staff offices, meeting rooms and a Staff room.

SUMMARY FINANCIAL INFORMATION 2012

Trinity Anglican College (Albury) Ltd ABN 34 097 832 561

Income	\$	%
School Fees	2,165,971.00	28%
State Recurrent Grants	1,556,088.00	20%
Commonwealth Recurrent Grants	3,876,093.00	49%
Capital Income	206,112.00	3%
Other Revenue	64,811.00	1%
TOTAL	7,869,075.00	100%

Expenditure	\$	%
Salaries and Related Expenses	5,750,977.00	63%
Capital Expenditure	1,386,387.00	15%
Financing and depreciation	1,082,299.00	12%
Teaching & learning	269,266.00	3%
Other expenses	69,778.00	7%
TOTAL	9,158,707.00	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.