



TRINITY COLLEGE

Albury-Wodonga

TRINITY ANGLICAN COLLEGE - WODONGA

ANNUAL REPORT – 2012

A MESSAGE FROM THE CHAIRMAN OF 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)

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

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

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)

(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)

(Mrs) P M Pearce, B. Ed. (CSU)

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

Administration and Support Staff:

Principal's Personal Assistant: (Ms) H Watson

College Accountant: (Mr) P L Sparks (resigned February, 2012)
(Mrs) R Payne (from March, 2012)

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 AND TEACHER STANDARDS

All Teachers employed at Trinity College in 2012 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)
Bachelor of Science (1)
Bachelor of Theology (1)
Diploma of Education (3)
Graduate Diploma of Education (1)

Professional Learning

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

All staff 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
Music a Viva Training	1
Autism Spectrum Disorder in the Pre-school Years	1
Developing Quality Improvement Plan	1
New Leaders/Coordinators Workshop	1
Making it Work - Implementing the Planning Process	1
Anaphylaxis Training	3
Fitzroy Method for Literacy	2

Staff Attendance

In 2012 the College operated with 3.85 teaching staff and 1 non-teaching staff.
In 2012 all staff had a daily attendance rate of 97%.

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.

Wodonga Campus NAPLAN Results - Percentages in Skills Bands

2012 Test Year 3	Bands 2 - 6	Band 1
NAPLAN Test	School	School
Reading	100	0
Writing	100	0
Spelling	100	0
Grammar & Punctuation	100	0
Numeracy	100	0

2012 Test Year 5	Bands 4 - 8	Band 3
NAPLAN Test	School	School
Reading	100	0
Writing	100	0
Spelling	100	0
Grammar & Punctuation	86	14
Numeracy	100	0

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

2012 NAPLAN Test Year 5	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	86	14
Numeracy	100	0

Wodonga Campus NAPLAN Results - Year Median

2012 NAPLAN Test Year 3	School Mean	State Mean
Reading	Not available (due to small class sizes)	433.2
Writing		429.9
Spelling		423.8
Grammar & Punctuation		437.9
Numeracy		409.7

2012 NAPLAN Test Year 5	School Mean	State Mean
Reading	Not available (due to small class sizes)	504.7
Writing		490.1
Spelling		498.5
Grammar & Punctuation		499.0
Numeracy		498.6

Proportion of Students Meeting National Benchmarks

	2010	2011	2012
Year 3 Reading	100%	100%	100%
Year 3 Writing	100%	100%	100%
Year 3 Spelling	100%	100%	100%
Year 3 Grammar and Punctuation	80%	100%	100%
Year 3 Numeracy	100%	100%	100%
Year 5 Reading	100%	83%	100%
Year 5 Writing	100%	100%	100%
Year 5 Spelling	100%	100%	100%
Year 5 Grammar and Punctuation	80%	100%	86%
Year 5 Numeracy	100%	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 2012 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 2012 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 complimented its academic and curricular programmes with the following co-curricular activities and programmes in 2012:

Athletics Carnival

Choir

Cross Country Carnival

Active After School Sports Programme

Netball

Camps (for Year 3 and above)

Excursions

Agricultural programme

Mastermind programme

Student Representative Council

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
 Social services programme
 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 2012 the College had students enrolled from Prep to Year 6.

1) Attendance Rates

Attendance Rate Average per Day		
Year Level	Student Count	School Attendance Percentage
Prep	14	92.52%
Year 1	11	93.13%
Year 2	5	89.18%
Year 3	6	93.87%
Year 4	11	91.42%
Year 5	9	93.73%
Year 6	6	93.37%

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. 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.

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 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
- Occupational Health & Safety Policy
- Overseas Trips Policy
- Pastoral Care Policy
- Privacy Policy
- Reporting Policy
- Staff Code of Conduct
- 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

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 areas:

- 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) **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 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 students and provide enhanced opportunities for the Students involved. The role of class teacher as a Pastoral Care Tutor, Campus Coordinator, 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 other social skills, 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.

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 meetings and monthly full staff meetings.

Staff are supported via the Campus Coordinator in addition by the Director of Pastoral Care, the Head of the Tutorial Centre and 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.

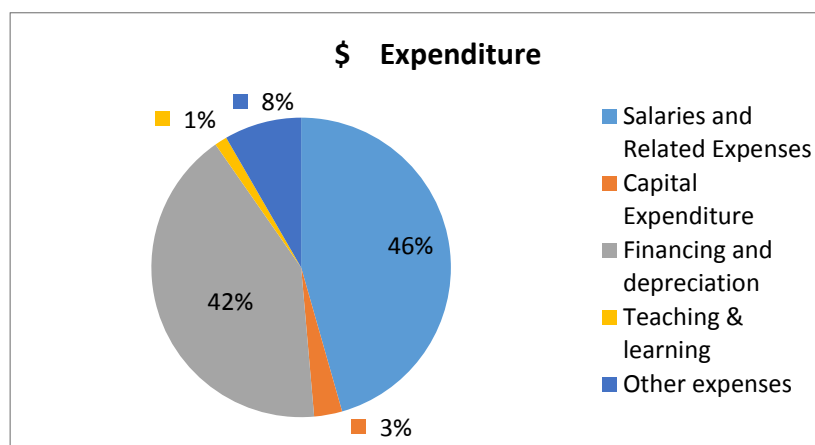
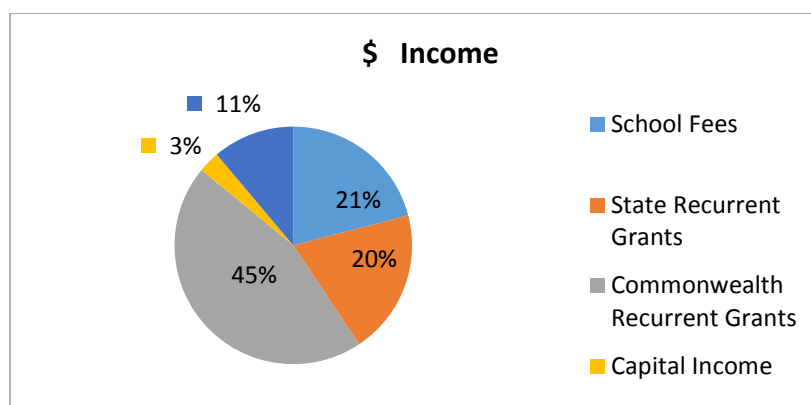
Pastoral support is available to the whole college community as required.

SUMMARY FINANCIAL INFORMATION 2012

Trinity Anglican College (Wodonga) Ltd ABN 52 105 600 039

Income	\$	%
School Fees	142,539.00	21%
State Recurrent Grants	134,457.00	20%
Commonwealth Recurrent Grants	308,231.00	45%
Capital Income	19,819.00	3%
Other Revenue	75,879.00	11%
TOTAL	680,925.00	100%

Expenditure	\$	%
Salaries and Related Expenses	360,350.00	46%
Capital Expenditure	23,935.00	3%
Financing and depreciation	329,658.00	42%
Teaching & learning	10,675.00	1%
Other expenses	65,900.00	8%
TOTAL	790,518.00	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.