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TRINITY COLLEGE

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*Albury-Wodonga*

# **TRINITY ANGLICAN COLLEGE – WODONGA**

## **2013 ANNUAL REPORT**



*Strong Foundations • Better Futures*

# TRINITY ANGLICAN COLLEGE – WODONGA

## 2013 ANNUAL REPORT

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### School Contact Information

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## 1. Information about Trinity Anglican College

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 wellbeing.*

**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.*



## **2. A Message from the College Board**

2013 was another year of outstanding achievement for the College, built upon the strong foundations laid by the College community, Board and Executive over the past several years.

### **Finances**

The College has again been able to conclude its financial year in a strong position recording the required modest surplus. The Board is pleased that the College continues to service its capital debt, as well as undertaking important developments and improvements to enhance the facilities and resources available for Trinity students. The Board is mindful of the careful financial management and oversight of the Principal and the Business Manager in this important area.

### **Academic Results**

The Board again celebrates with the rest of the College community the very strong academic results achieved by the 2013 Year 12 cohort in the Higher School Certificate (HSC) examinations. NAPLAN results across the required school years (Years 3, 5, 7 & 9) also continue to impress, indicating that Trinity Anglican College provides high quality teaching for the students of the Albury-Wodonga region.

### **Capital Projects**

This year the College saw the construction of its new Science facility for the Senior School at the Albury campus. This was a much needed resource and the Board acknowledges the Commonwealth Government for its support of this via its capital grants program. As enrolments continue to grow in the Senior School, quality teaching and learning spaces are required to provide out students with the best possible learning environment. This \$1.8M facility achieves that. The Board was pleased to recognise four key people in naming this facility 'The Founders' Centre'. The founders honoured in the naming of the building are Mr Keith Currie (Foundation Principal of the College), Bishop David Farrer (Bishop of Wangaratta at the time), Prof David Mitchell (Foundation Chair of the College Board) and Mrs Patricia Gould (Foundation and long-serving member of the Board).

### **Board Matters**

During 2013 the Board welcomed as new members: Mrs Fiona Elgin and Mr Brad Bohun. Mr Dean Glanvill resigned from the Board at the end of Term 1, and the Ven Dr John Davis and Mrs Patricia Gould both resigned at the end of the year. The College and Board are grateful to these Directors for their years of service and many contributions as members of the Board.

The Board was very well led by Rev'd Peter McKeague as Acting Chair throughout 2013. As ever, the Board has important work to do in developing strategic and policy direction for the College. 2013 presented both a number of wonderful opportunities as well as challenges. The Board is grateful for Peter's leadership as Acting Chair.

The Board's confidence in and commitment to the future of the College and its capacity to achieve its mission and purpose as a school in the Anglican tradition is very strong. Trinity is well placed to consolidate its position as a school of choice for families who are looking for academic and co-curricular excellence, a safe, productive and positive learning environment all underpinned by the Christian values and teachings which come from the Anglican tradition.

Prof Julia Coyle

**Chair of the Board**

## College Board – 2013

**Chair:** Rev P McKeague  
**Members:** Dr R Bailey  
Mr B Bohun  
Mr P Cerexhe  
Mrs A Coughlan  
Assoc Prof J Coyle  
Ven Dr J Davis  
Mrs F Elgin  
Mr D Glanvill  
Cr P A Gould, OAM  
Mrs C Nesbit

## 3. Staff 2013

### Executive

**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., Ph.D. (Ethics), FRAAC

**Business Manager:** Mr G Davis

**Director of Pastoral Care:** Mrs R Lefevre, Dip. Ed., B. Sci.

### Teaching Staff

Ms M G Bennett, B.A. (Hons), Grad. Dip. Ed.  
Ms ME Craven, B.A. (Mitchell), Dip. Ed. (Sydney CAE)  
Miss B L Hill, BVA (Syd. College of Arts), Dip. Ed. (CSU)  
Mr K McGregor, B.Ed. (Early Childhood)  
Mrs L Maxwell, B.Ed. (Primary) (Southland)  
Mrs P M Pearce, B. Ed. (CSU)  
Mr B Spokes, B.Mus., B.Teach. (Hons) (Melbourne), M. Mus. Perf. (Wesley)  
Ms CA Tilbrook, B.Ed. (CSU)

### Administration and Support Staff

**Principal's PA:** Ms H Watson

**College Accountant:** Mrs R Payne

**Administration Officer (Reception):** Mrs K Phillips

**Literacy Assistant:** Mrs T Bradford

**Facilities Manager:** Mr L Parker

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

**ICT Support Officer:** Mr O Young

#### **4. Professional Learning and Teacher Standards**

All Teachers employed at Trinity College in 2013 meet 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.

<b>Category</b>	<b>Number of Teachers</b>
Staff who have teaching qualifications from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines	11
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 (3)  
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 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.

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.

## 5. 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

2013 Test Year 3	Bands 2 - 6	Band 1
NAPLAN Test	School	School
Reading	100 (4 students)	0
Writing	100 (6 students)	0
Spelling	100 (6 students)	0
Grammar & Punctuation	100 (6 students)	0
Numeracy	100 (4 students)	0

2013 Test Year 5	Bands 4 - 8	Band 3
NAPLAN Test	School	School
Reading	100 (8 students)	0
Writing	100 (8 students)	0
Spelling	100 (8 students)	0
Grammar & Punctuation	100 (8 students)	0
Numeracy	100 (8 students)	0

### Wodonga Campus NAPLAN Results - Percentages At or Above Minimum Standard

2013 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

2013 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	100	0
Numeracy	100	0

## Wodonga Campus NAPLAN Results - Year Mean

2013 NAPLAN Test Year 3	School Mean	State Mean
Reading	Not available (due to small class sizes)	435
Writing		430
Spelling		420
Grammar & Punctuation		440
Numeracy		411

2013 NAPLAN Test Year 5	School Mean	State Mean
Reading	Not available (due to small class sizes)	511
Writing		490
Spelling		500
Grammar & Punctuation		508
Numeracy		495

## Proportion of students meeting National Benchmarks

	2010	2011	2012	2013
Year 3 Reading	100%	100%	100%	100%
Year 3 Writing	100%	100%	100%	100%
Year 3 Spelling	100%	100%	100%	100%
Year 3 Grammar and Punctuation	80%	100%	100%	100%
Year 3 Numeracy	100%	100%	100%	100%
Year 5 Reading	100%	83%	100%	100%
Year 5 Writing	100%	100%	100%	100%
Year 5 Spelling	100%	100%	100%	100%
Year 5 Grammar and Punctuation	80%	100%	86%	100%
Year 5 Numeracy	100%	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.

## 6. Student Attendance

In 2013 the College has students enrolled from Prep to Year 6.

### Attendance Rates

Attendance Rate Average per Day		
Year Level	Student Count	School Attendance Percentage
Kindergarten	14	90.68%
Year 1	18	90.20%
Year 2	11	91.39%
Year 3	7	91.09%
Year 4	5	91.51%
Year 5	11	92.53%
Year 6	9	89.45%

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 events such as sickness, music lessons and school related activities continues to be very accurate using this system.

## 7. Enrolment Policies and Profile

### 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).
- 1.3 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.

- 1.4 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.
- 1.5 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.
- 2.4 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.
- 2.5 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.
  - 3.1.2 Various camps and excursions that occur from time to time as an integral part of the College Curriculum.
- 3.2 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.
- 3.3 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 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.

3.5 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 2013:

- 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.



## **8. 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 are conducted under the leadership of our College Chaplain. 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 Pastoral Care Group is started every morning with a prayer or reflection. In many groups the students in the group lead these activities.

Practical applications of the responsibility of Christian giving were a feature of the fundraising activities conducted each term. The students of the College focus their fund raising on a different group each Term. College, Local and International groups receive some support each year. In fourth term each College family

was asked to donate non-perishable food items to the Anglicare Christmas Appeal. This appeal was strongly supported and many boxes of food and goods were delivered to Anglicare for distribution to the wider community.

On Anzac Day 2013 our College participated in the Wodonga RSL, ANZAC day service and march.

A feature of the leadership program within the College is the opportunity for students to hold leadership positions, within different parts of the College program. These roles have given students opportunities to develop their leadership skills and serve the wider school community. Junior School Leaders were part of the program for 2013, with several different Year 6 students were given opportunities to lead groups of students in activities throughout the school year.

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 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 2013 teams and individuals participated in a diverse range of activities within the college and the wider community than ever before.

- **Music Groups:** Choir, Band
- **Environment and Outdoor Education:** Snow Trip and Year based camps from Year 3 – 6
- **Eisteddfod:** Many groups and individuals participated in the local Eisteddfod with excellent results
- **Sport:** Basketball, Netball, Fun Runs, VPSA Sports Teams, AFL

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

Sport is an integral part of our College life, students compete at the College as part of school events and many teams are entered in local community sporting competitions. The College competes at VPSA 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 6. 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 4 & 5 the annual camps were chosen for the emphasis on out-door activities in a range of environments, mountains and bush. Abseiling, 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.

## **9. Parent, Student and Teacher Satisfaction**

### **Parents**

Continued strong growth in student numbers from 2012 to 2013 reflected strong parent satisfaction in the College's performance. Parent involvement is welcomed in the following areas:

- i) **P & F** – 2013 was the final year of the College Parents & Friends Association, in its current form. This group met each 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 programs 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.

- ii) **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

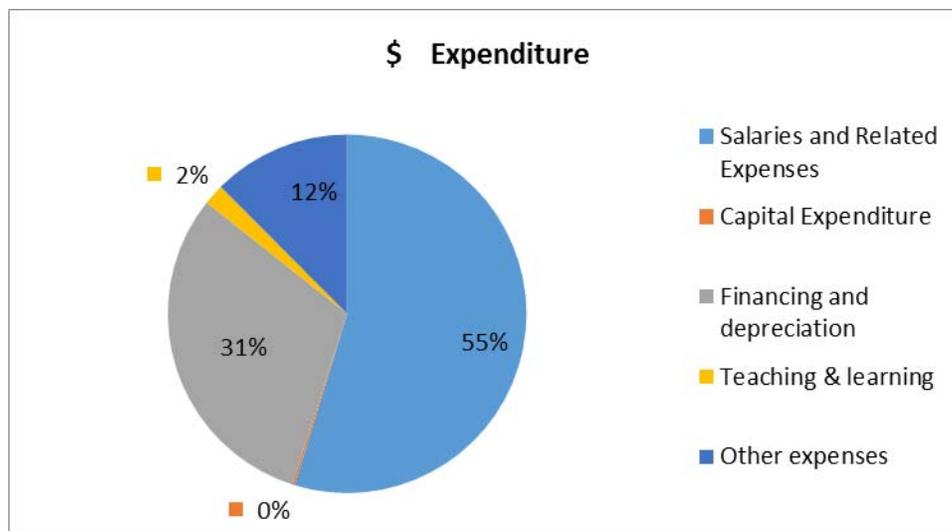
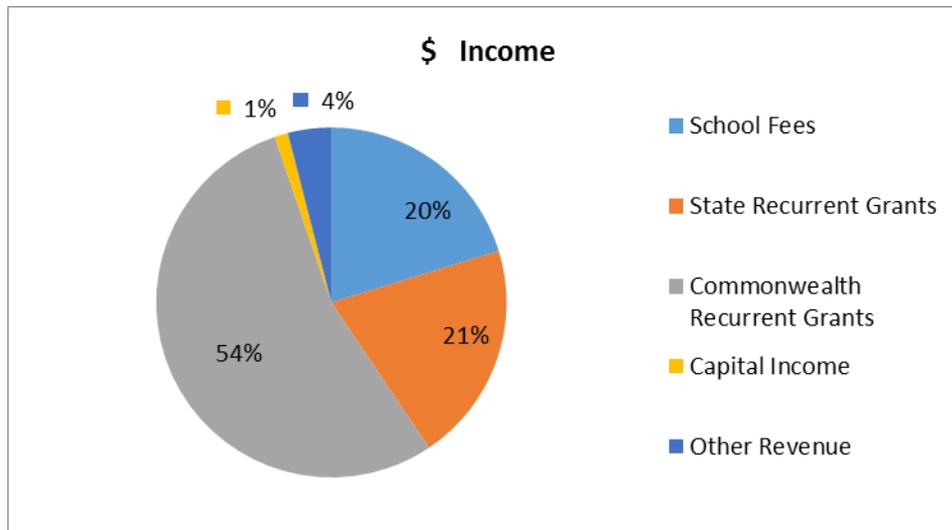
Regular Professional Development is undertaken by all staff, along with much individual examples of Professional Development opportunities. Staff undertake an annual Performance Review provided by a member of the Senior Leadership Team, this provides for an opportunity for professional discussion, class 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.

## 10. Summary Financial Information 2013

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

<b>Income</b>	<b>\$</b>	<b>%</b>
School Fees	158,007.00	20%
State Recurrent Grants	158,785.00	20%
Commonwealth Recurrent Grants	422,945.00	54%
Capital Income	9,712.00	1%
Other Revenue	31,266.00	4%
<b>TOTAL</b>	<b>780,715.00</b>	<b>100%</b>
<b>Expenditure</b>	<b>\$</b>	<b>%</b>
Salaries and Related Expenses	470,457.00	55%
Capital Expenditure	1,881.00	0%
Financing and depreciation	263,970.00	31%
Teaching & learning	16,058.00	2%
Other expenses	107,027.00	12%
<b>TOTAL</b>	<b>859,393.00</b>	<b>100%</b>



## 11. Compliance with Annual Reporting Requirements

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