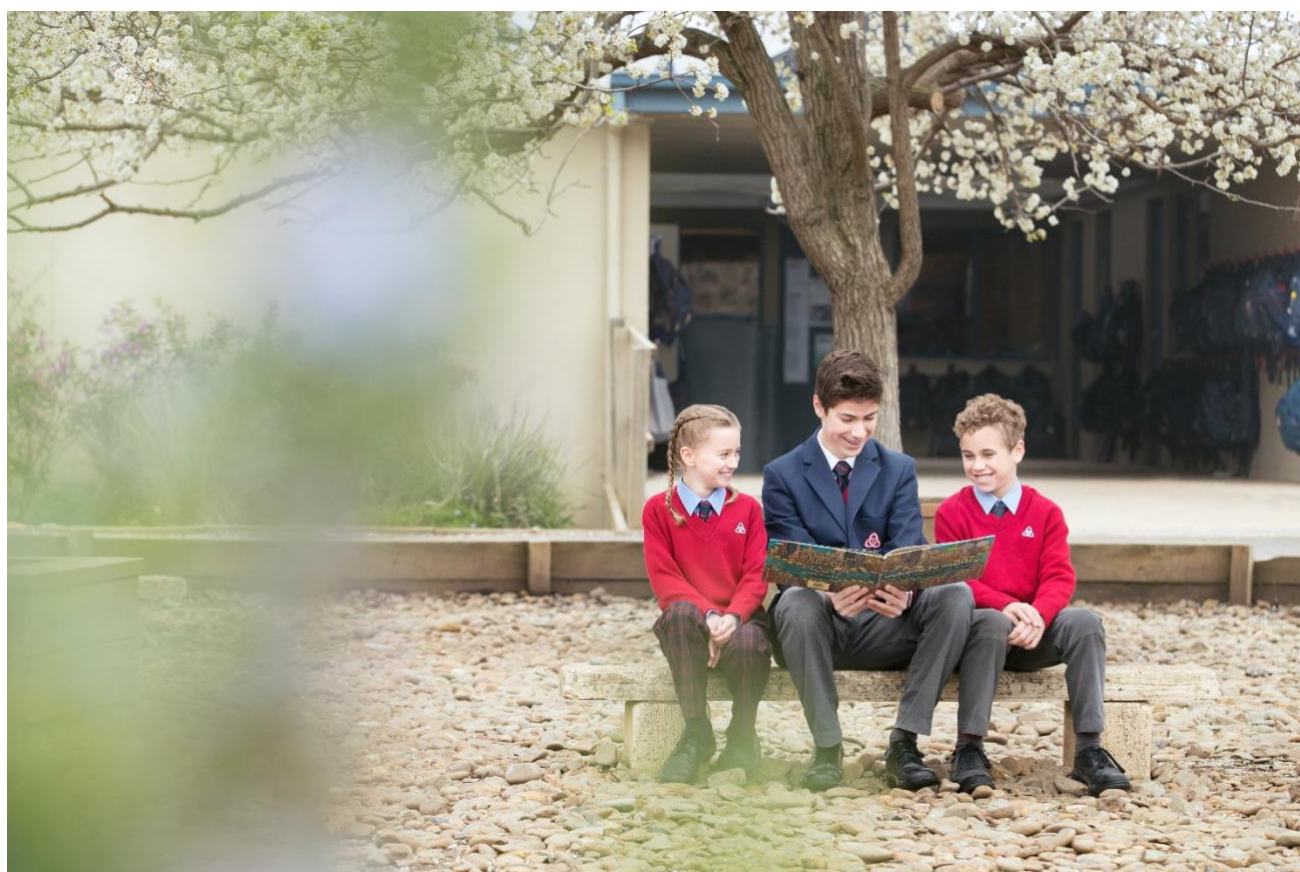


Annual Report 2019



TRINITY

ANGLICAN COLLEGE

Albury • Wodonga

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1. Message from Key School Bodies

A Message from the Chair of Trinity Anglican College

In 2019, the dedication of our school community toward the educational and pastoral care of our students was recognised by Trinity becoming a top 150 school in NSW for HSC results, one of only 12 regional schools to achieve this benchmark and the highest scoring school in the Riverina region. Two students achieved All Rounder Status, eight attained an ATAR of 90+ and 13% of all Year 12 students qualified for the Distinguished Achievements List.

The school also successfully achieved re-registration in 2019 for a further five years. These achievements reflect our deep commitment to regional education and ensuring regional students are afforded excellent educational opportunities.

Education is universally the most powerful enabler of opportunity and well-being. On behalf of Council I would like to express our sincere thanks to Mr Justin Beckett for his superb leadership of the school, to the Executive that support this leadership function and to each and every staff member for making our school a very special place for our students and their families.

Trinity is very fortunate to be a school of the Anglican Schools Commission which provides a magnificent community of support grounded in the Anglican faith and an overarching commitment to accessible, high quality education for all students. The support of the Anglican Schools Commission meant that Trinity could embark on the planning for new junior school facilities, with the purchase in December 2018 of 5.3 hectares of pristine land at Somerset Rise, virtually adjacent to the current campus. This development is not simply about buildings but celebrates the growth of Trinity since its establishment, the strong demand for a Trinity education and the importance of providing a joyful junior school experience as our children embark on their lifelong learning journey. The Anglican Schools Commission has committed to a generous investment and we are also expectant of investment from the NSW State Government. In October 2019 we celebrated the new site with a Ground-Breaking Ceremony involving indigenous people from the Wirajuri people as well as special guests from NSW State Government, the Anglican Diocese of Wangaratta and the Anglican Schools Commission.



To support this growth, Trinity consolidated its land commitment in Thurgoona, selling its Wodonga site to be used for a different community purpose. The extended Thurgoona campus and new facilities will ensure a wonderful, contemporary educational opportunity for families in Albury-Wodonga and surrounds, particularly the immediate and fast-growing Thurgoona residential suburb. It will be by

far the largest capital works project undertaken by Trinity as a single project and further reflects the commitment of Trinity, with the support of the ASC, to regional education.

We are immensely proud of our regional students, 1124 at census in 2019. They enrich our College with their individual strengths and by actively participating in everything the school has to offer. This includes representing our school at local, regional, state and national levels in academic pursuits, sport, music and drama in particular. This talent was show cased in the spectacular Phantom of the Opera production performed by our senior school students in 2019. The College continues to facilitate a rich and diverse smorgasbord of co-curricular opportunities across five domains: Performing Arts, Creativity and Enrichment, Health and Wellbeing, Environment and Sustainability, and Technology. In addition, our Creative Pursuits program enables students from Years 4-6 to participate in an array of activities on a fortnightly basis throughout the year. The Trinity Basketball Club was re-developed as a parent-led club supporting 22 student teams.

In the midst of these highs, together our beautiful school community mourned the loss of one of our treasured students, Mantej Singh, reminding us all that life is precious and we are blessed to be part of a supportive community.

Council approaches the governance responsibility of enabling these educational and pastoral opportunities with great diligence. We are extremely grateful to the Commonwealth and State Governments for their support of education, including financial, for every Australian child including the students in our educational care.

I would like to extend my gratitude to each member of the College Council for their dedication, professionalism and intellect which enables the Council to provide robust and effective governance of the school. I would like to sincerely thank Alan Kelb for his genuine commitment to the College as he steps down from Council to manage other commitments.

We look forward to continuing our commitment to excellence in regional education in 2020.

Mrs Fiona Elgin
Chair

College Council 2019

Chair:	Mrs Fiona Elgin
Deputy Chair:	Mrs Alice Glachan
Treasurer:	Mr Marcus Davis
Members:	Rev'd Peter Laurence OAM
	Dr Ron Bailey
	Mr Peter Campbell
	Rev'd Alan Kelb OAM
	Mrs Rachel Kelly
	Mr Keith Lindbeck
	Rev'd Peter MacLeod-Miller
	Mrs Christine Nesbit
	Dr David Newsom



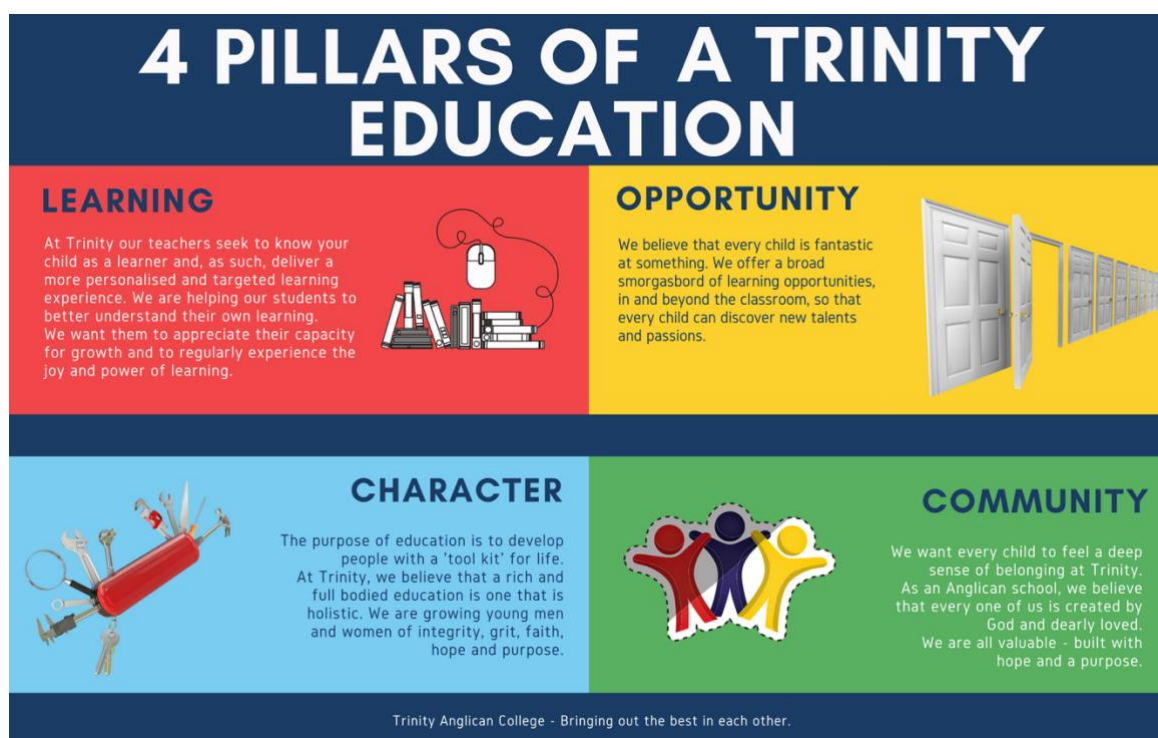
2. Contextual information about the school

Trinity Anglican College is a co-educational Anglican independent school in Albury Wodonga. In 2019 the College had approximately 1120 students from Kindergarten to Year 12. Trinity Anglican College is a proud member of the Anglican Schools Commission (ASC). The College prides itself on having high academic standards, quality teaching, engaged learners and innovative learning spaces. It is the independent school of choice in Albury with the strongest HSC results of any school in the region in 2019. In an increasingly complex world, Trinity is a vibrant and joyful community.

Trinity holds a strong academic achievement record and offers a rich and diverse curriculum. Our academic and administrative staff members are committed to establishing and nurturing genuine relationships with our students and their families. Trinity parents are always welcome at the College and provide a rich network of support to the College and one another.

As an Anglican school and member of the Anglican Schools Commission, we are a Christ-centred community of faith, hope and love. We believe that every child is created with dignity and is deeply loved. We trust that, as they are instilled with a sense of their value, they will develop an appreciation for the value of others, launching into the wider community as young men and women imbued with purpose and hope.

There are four pillars that are central to a Trinity education: learning, character, opportunity and community.



3. School Outcomes in standardised national literacy and numeracy testing

NAPLAN Results: Percentages in Skill Bands

2019 Test Year 5 101 Students	Bands 7-8		Band 5-6		Band 3-4	
NAPLAN Test	School	State	School	State	School	State
Reading	54.5	40.1	40.6	46.6	5.0	12.9
Writing	11.0	19.5	79.0	64.1	10	15.3
Spelling	27.0	40.2	65.0	47.8	8.0	11.0
Grammar & Punctuation	35	40.7	47.0	41.6	18.0	16.6
Numeracy	27.7	32.2	66.5	53.8	5.9	13.7

2019 Test Year 3 72 Students	Band 5-6		Band 3-4		Band 1-2	
NAPLAN Test	School	State	School	State	School	State
Reading	57.5	55.7	37.0	33.0	5.4	11.3
Writing	52.1	58.0	45.2	36.8	2.9	5.2
Spelling	47.9	54.3	45.2	36.8	11.3	6.9
Grammar & Punctuation	56.2	60.3	34.2	29.3	9.5	10.4
Numeracy	47.2	43.2	48.6	44.5	4.2	12.3

2019 Test Year 7 83 Students	Bands 8-9		Band 6-7		Band 4-5	
NAPLAN Test	School	State	School	State	School	State
Reading	34.9	32.1	60.2	52.3	4.8	16.3
Writing	11.9	19.1	59.5	54.4	28.6	25.8
Spelling	22.6	35.2	65.5	51.0	11.9	13.8
Grammar & Punctuation	36.9	32.7	48.8	45.7	14.3	21.5
Numeracy	45.8	37.6	51.8	47.5	2.4	14.5

2019 Test Year 9 78 Students	Bands 9 - 10		Band 7-8		Band 5-6	
NAPLAN Test	School	State	School	State	School	State
Reading	35.4	25.4	55.7	55.3	8.8	19.2
Writing	11.9	13.8	47.6	50.0	40.5	35.4
Spelling	10.7	25.7	71.4	57.8	17.9	16.5
Grammar & Punctuation	22.6	22.1	44.0	52.0	33.3	25.6
Numeracy	20.5	28.7	75.6	55.9	3.8	15.4

NAPLAN Results: Year Mean

2019 NAPLAN Test Year 3	School Mean (Difference From All Schools Mean)	All Schools - Mean
Reading	443 (+ 11)	432
Writing	423	423
Spelling	424 (+5)	419
Grammar & Punctuation	416 (-24)	440
Numeracy	423 (+15)	408

2019 NAPLAN Test Year 5	School Mean (Difference From All Schools Mean)	All Schools - Mean
Reading	531 (+25)	506
Writing	477 (+3)	474
Spelling	495 (-6)	501
Grammar & Punctuation	489 (-10)	499
Numeracy	504 (+8)	496

2019 NAPLAN Test Year 7	School Mean	All Schools - Mean
	(Difference From All Schools Mean)	
Reading	572 (+ 23)	549
Writing	512 (-4)	516
Spelling	541 (-12)	553
Grammar & Punctuation	559 (+ 14)	545
Numeracy	574 (+14)	560

2019 NAPLAN Test Year 9	School Mean	All Schools - Mean
	(Difference From All Schools Mean)	
Reading	603 (+17)	586
Writing	551 (-1)	552
Spelling	574 (-16)	590
Grammar & Punctuation	573 (-6)	579
Numeracy	602 (+3)	599



Proportion (%) of students meeting National Benchmarks: 2017 - 2019

Year Group	2017	2018	2019
Year 3 Reading	100	100	97.3
Year 3 Writing	100	96.7	100
Year 3 Spelling	100	95.7	98.6
Year 3 Grammar and Punctuation	98.7	97.8	93.2
Year 3 Numeracy	100	100	100
Year 5 Reading	100	100	98.0
Year 5 Writing	98.3	95.7	97.0
Year 5 Spelling	98.3	97.8	98.0
Year 5 Grammar and Punctuation	100	95.7	95.0
Year 5 Numeracy	100	98.9	100
Year 7 Reading	98	98.2	100
Year 7 Writing	96.2	96.4	94.0
Year 7 Spelling	97.1	95.5	96.4
Year 7 Grammar and Punctuation	98.1	99.1	97.6
Year 7 Numeracy	100	100	100
Year 9 Reading	100	100	97.5
Year 9 Writing	94.6	90.3	84.5
Year 9 Spelling	97.7	95.1	95.2
Year 9 Grammar and Punctuation	100	98.1	90.5
Year 9 Numeracy	100	100	100

In Year 3, the mean scores for the Trinity cohort are significantly above the mean scores achieved by the state cohort in the areas of reading, spelling and numeracy. The Trinity mean score for writing was similar to the State figure and the mean score for grammar and punctuation was below State figures and is an area for College development with this cohort.

In Year 5, the mean scores for the Trinity cohort, in the areas of reading, writing and numeracy, were above the mean scores achieved by the State cohort. In the areas of punctuation, grammar and spelling, the Trinity mean score was marginally below that of the state, and so these are areas for College development with Year 5.

The mean of the Year 7 Trinity cohort is significantly above that of the State in reading, grammar and punctuation and numeracy. At Trinity, the mean score for spelling was marginally below that of the State and so is an area for College development with this cohort.

For Year 9, the mean scores of the Trinity cohort were higher than that of their State counterparts in reading and numeracy. The mean score for reading was significantly higher than the State average. The mean score in writing was similar to the State average and will be a focus area for development. Spelling, grammar and punctuation are areas for development with this cohort.

4. Senior Secondary Outcomes

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is an exit credential issued by the NSW Education Standards Authority to students in Years 10, 11 and 12 if they leave school prior to completing the Higher School Certificate. Eligibility depends upon students satisfactorily completing all curriculum requirements of Stage 5 which culminates in Year 10.

During 2019, 95 of our Year 10 cohort were eligible to receive the RoSA. This represents 100% of the Trinity Year 10 cohort. In addition to the mandatory subjects, Year 10 students undertook at least 3, or as many as, 5 elective subjects. These elective offerings came from the departments of TAS, Visual Arts, HSIE, Performing Arts, French and PDHPE.

Of our Year 11 cohort, 71 students – 100% of the cohort - were eligible to receive the RoSA. These students were engaged in 24 courses across the Arts and the Sciences. This group of subject offerings included Extension Mathematics, Extension English and the VET subject of Construction. These students all progressed to the 2020 HSC Course.



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 2019 Higher School Certificate Results

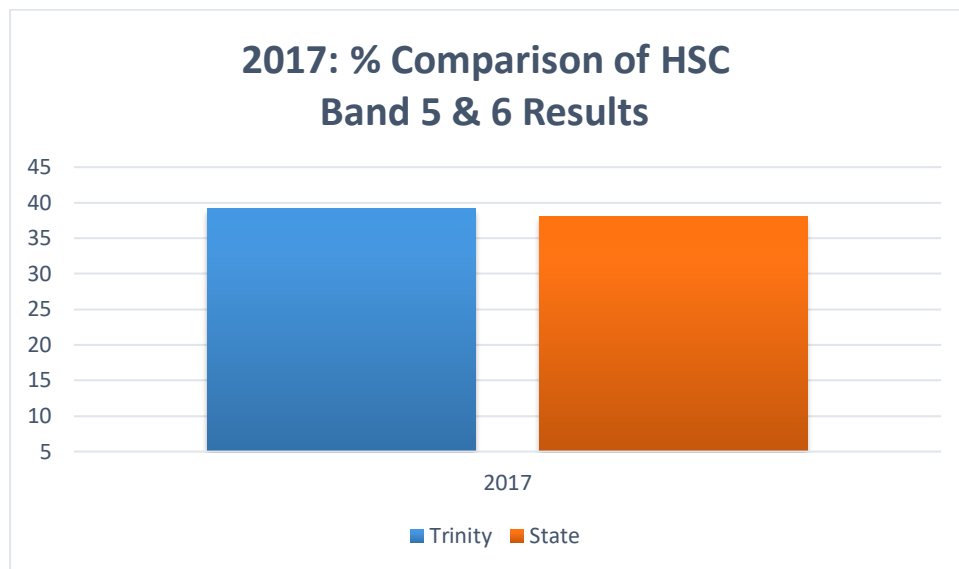
In 2019, 56 students sat Higher School Certificate examinations at Trinity and engaged in 25 courses. These courses included four extension courses and one Vocational Education and Training Course (VET). 54 of these students received the HSC credential; the remaining two students were Year 11 accelerants and will complete their HSC in 2020.

- Two Trinity students achieved the coveted all-rounder status and achieved Band 6 or E4 results in all 12 units of their HSC patterns of study.
- One Trinity student achieved in the Top Achiever category for Mathematics.
- 88% of courses undertaken at Trinity achieved results above the state mean.
- 95% of 2 unit courses earned Band 5 or Band 6 results.
- 25% of students achieved at least one Band 6 result.
- 82% of students achieved at least one Band 5 or Band 6 result.
- 100% of candidates earned Band 4, 5 or 6 results in 57% of 2 unit subjects.
- In 90% of all 2 unit courses, the Trinity cohort achieved results of Band 3 or above.
- In 71% of the courses completed at Trinity, the Trinity candidature exceeded the state in terms of the achievement of the top two bands.

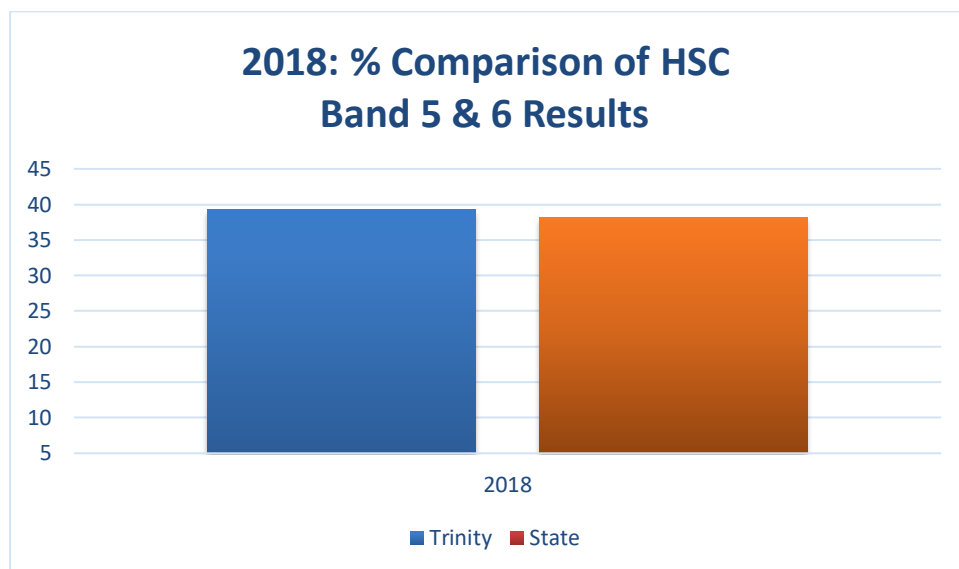
It is also very gratifying to note that in 100% of all 2 unit courses, Trinity students recorded fewer entries in the lowest two bands than the state.



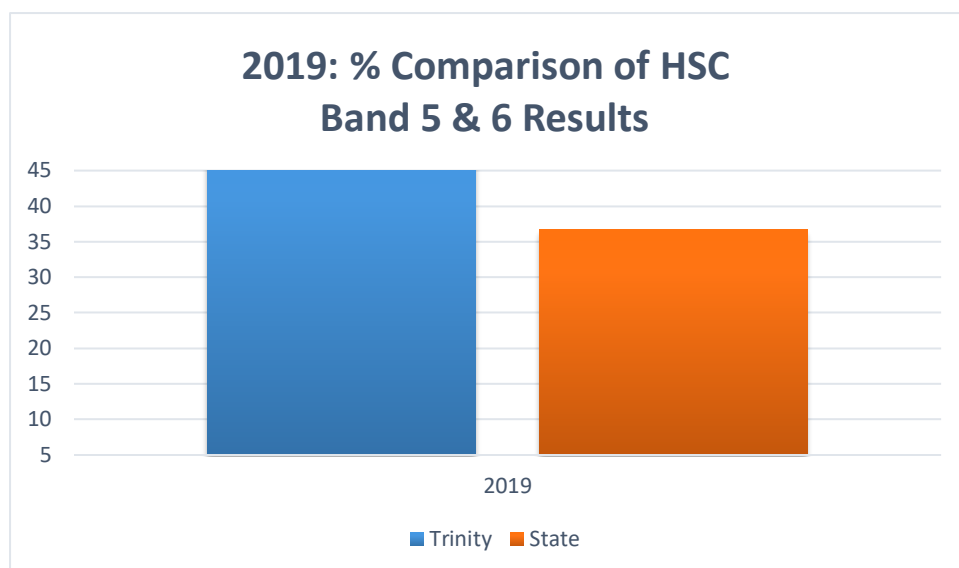
Comparison of Trinity Band 5 and 6 Results with those of the State: 2017-2019



- In 2017, 39.2% of the Trinity cohort earned Band 5 or 6 results. The state figure was 38.1%



- In 2018, 39.3% of the Trinity cohort earned Band 5 and 6 results; for the state, this figure was 38.2%.



- In 2019, 49.4% of the Trinity cohort earned Band 5 and 6 results; for the state, this figure was 36.7%.

5. Teacher Professional Learning and Accreditation

Teacher Professional Learning

Junior School teaching staff (39) participated in professional learning focused on the Early Literacy Project (run by the Association of Independent Schools) and the Numeracy Health Check (run by Consultant, Anita Chin).

All Senior School teachers (49) completed workshops exploring the development of SEQTA, our Learning and Pastoral Care Data Management System; the importance of collecting and using data to inform teaching and learning; and characteristics of Enrichment and Extension Programs for highly capable students.

Six teachers commenced a program with the University of Sydney's "STEM Academy". The aim at Trinity Anglican College for our involvement in this program is to foster STEM programs in Years 7-8, building on the integrated program in 3-6 in the Junior School. This is a 12 month project and will provide a pathway from Year 6 to the STEM Elective program offered in Years 9 and 10.

In addition, the following professional learning activities were undertaken by staff throughout 2019:

Description of the Professional Learning Activity: Senior School	No. of participants
Senior School curriculum based learning: English, Mathematics, Science, HSIE, PDHPE, Languages, Creative Arts, TAS	35
Senior School pedagogy based learning	9
Pastoral Care based learning	5
Updating Teacher Accreditation	5
Learning Support	7
ICT and STEM Learning	8
Careers Education	3
Co-curricular activities	2
Data to Inform School Growth	6
Description of the Professional Learning Activity: Junior School	No. of participants
Junior School curriculum based learning	13
Junior School pedagogy based learning (including the Early Literacy Project and the Numeracy Health Check)	70
Pastoral Care based learning	2
Updating Teacher Accreditation	1
Learning Support	10
ICT and STEM Learning	4
Co-curricular Activities	6
Library	1
Description of Professional Learning Activity: Whole School	No. of participants
Staff Wellbeing	7
Using Data for School and Student Growth	49
What Kind of PD does the College and its teachers need? Qualities of effective professional learning.	88
Timetable Development	4
Human Resources and Engagement	9
Leadership Development	3
Child Protection	141

Teacher Accreditation

All Teachers employed at Trinity Anglican College in 2019 meet the standards required by NESA.

Level of Accreditation	No. of teachers
Conditional	3
Provisional	6
Proficient Teacher	75
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

6. Workforce Composition

Breakdown of Staffing in 2018	Staff
Teaching Staff	76 (54 full-time & 22 part-time)
Full-time equivalent teaching staff	67.8 FTE
Non teaching staff	39 (25 full time & 14 part-time)
Full-time equivalent non-teaching staff	35.8 FTE



7. Student attendance, retention and post school destinations

Student Attendance

In 2019, the College had students enrolled from Kindergarten to Year 12. This report does not include non-continuing Year 12 students in Term 4 as they have completed their formal classes.

Year Level	Student Count	School Attendance Percentage
KIND	73	95.01
Y01	74	93.47
Y02	89	93.87
Y03	80	93.57
Y04	96	93.84
Y05	103	93.47
Y06	108	93.29
Y07	84	93.36
Y08	110	92.02
Y09	85	90.34
Y10	98	91.36
Y11	68	89.38
Y12	54	91.36

The College complies with the management of student non-attendance. For our official records, parents and guardians are expected to notify the College via email on the day of absence.

The College liaises directly with parents regarding lengthy or prolonged absences and parents are required to apply to the Principal for any planned absences of five or more consecutive school days.

The College uses an intranet program called SEQTA enabling staff to electronically mark our official rolls. The College has two official roll marks per day; Pastoral Care Group, at the start of the school day and Period 5, the last lesson of the school day. In the Senior School all five scheduled classes through 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.

Retention of Year 10 to Year 12

The actual retention rate has been calculated by taking the roll of students for an initial year number and deducting all students who are not on the roll for a year later. For example, this would identify the number of students who were enrolled in Year 10 who have continued to Year 12 at the same school. The apparent retention rate is a comparison of total enrolments in each year level in any one year.

There was a decline in the actual retention rate in 2019 due to a number of factors, including family relocations and individual family circumstances, students commencing full-time TAFE studies, entering the workforce or gaining apprenticeships.

Years compared	Year 10 total enrolment 2017	Year 12 total enrolment 2019	Year 10 enrolment remaining as Year 12 enrolment	Actual Retention Rate (%)	Apparent Retention Rate (%)
2015/2017	77	71	63	88.70%	92.20%
2016/2018	65	55	54	84.6%	98.2%
2017/2019	72	54	51	71%	75%





Post School Destinations

During 2019, 54 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 2019.

Destination	No. of Students
University	31
Other study - TAFE	2
GAP year before taking up University place in 2020	6
GAP year before taking up TAFE/Work in 2020	2
Joined workforce	10
Unknown	3

8. Enrolment Policies

Trinity Anglican College is a school of the Anglican Schools Commission (Inc.) providing broadly-based education within a caring Christian community and operating within the policies of the Anglican Schools Commission (inc) and the NSW Educational Standards Authority.

In 2019, Trinity Anglican College had 1123 students from Kindergarten to Year 12. The majority of students are from English/European background. However, we have an increasing number of students from diverse cultural backgrounds and the College is well placed to support and accommodate these students.



ASC Enrolment and Attendance Policy and Procedures

Section	Operations
Section	6a
Version	4
Page	1 of 6 ASC
Approved	Board
Date	February 2019
Review	February 2022

1. INTRODUCTION

The Enrolments Policy details the requirements for schools of the Anglican Schools Commission (ASC) in relation to compliance with the requirements of the:

Western Australia (WA) - School Education Act 1999, School Education Regulations 2000 and School Curriculum and Standards Authority (SCSA Act 1997).

Victoria (VIC) - Education and Training Reform Act 2006 and Education and Training Reform Regulations 2007.

New South Wales (NSW) - Education Act 1990 and Education Regulations 2012.

The Principal in consultation with School Council will implement this policy.

2. PURPOSE

The ASC has developed this policy to assist Principals to manage the enrolment, inclusion, education and safety of students in a manner that is ethical, legal and consistent with the strategic direction of the ASC, and by doing so is supporting a consistent approach by all ASC schools.

3. SCOPE

This policy applies to students of ASC schools who receive Commonwealth and State recurrent funding.

For Full Fee Paying Overseas Student refer to the ASCI Admission of International Students Policy and the ASCI Student Attendance (Duty of care) Policy.

4. RELEVANT POLICIES, PROCEDURES AND LEGISLATION

4.1 This policy must be read in conjunction with the following ASC policies and procedures:

- ASC Students with Disability (6e);
- ASC Privacy Policy (6f);
- ASCI Full Fee Paying Overseas Student;
- ASCI Admission of International Students Policy and ASCI Student Attendance (Duty of care) Policy.

5. PRINCIPLES

5.1 The vision for ASC schools is that they fulfil the gospel imperative to teach and live the faith and nurture the young as centres of excellence in teaching and learning, pastoral care, worship and service.

5.2 ASC schools shall accept all application forms for enrolment; however, the acceptance of an application form does not guarantee an enrolment interview or subsequent offer of enrolment. The Principal or his/her representative will normally interview parent(s)/guardian(s) and the potential student prior to

an offer of a place. Such interviews will give parent(s)/guardian(s) the opportunity to provide additional educational and personal information and to discuss the School's aims and policies.

5.3 Each school shall have a written enrolment and attendance process consistent with the principles, procedures and related documents detailed in this policy. The Principal/Business Manager, in conjunction with the School Council, is responsible for developing and approving the School's enrolment process, which will suit its particular requirements and reflect the uniqueness of their school community. The School process must address the following:

- (1) Compliance with relevant state and federal legislation for school enrolments;
- (2) Compliance with the requirements of the Disability Standards in Education 2005:
 - Take reasonable steps to ensure that a prospective student is able to seek admission to, or apply for enrolment in, the School on the same basis as a prospective student without a disability, and without experiencing discrimination;
 - The decision whether or not to offer the student a place is treated on the same basis as a student without a disability, and without experiencing discrimination;
 - The Principal must consult with the prospective student about whether the disability affects the prospective student's ability to seek admission to or apply for enrolment at the school;
 - In light of the consultation, the Principal must consider the educational adjustments required for the student;
 - The Principal will make the final decision on enrolment, seeking legal advice and consulting with the ASC as appropriate; and
 - The family must be informed of the final decision and the reason for the decision should an enrolment not be offered by the school.
- (3) Three distinct stages of enrolment – Application, Interview and Offer of Enrolment;
- (4) Class size maxima as per the Workloads in ASC Schools in Western Australia Policy, Workloads in ASC Schools in Victoria or the Multi-Enterprise Agreement (MEA) in NSW (as appropriate);
- (5) Clarity on the enrolment factors that will be considered before an offer of a place at the School is made, such as:
 - Siblings of students already enrolled, or previously enrolled
 - Children of Anglican Clergy;
 - Children of former students;
 - Practising members of the Anglican Church and others with an active Christian commitment;
 - Date of application;

- Individual family circumstances;
 - Outcome of the interview process; and
 - Children of parent(s)/guardian(s) who indicate a willingness to support the Anglican ethos of the School.
- (6) Ensuring that current and up-to-date immunisation records are requested;
NB: A doctor's note must be provided if unable to provide up-to-date immunisation records.
 - (7) Ensuring that a Schedule of fees and payment policy is made available to parent(s)/guardian(s) and is published on the school website;
 - (8) Ensuring that parental obligations are clearly communicated and accepted – Terms and Conditions of Enrolment;
 - (9) Compliance with the requirements of the National Privacy Principles (NPPs) as contained in the Commonwealth Privacy Act and documented in the School Privacy Policy;
 - (10) Ensuring that personal details of students remain up to date;
 - (11) Standardised attendance record keeping; and
 - (12) Notification of extended absence or regular non-attendance.

6. PROCEDURES

6.1. Enrolment - Stages of Enrolment

There are at least three distinct stages in the enrolment process:

Stage 1: Application

- (1) An enrolment form must be completed for each student.
- (2) The enrolment form must contain a statement noting that the School enrolment process complies with Australian discrimination laws.
- (3) Compliance with the enrolment requirements of the Disability Standards in Education 2005.
- (4) The following information must be requested on the enrolment application form:
 - Name, and any previous names;
NB: please provide a copy of birth certificate or equivalent.
 - Date of birth of student;
 - Usual place of residence of student;
 - Name and usual place of residence of the parent(s) or guardian(s);
 - Emergency contact details of parent(s) or guardians(s);
 - Parenting or restraining orders that apply (Copy of original to be provided);

- The country of citizenship of the student and, where applicable, whether the student has the right to reside in Australia;
 - Details of current/previous school (where applicable);
 - Calendar year of entry and academic year of entry;
 - Current and up-to-date immunisation records;
NB: please provide a doctor's note if unable to provide up-to-date immunisation records.
 - Details of any condition of the student that may call for special steps to be taken for the benefit or protection of the student or other persons in the school (medication, physical, cognitive, learning); and
 - Terms and Conditions of Enrolment at the School.
- (5) The student's religious denomination can be asked however, the enrolment form must make it clear that a response to this question is optional.
- (6) The information provided on the application form will be confirmed and missing or additional information requested.
- (7) The collection and storage of personal information will comply with the National Privacy Principles.

Stage 2: Interview

- (1) Prior to a student being offered a place at the school, prospective students and their parent(s)/guardian(s) will be invited to an interview. This will happen sometime during the year prior to commencement of the prospective student's education.
- (2) During the interview, the Principal or delegate will discuss educational matters, academic, social development and support for Anglican ethos. An invitation may be offered to attend a brief tour of the school.
- (3) The Principal or delegate will take interview notes before making a recommendation in respect of enrolment.

Stage 3: Offer of enrolment

- (1) Once the school is satisfied that it has all the information it requires, the parent(s)/guardian(s) will be offered a place at the school for their child and a formal Letter of Offer will be provided.
- (2) To confirm the offer of a place the following documentation must be provided:
 - Signed Terms and Conditions of Enrolment – acceptance of school policies;
 - Medical Forms;
 - Confidential Family Information;

- Data Collection Form; and

6.2 Enrolment Register

(1) An enrolment register must be maintained and contain the following:

- Name of the student;
- Date of birth of the student;
- Address of student;
- Name and contact telephone number of parent(s)/guardian(s);
- Student number;
- Date of enrolment of the student;
- Date on which the enrolment ceases, the date of leaving the school and the student's destination (where applicable). ☐ Immunisation status:
 - a. Up to date; or (ii) Not up to date; and
 - b. Date of Certificate (No older than 2 months from the date of commencement/enrolment).

NB: in the case of students on visas and/or Overseas Students the correct entry on the Register would be under-vaccinated.
- For student's older than six (6) years, previous school or pre-enrolment situation;
- Where the destination of a student below seventeen (17) years of age is unknown, evidence that a Department of Education officer with home school liaison responsibilities has been notified of the student's full name, date of birth, last known address, last date of attendance, parent(s)/guardian(s) names and contact details, an indication of possible destination, other information that may assist officers to locate the student, and any known work health and safety risks associated with contacting the parent(s)/guardian(s) or student (NSW Only).

(2) A student must not be removed from the school register unless the Principal is aware that the:

- Student has enrolled in another school (in any state);
- Student is home schooled;
- Student is exempt from enrolling at school;
- Basis for cancelling the enrolment is that the School has been provided with false information or not advised that this information is out of date.
- The Minister for Education has authorised removal on the grounds that the whereabouts of the student is unknown.

- (3) The Principal must not cancel a student's enrolment without first:
 - Giving written notice of the proposed cancellation, and reason for it, to the parents or guardian or students (if over 17); and
 - Giving reasonable opportunity to show why the enrolment should not be cancelled.
- (4) The Principal is responsible for notifying the Principal of the student's previous school and SCSA when enrolling a transferring student (WA Only). The acceptable forms of notification are Transfer Note, email or letter (signed by the Principal).
- (5) The Principal must be advised of any changes to student information such as residential address, restraining orders and special conditions needed.
- (6) The details contained within the register must be retained indefinitely or until advised otherwise by the ASC.
- (7) The register can be in electronic form but must be able to be reproduced in written form.
- (8) The Principal (WA Only) must advise SCSA, at the beginning of the school year, of the student's:
 - Name including any previous name;
 - Address;
 - Date of birth; and
 - Educational programme in which the student is enrolled.

6.3 Students Tracking System (WA Only)

- (1) A student who is absent from school, and after attempts to ascertain their whereabouts they remain missing, the Student Tracking Coordinator (STC) at the Department of Education must be advised.
- (2) The STC will authorise the Principal to remove the student's name from the school's attendance records and to record on the enrolment register that the enrolment has ceased.

6.4 Attendance

- (1) A record of student attendance at school must be maintained and monitored.

6.5 Attendance Register

- (1) The Principal must ensure that an attendance register is maintained.
- (2) The attendance register records are maintained for each student showing:
 - Days of attendance (including attendance at both morning and afternoon sessions for Kindergarten, Pre-primary and Primary Students, and every lesson/period for Secondary students);

- Absenteeism – full and partial days and authorised or unauthorised;
- (3) Attendance register must be in the approved format (NSW Only).
- (4) Attendance register may be kept in electronic form but must be capable of being reproduced in written form.
- (5) Attendance at the school is recorded at least twice on each school day (VIC Only).
- (6) Copies of the information in the register of enrolment and the register of daily attendance should be stored off-site at regular intervals (NSW Only).
- (7) Attendance records must be retained indefinitely or until advised otherwise by the ASC.

6.6 Absences

- (1) Parent(s)/guardian(s) are required to notify the School on or before the day of the student's absence.
- (2) Leave during term time must be made in writing by the parent(s)/guardian(s) prior to the absence.
- (3) An explanation for unexplained absences must be sought by the school.
- (4) Irregular attendance and/or absenteeism must be monitored and the Principal notified of students at risk.
- (5) Schools must notify, in writing, any parent(s)/guardian(s) regarding a student's unsatisfactory school or class attendance.
- (6) Schools should have in place procedures to:
 - monitor the daily attendance/absence of students;
 - identify absences from school and/or class(es);
 - follow up unexplained absences;
 - notify parent(s)/guardian(s) regarding poor school and/or class attendance;
 - transfer unsatisfactory attendance information to student files.
- (7) A record of a student's unsatisfactory attendance at school or classes should be placed on the student's file.
- (8) Principals must develop improvement strategies where students are absent for extended periods or unexplained attendance is below 90%.

9. Other School Policies

Trinity Anglican College has a number of policies and procedures relating to student welfare and wellbeing.

Summary of Policy	Access to full text
<p>Student Welfare</p> <p>‘The College Code of Conduct’ and ‘Privacy Policy and Procedures’.</p> <p>Trinity Anglican College seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students. The College Code of Conduct sets out the rights and responsibilities of all members of the College Community to be treated with fairness and respect, to be safe, to learn in pleasant surroundings and attend the without interference from other students and to be taught by teachers who are fair, competent and sympathetic to student needs.</p> <p>The Privacy Policy and Procedures set out how the College manages personal information provided to or collected by it. The College is bound by the APPs contained in the Commonwealth Privacy Act. All staff members have a contractual obligation in terms of confidentiality of school information and are required to abide by the regulations of the Privacy Act as outlined in the ASC’s Privacy Policy.</p>	<p>The full text of the ‘Code of Conduct’ is available in the Student Planner, on the College Intranet and on the College Website.</p> <p>The full text of the ‘Privacy Policy and Procedures’ is available on the College website.</p>
<p>Anti-bullying</p> <p>‘Policy against Bullying and Harassment and Discrimination’.</p> <p>The College policies provide processes for responding to and managing allegations of bullying. The processes are also outlined as part of the enrolment process with new students and parents.</p>	<p>An overview of the policy against Bullying and Harassment is contained in the Student Planner and the full text is available on our student and parent intranet.</p>

Summary of Policy	Access to full text
<p>Student Discipline - ‘Behaviour Management Procedures’.</p> <p>The College endeavours to create an environment where students are actively encouraged to be “the best they can be”. It is believed that good decisions should be recognised and rewarded and that students need support in their efforts to display positive behaviours and qualities.</p> <p>Conversely, inappropriate behaviours should incur appropriate and meaningful consequences for students at all year levels. Examples of consequences include verbal warnings, name is noted, moved to an isolated position within the classroom, a 10 minute discussion at the next break, a note in the students’ diary or detention.</p>	<p>The full text of the ‘Behaviour Management Procedures’ is available in the Student Planner for and on SEQTA our teacher, student and parent intranet.</p>
<p>Reporting Complaints and Resolving Grievances</p> <p>‘Disputes and Complaints Resolution Policy’ exists for staff, students and parents. The policy has appropriate procedural fairness in dealing with complaints and grieves and includes the process for raising and responding to matters of concern identified by parents, students and/or staff. These processes also incorporate how the College will respond to complaints and grievances.</p>	<p>The full text of the Dispute and Complaint Resolution Policy is available on the College Website</p>



10. College determined priority areas for improvement

Teaching and Learning

- Improved HSC results; to have the strongest results in the region, to have more than 10% of students in the Distinguished Achievers list
- To improve NAPLAN results
- Improved use of technology in the classroom
- A continued focus on differentiation and inclusivity in the classroom
- An emphasis on core literacy and numeracy skills in Junior School through explicit and systematic teaching of phonics and key skills
- A focus on targeted staff professional development to improve learning

Student and Staff Wellbeing

- Appointment of Dean of Student and Staff Wellbeing
- New initiatives for student wellbeing e.g. Respect at Trinity, Rite Journey program, Go Fly A Kite

Co-curricular Programs

- Significantly expanded range of co-curricular offerings, more student choice
- The development of the parent-led Trinity Basketball Club
- Expansion of Creative Pursuits program for students in Years 4-6.
- Increased Creative and Performing Arts opportunities

Service Learning Initiatives

- Partnership with RAW Impact in Cambodia; 30 students travelled to Cambodia to serve, share and contribute
- Service learning trip to Samoa; two students from Trinity joined the ASC service learning trip.

Staff Leadership and Development

- Increased budget for targeted professional learning and staff development

11. 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 Christian school in the Anglican tradition, and a member of the Anglican Schools Commission (WA), 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 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. 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.

College, Local and International groups receive some support each year. In fourth term, each College family was asked to donate non-perishable items via students Pastoral Care Groups, 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. Once again our whole Year 11 class participated in the local 'Relay for Life' event to support the Cancer Council. Trinity was the leading school fundraiser at this event and was the group with the second highest amount out of all teams registered in the Albury/Wodonga Relay for Life.

In July 2019, 30 students from Years 10 and 11 embarked on a life-changing two week service learning trip to Cambodia. Partnering with the non-government organisation RAW Impact, students helped to build a home for a vulnerable family, experienced village life and worked in the bamboo plantation which provides materials for the building program. The College plans to run biennial trips to Cambodia in the future.





On Anzac Day 2019, our College participated in the Albury RSL, ANZAC day service and march. 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 this service all students displayed reverence, dignity and respect for both the event and the invited guests.

Reconciliation Week is always recognised within the College. The SRC organised for a series of indigenous art works and quotes

relating to reconciliation to be placed around the campus for students to appreciate and reflect upon. The Junior School employs a local indigenous artist in residence to work with classes producing art works that reflect important aspects of Indigenous Culture.

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 Prefect House Captains, House Vice-Captains, Performing Arts Captain and SRC leaders in the Senior School, and Junior School Leaders, Special Captains(CAPA, Environmental, Community, Sport), House Captains, SRC leaders, Chapel Leaders and Environmental Leaders in the Junior School.

In the Senior School, the College Captains, House Captains and College Leaders are recognised at an induction ceremony at the beginning of Term 4. In the Junior School they are announced at Speech Day and awarded at a leadership assembly at the beginning of Term 1. 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 prides itself on its care for and preservation of the environment. The environmental group has a very high number of Junior School students, with an increasing number of Senior School students, who regularly participate in structured activities to enhance and support the care of our school and local environments. The Junior School annually conducts an Environmental Day, to support the work of this group and to enhance the knowledge of our school community.

The College continues to offer a holistic education to enable students to flourish in their engagement with the world and with one another. Students are encouraged to develop critical thinking, creativity, collaboration and resilience. These characteristics are integrated in both our Behaviour Management Plan and our Merit Program. The many co-curricular activities offered by the College provide students with opportunities to represent the College. In 2019, more teams and individuals participated in a diverse range of activities within the College and the wider community than ever before. The co-curricular activities of the College are managed under the domains of Technology, Environment and Sustainability, Creativity and Enrichment, Performing Arts, and Health and Wellbeing.

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 RAS in all sporting activities. Athletics, swimming and cross-country carnivals are all very well supported.

Annual camps are held for all year levels from Year 3 to Year 12. The destinations vary, but each camp incorporated various activities that challenged students. In Year 3, for many, it was the first time away from home and students had the inherent responsibility of organising and looking after themselves for two days. In Year 4 this is extended to a 3 day camp with more activities and initiative games. In Years 5, 7, 8, 9 and 10 the annual camps were chosen for the emphasis on outdoor 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 on respect for effort, resilience 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, organisation and personal growth is mirrored and promoted.



12. Parent, Student and Teacher Satisfaction

Students

Student voice is our most important determinant of decision making in the College. We capture student feedback through surveys, conversations and through student leadership pathways. The College will lead a formal student engagement survey in 2020.

Staff

Trinity staff were frequently surveyed in multiple forums throughout 2019 for strategic planning purposes. Their responses indicate that 90% of staff feel part of a “connected community”. There was significant and frequent staff consultation about the design and functionality of the new Junior School as reflected in the comprehensive Design Brief for the project.

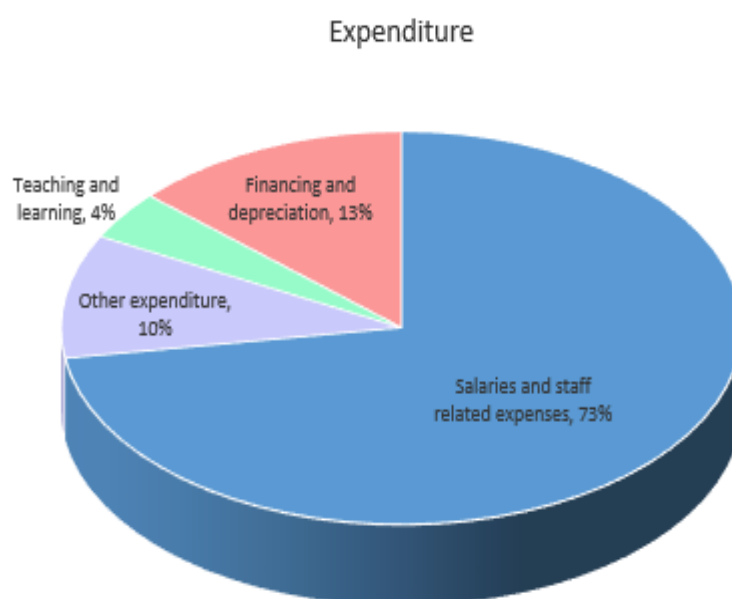
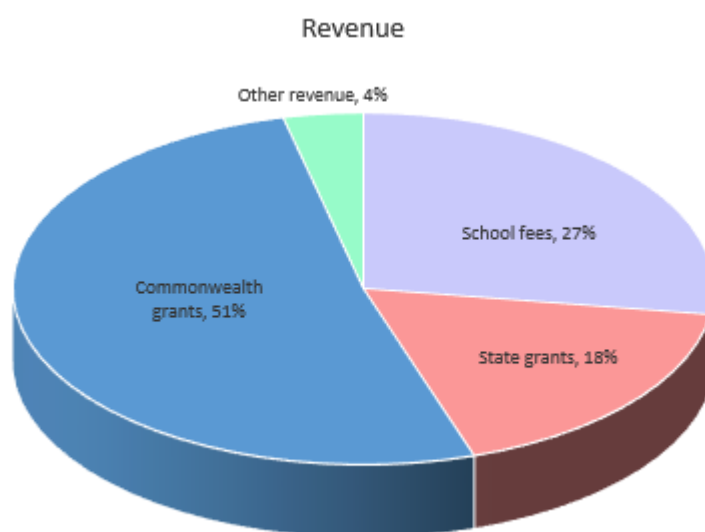
Parents

The College regularly seeks feedback from parents, formally and informally. This occurs through ‘Coffee and Chat’ events, parent-teacher interviews and incidental conversations. There will be another parent engagement survey in 2020.

We had a record number of parents attend specific school events this year: the book Week Parade, Grandparents’ Day, Speech Day, the Art Exhibition, the Christmas Carols event. The College has a very active Parents and Friends association.



13. Summary Financial Information



14. Publication 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.