



TRINITY

ANGLICAN COLLEGE

Strong Foundations - Better Futures

TRINITY ANGLICAN COLLEGE – WODONGA

2014 ANNUAL REPORT



Strong Foundations • Better Futures

TRINITY ANGLICAN COLLEGE – WODONGA

2014 ANNUAL REPORT

Contents

1.	Information about Trinity Anglican College	3
2.	A Message from the College Board.....	4
3.	Staff 2014.....	6
4.	Professional Learning and Teacher Standards	6
5.	Student Performance in National Literacy and Numeracy Assessments.....	8
6.	Student Attendance.....	10
7.	Enrolment Policy and Profile	11
8.	Initiatives Promoting Respect and Responsibility	14
9.	Parent, Student and Teacher Satisfaction	16
10.	Summary Financial Information 2014.....	17
11.	Compliance with Annual Reporting Requirements	18

School Contact Information

Address:	34 Ellen McDonald Drive BARANDUDA VIC 3690
Principal:	Mr Steven J O'Connor
College Board Chair:	Dr Ron Bailey
Telephone:	02 6049 3480
Email:	office@trinityac.nsw.edu.au
Website:	www.trinityac.nsw.edu.au

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 Council

The Chair of the College Council

2014 was a significant year for the College across a number of key areas: educational, resource development, enrolment growth and in relation to the important area of governance. The College continues to build upon the strong foundations it has laid in recent years to provide our students with better and brighter futures.

Finances

The school has again been able to conclude its financial year with an appropriate surplus. As a relatively new school with capital requirements still being addressed, we are pleased with result. The College continues to service its capital debt appropriately and maintains this within conservative measures and benchmarks. The Board is grateful for the careful financial management of the Principal and his Business Manager.

Academic Results

The Board again joins the rest of the College community in congratulating the Year 12 class of 2014 on the outstanding academic results achieved in the HSC examinations. NAPLAN results for other school years (Years 3, 5, 7 and 9) also continue to impress, indicating that Trinity provides high quality teaching for the students of the Albury-Wodonga region. The College Board was pleased to see acknowledgement of the academic results in the 'Your School' supplement published by *The Australian* in June 2014, in which Trinity Anglican College was listed amongst the top 50 schools in country Australia.

Capital Projects

The College commenced teaching in its new Science Centre from the first day of the 2014 school year. This facility brings four state of the art Science laboratories to the College and is a much welcomed facility. The Board took the decision to honour four key founders in naming the Science building 'The Founders' Centre'. The four people honoured in this were:

- Bishop David Farrer, Bishop of Wangaratta at the time of the founding of the College;
- Prof David Mitchell, foundation Chairman of the College Board;
- Mr Keith Currie, foundation Principal of the College; and
- Mrs Patricia Gould, member of the steering committee and foundation member of the College Board.



The Founders' Centre was officially opened by the Hon. Sussan Ley, Member for Farrer and Assistant Minister for Education on Friday, 13 June 2014.

The College also saw the development of another important new facility, its Trade Skills Centre during the course of 2014. Trinity Anglican College entered into partnership with The Scots School, Albury to seek funding to develop facilities under the Commonwealth government's Trades Skills Centre programme. After much research, Trinity sought to develop facilities to introduce VET courses leading

to Cert.II qualifications in Construction Carpentry. The facility at Scots allows their staff to offer Hospitality. The submission to the appropriate agencies was successful and construction on the facility at Trinity commenced early in 2014 and the College took possession of the Trades Skill Centre in late November. The \$1.2M Trades Skill Centre is another significant teaching and learning resource for the College. The College Board and community is grateful for the Commonwealth's initiative and support of developing these resources in schools.

During the course of 2014, the College Executive applied for a capital grant towards its proposed Senior School building. This proposed Senior School Centre is another important resource which will allow the teaching and learning to take place in the Senior School years to occur in state of the art facilities, designed to promote collaborative and independent learning amongst its students. The application for capital funding was successful and the College worked with its architect throughout 2014 in finalising the design for this important resource, which will be built during the course of 2015.

Board Matters

During 2014 the Board welcomed as new members: Fr Arthur Martin and Mrs Alice Glachan. At the end of 2013, Cr Patricia Gould resigned her position from the Board after serving it and the College community loyally as a foundation member of the Board. The Board was led in 2014 by Prof Julia Coyle as Chair and Dr Ron Bailey as Deputy Chair.

The Board faced a number of important issues throughout 2014 and worked diligently to ensure that these were examined diligently and managed professionally. The most significant issue was the transition of the College towards being a member school of The Anglican Schools Commission, Inc. This opportunity for the College could not be embraced before due diligence was applied to all aspects of the proposition. This involved a number of extraordinary meetings for the Board, liaising with the Diocese of Wangaratta and of course, the Anglican Schools Commission to ensure that the best possible outcome was achieved for Trinity Anglican College. The Board is pleased with the outcome and is assured that the College will continue to thrive as a member of the Anglican Schools Commission family!

Dr Ron Bailey

Chair of the College Council

College Board – 2014

Chair: Prof Julia Coyle

Deputy Chair: Dr Ron Bailey

Treasurer: Mr Brad Bohun

Members: Mr Peter Cerexhe
Mrs Anna Coughlan
Mrs Fiona Elgin
Fr Arthur Martin
Ms Alice Glachan
Rev'd Peter McKeague
Mrs Christine Nesbit



3. Staff 2014

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

College Chaplain: Rev Dr L M Weissel, B.Sc., Dip. Ed., B.Th. (Hons) M.Ed, 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

Mrs	K	Armstrong, Dip. Teach., B.Ed. (ACU)
Ms	M G	Bennett, B.A. (Hons), Grad. Dip. Ed.
Mrs	L	Billington, B.Bus. (CSU), GDE P-12 (La Trobe)
Mrs	M	Craig, B.Ed., (CSU)
Mrs	K	Hardie, B.N (CSU), M.Teach. (La Trobe)
Miss	B L	Hill, BVA (Syd. College of Arts), Dip. Ed. (CSU)
Mr	G	Mancer, B.A. (ACU), Dip.Ed., M.Ed., (Melbourne)
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)
Mr	P	Trebilcock, B.Ed.

Administration and Support Staff

Principal's PA: Ms H Watson/ Ms E Sebo

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 2014 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 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	17
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 Arts (3)
 Bachelor of Arts – Fine Arts (1)
 Bachelor of Education (8)
 Bachelor of Education (Early Childhood) (1)
 Bachelor of Education (Primary) (1)
 Bachelor of Science (1)
 Bachelor of Theology (1)
 Diploma of Education (7)
 Graduate Diploma of Education (1)
 Master's Degrees (8)
 Doctorates (1)

Professional Learning

All the teaching staff participated in professional learning about meeting the needs of students who suffer from health issues such as anaphylaxis, asthma, cystic fibrosis, diabetes and epilepsy.

The staff undertook professional development focusing on implementation of the new English syllabus and using NAPLAN criterion-referenced marking.

All new staff to the College undertook an induction program at the beginning of the school year with follow up sessions throughout terms 1 – 3.

In addition the following professional learning activities were undertaken by staff throughout 2014:

Description of the Professional Learning Activity	No. of staff participating
Curriculum based learning	8
Pastoral Care based learning	2
Leadership development	1
Special needs learning	2
Safety Training	13

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

2014 Test Year 3	Bands 2 - 6	Band 1
NAPLAN Test	School % (number of students)	School % (number of students)
Reading	100 (14 students)	0
Writing	93 (13 students)	7 (1 student)
Spelling	100 (14 students)	0
Grammar & Punctuation	100 (14 students)	0
Numeracy	100 (14 students)	0

2014 Test Year 5	Bands 4 - 8	Band 3
NAPLAN Test	School % (number of students)	School % (number of students)
Reading	100 (12 students)	0
Writing	91 (11 students)	9 (1 student)
Spelling	91 (11 students)	9 (1 student)
Grammar & Punctuation	91 (11 students)	9 (1 student)
Numeracy	100 (12 students)	0

Wodonga NAPLAN Results: Percentages At or Above Minimum Standard

2014 NAPLAN Test Year 3	Percentage of Students achieving at or above minimum standard	Percentage of Students achieving below minimum standard
Reading	100	0
Writing	93	7
Spelling	100	0
Grammar & Punctuation	100	0
Numeracy	100	0

2014 NAPLAN Test Year 5	Percentage of Students achieving at or above minimum standard	Percentage of Students achieving below minimum standard
Reading	100	0
Writing	91	9
Spelling	91	9
Grammar & Punctuation	91	9
Numeracy	100	0

Wodonga NAPLAN Results: Year Mean

2014 NAPLAN Test Year 3	School Mean	State Mean
Reading	444	433
Writing	368	417
Spelling	445	420
Grammar & Punctuation	433	437
Numeracy	404	415

2014 NAPLAN Test Year 5	School Mean	State Mean
Reading	503	511
Writing	477	481
Spelling	510	501
Grammar & Punctuation	517	509
Numeracy	500	498

Proportion of students meeting National Benchmarks: 2012 - 2014

	2012	2013	2014
Year 3 Reading	100%	100%	100%
Year 3 Writing	100%	100%	93%
Year 3 Spelling	100%	100%	100%
Year 3 Grammar and Punctuation	100%	100%	100%
Year 3 Numeracy	100%	100%	100%
Year 5 Reading	100%	100%	100%
Year 5 Writing	100%	100%	91%
Year 5 Spelling	100%	100%	91%
Year 5 Grammar and Punctuation	86%	100%	91%
Year 5 Numeracy	100%	100%	100%

Interpretive Comments

Statistics based on small numbers of students are not generally representative. In the 2014 Wodonga NAPLAN results, one student result in Year 3 Writing has performed below National Standards and, because of small numbers, this represents 7% of the cohort. This is, similarly, the case in the Year 5 tests of Writing, Spelling and Grammar and Punctuation, with one student result representing 9% of the cohort.



6. Student Attendance

In 2014 the College has students enrolled from Prep to Year 6.

Student Attendance Rates:

Attendance Rate Average per Day		
Year Level	Student Count	School Attendance Percentage
Prep	19	93.11%
Year 1	17	92.08%
Year 2	25	94.20%
Year 3	16	91.61%
Year 4	11	92.15%
Year 5	12	91.00%
Year 6	9	89.92%
Whole School	109	92.01%

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

7. Enrolment Policy 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.

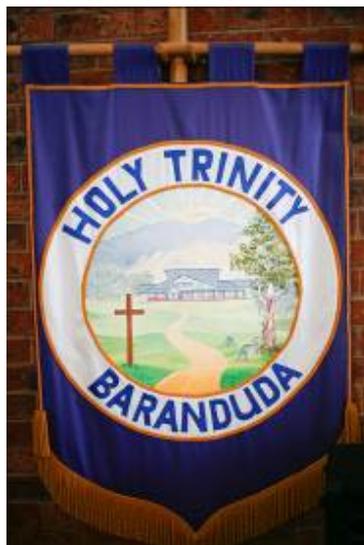
Any breaches of these Terms and Conditions shall entitle the Principal, at his discretion, to suspend or terminate the enrolment and attendance of the student at the College.

College Policies

The College had the following policies in place during 2014:

- 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 College. 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 Angilcare for distribution to the wider community.

On Anzac Day 2014 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 2014, 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, 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 2013 to 2014 reflected strong parent satisfaction in the College's performance. The school is very proud of its 'open door policy' with parent involvement welcomed and encouraged. 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.

Parents are very active in assisting with functions throughout the school year such as the College fete, class excursions, coaching sports teams and Mother's Day and Father's Day stalls. Parent feedback is requested via College Improvement surveys and also as part of the staff appraisal system.

Students

Pastoral Support – The College is committed to the ongoing support of all students. All staff play a very important role in ensuring the development of the whole child. The culture of the College reflects the mutual respect that all members of our community have for each other, and the various roles they play – students are encouraged to value outstanding performances from their peers. Clear messages regarding expectations are continually reinforced by all staff within the College. Student achievement, effort and service are acknowledged at fortnightly College assemblies.

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, Head of Campus, 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 Head of Campus 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. All staff are involved in the College Collaborative Performance Appraisal system where each staff member works closely with a designated mentor. This

provides for an opportunity for professional discussion, class visits, positive feedback and input from the individual staff member, the mentor along with surveyed feedback from students, colleagues and parents.

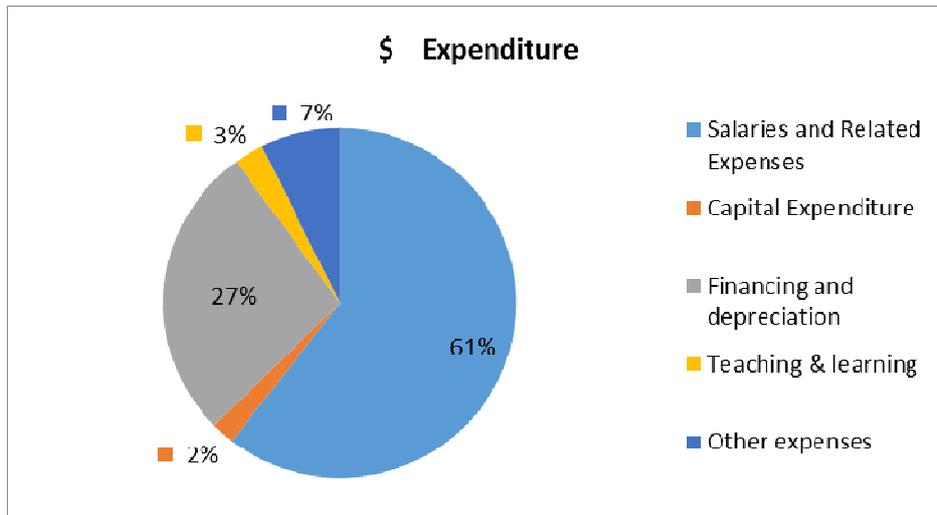
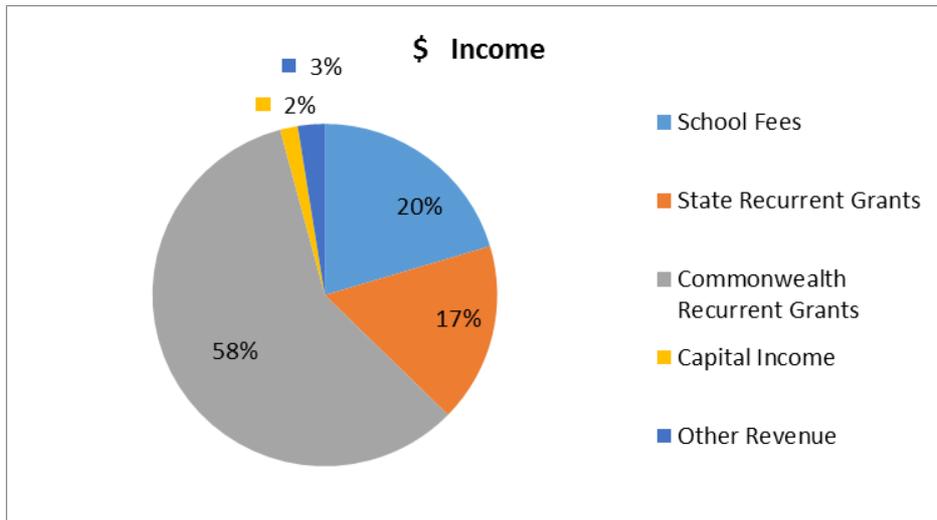
Pastoral support is available to the whole college community as required. Staff support each other through regular participation in staff social activities.

10. Summary Financial Information 2014

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

Income	\$	%
School Fees	260,266.00	20%
State Recurrent Grants	216,112.00	17%
Commonwealth Recurrent Grants	746,791.00	59%
Capital Income	21,218.00	2%
Other Revenue	32,112.00	3%
TOTAL	1,276,499.00	100%

Expenditure	\$	%
Salaries and Related Expenses	615,779.00	61%
Capital Expenditure	21,754.00	2%
Financing and depreciation	278,540.00	27%
Teaching & learning	27,527.00	3%
Other expenses	74,073.00	7%
TOTAL	1,017,673.00	100%



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 and/or available from the College itself.