



TRINITY

ANGLICAN COLLEGE

Strong Foundations - Better Futures

TRINITY ANGLICAN COLLEGE – WODONGA

2016 ANNUAL REPORT



Strong Foundations • Better Futures

TRINITY ANGLICAN COLLEGE – WODONGA

2016 ANNUAL REPORT

Contents

1.	Information about Trinity Anglican College	3
2.	A Message from the College Council.....	4
3.	Staff 2016.....	5
4.	Professional Learning and Teacher Standards	6
5.	Student Performance in National Literacy and Numeracy Assessments.....	8
6.	Student Attendance.....	11
7.	Enrolment Policy and Profile	11
8.	Initiatives Promoting Respect and Responsibility	15
9.	Parent, Student and Teacher Satisfaction	17
10.	Summary Financial Information 2016.....	18
11.	Compliance with Annual Reporting Requirements	19

School Contact Information

Address:	34 Ellen McDonald Drive BARANDUDA VIC 3690
Interim Principal:	Mr Justin Beckett
Head of Campus:	Mr Chris O’Loan
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 Anglican College is a co-educational Anglican independent school for students from Early Years to Year 12. It is a proud member of the WA Anglican Schools Commission (ASC). The College prides itself on having high academic standards, quality teaching, engaged learners and innovative learning spaces. Trinity has a tradition of young people reaching for their best and inspiring greatness in one another. In an increasingly complex world, Trinity provides a strong community where young people are not only engaged in creativity and innovation but also embody compassion and service.

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.

4 PILLARS OF A TRINITY EDUCATION

<h3>LEARNING</h3> <p>At Trinity our teachers seek to know your child as a learner and, as such, deliver a more personalised and targeted learning experience. We are helping our students to better understand their own learning. We want them to appreciate their capacity for growth and to regularly experience the joy and power of learning.</p> 	<h3>OPPORTUNITY</h3> <p>We believe that every child is fantastic at something. We offer a broad smorgasbord of learning opportunities, in and beyond the classroom, so that every child can discover new talents and passions.</p> 
<h3>CHARACTER</h3> <p>The purpose of education is to develop people with a 'tool kit' for life. At Trinity, we believe that a rich and full bodied education is one that is holistic. We are growing young men and women of integrity, grit, faith, hope and purpose.</p> 	<h3>COMMUNITY</h3> <p>We want every child to feel a deep sense of belonging at Trinity. As an Anglican school, we believe that every one of us is created by God and dearly loved. We are all valuable - built with hope and a purpose.</p> 

Trinity Anglican College - Bringing out the best in each other.

2. A Message from the College Council

The Chair of the College Council

It was heartening to see the College go from strength to strength again in 2016. We are now the largest – and fastest growing – independent school on the Border with just under 1000 students at the Albury campus and 145 at Wodonga.

Trinity's growth could be measured in other ways, too.

Our staff grew to around 110 and our biggest infrastructure build since inception was opened for use in the senior school at the start of the year.

But perhaps our single biggest indicator of growth was the unparalleled interest in the Principal's position, created when our Principal for the past seven years, Mr Steven O'Connor, accepted a position as Headmaster at All Saints College in Bathurst.

I would like to formally thank Steven for his custodianship of the College for a period of just over seven years. He oversaw the most momentous change in infrastructure in the College's history and ensured absolute rigour in the academic and co-curricular programs.

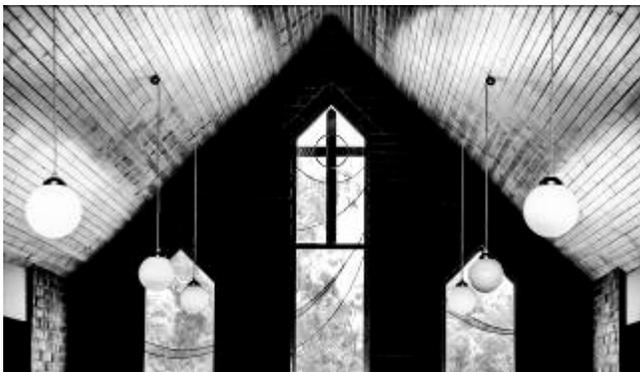
Steven's success in securing the top job at such a prestigious school – and one steeped in tradition – speaks volumes for the reputation and standing of our young College. It signals that Trinity is somewhere a young Principal can make their mark and forge a solid foundation. It can be a stepping stone for the ambitious.

And so, it was with no great surprise but a great deal of genuine delight, that the field of suitors for the top job at Trinity had depth and quality as well as quantity.

We were excited to announce in Term 2 the appointment of Mr Justin Beckett, from Perth in Western Australia. Though Justin could not start until 2017, we started to see him more and more frequently throughout Term 4 as he spent much of his long service leave preparing to take up the reins.

The wait was softened by the arrival of our Interim Principal, Mrs Susan Shaw, who initially came for a couple of months and stayed for three terms!

Susan brought a new and different warmth and passion to the College while maintaining the status quo of pedagogical rigour established by Steven. We were sorry to see her leave at the end of the year and I wish to thank her for her genuine and heartfelt efforts in her time with us.



Throughout these leadership changes, the College has continued in a smooth, uninterrupted way due to the solid leadership provided by Deputy Principal Peter O'Neill and the dedication and commitment of all our staff members. Among our growing staff numbers, it was great to see the return of Chaplain Bryn Jones, who has guided our spiritual and religious aspect so admirably.

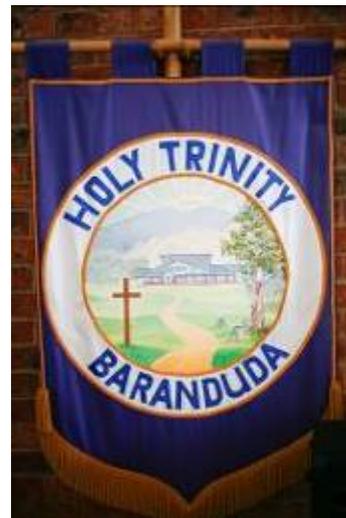
We finish the year in a very solid financial position thanks to the support of the Anglican Schools Commission and the tireless efforts of Business Manager Greg Davis, who has overseen all our building projects over the past few years. Greg was instrumental in both the grants process and the project management of the Infants Centre, the last of our major projects for the year. Students moved into the Infants Centre midway through Term 4 and it will be officially opened next year.

As we prepare for 2017, we do so with the knowledge that Justin will embrace his opportunity wholeheartedly to lead Trinity onwards and upwards. He brings with him his wife and four boys as well as a wealth of experience from his time as Deputy Head of Secondary at St Stephen's School in Perth. Justin's vision and enthusiasm will undoubtedly lead Trinity to new heights.

Welcome Justin, I look forward to working alongside you.

College Council 2016

Chair:	Dr Ron Bailey
Deputy Chair:	Mrs Alice Glachan
Treasurer:	Mr Marcus Davis
Members:	Rev'd Peter Laurence OAM
	Rev'd Peter McKeague
	Rev'd Alan Kelb OAM
	Mrs Anna Coughlan
	Mrs Fiona Elgin
	Mrs Christine Nesbit
	Mr Peter Campbell



3. Staff 2016

Executive

Principal: Mr Steven O'Connor, B.A., Dip. Ed., M.Litt, (UNE), M. Ed. Admin., Grad. Dip. R.E., (CSU), MACE, MACEL; a member of AHISA.

Interim Principal: Mrs Susan Shaw Dip.T (Secondary), B.A., B.Ed., M.L.M.Ed.

Deputy Principal: Mr Peter O'Neill, M.Ed.Stud., B.Ed. (Ballarat)

Wodonga Campus Coordinator: Mr Chris O'Loan, B.Ed., Dip. T. (ACU), M. Arts (UTS), Dip. R.E., MACEL

College Chaplain: Rev'd Bryn Jones B.A.(Hons), B.Ed.(Wollongong), B.Theol., Dip.Past.Studies (Flinders),

Business Manager: Mr Gregory Davis

Director of Pastoral Care: Mrs Angela Lum, BSW, MAASW, B.Teach.,M.Ed., Grad.Dip.Psych

Teaching Staff

Mrs	K	Armstrong, Dip. Teach., B.Ed. (ACU)
Mrs	L	Billington, B.Bus. (CSU), GDE P-12 (La Trobe)
Mrs	T	Carroll, B.Ed. (Social Sciences), Dip. Ed.
Mrs	K	Hardie, B.N (CSU), M.Teach. (La Trobe)
Mrs	E	Lowe, Dip. Ed., Grad. Dip. Spec. Ed. (Deakin)

Mrs F McEvoy, Grad. Dip Ed. (LaTrobe), B.App. Sci. Disability Studies (Deakin)
 Mr K McGregor, B.Ed. (Early Childhood)
 Mr P Trebilcock, B.Ed.
 Miss A West, B.Arts, Dip.Ed. (Primary)
 Miss K Wheeler, B.Ed (Primary) (UC)

Administration and Support Staff

Principal's PA: Mrs Kathy Offner
College Accountant: Mr Matthew Noll
Administration Officer (Reception): Mrs Glenda Jones
Literacy Assistant: Mrs Karen Garvie
Facilities Manager: Mr Lynton Parker
Uniform Shop Manager: Mrs Cathy Katsoolis
ICT Support Officer: Mr Oliver Young

4. Professional Learning and Teacher Standards

All Teachers employed at Trinity Anglican College in 2016 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, student and parent 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

Professional Learning

All the teaching staff participated in professional learning about Programming to Cater for Student Diversity as well as Support in Implementing a Positive Education Program.

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 2016;

Description of the Professional Learning Activity	No. of staff participating
Curriculum based learning	4
Pastoral Care based learning	8
Leadership development	1
Special needs learning	14
Safety Training	1
Technology Related	0



5. Student Performance in National Literacy and Numeracy Assessments

NAPLAN 2016 Results: Percentages in Skills Bands

2016 Test Year 3	Bands 2 - 6	Band 1
NAPLAN Test	School % (number of students)	School % (number of students)
Reading	100 (22 students)	0
Writing	100 (22 students)	0
Spelling	100 (22 students)	0
Grammar & Punctuation	100 (22 students)	0
Numeracy	100 (22 students)	0

2016 Test Year 5	Bands 4 - 8	Band 3
NAPLAN Test	School % (number of students)	School % (number of students)
Reading	100 (20 students)	0
Writing	100 (19 students)	0
Spelling	100 (19 students)	0
Grammar & Punctuation	100 (19 students)	0
Numeracy	100 (20 students)	0

NAPLAN Results: Percentages At or Above Minimum Standard

2016 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

2016 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

NAPLAN Results: Year Mean

2016 NAPLAN Test Year 3	School Mean	State Mean
Reading	447	438
Writing	445	436
Spelling	441	428
Grammar & Punctuation	463	448
Numeracy	458	415

2016 NAPLAN Test Year 5	School Mean	State Mean
Reading	511	511
Writing	485	491
Spelling	489	499
Grammar & Punctuation	497	510
Numeracy	510	504

Proportion of students meeting National Benchmarks: 2012 - 2016

	2012	2013	2014	2015	2016
Year 3 Reading	100%	100%	100%	100%	100%
Year 3 Writing	100%	100%	93%	100%	100%
Year 3 Spelling	100%	100%	100%	100%	100%
Year 3 Grammar and Punctuation	100%	100%	100%	100%	100%
Year 3 Numeracy	100%	100%	100%	96%	100%

Year 5 Reading	100%	100%	100%	94%	100%
Year 5 Writing	100%	100%	91%	94%	100%
Year 5 Spelling	100%	100%	91%	100%	100%
Year 5 Grammar and Punctuation	86%	100%	91%	94%	100%
Year 5 Numeracy	100%	100%	100%	100%	100%

In the 2016 Wodonga NAPLAN results, all students in both Years 3 and 5 have achieved above minimum standards.



6. Student Attendance

In 2016 the College has students enrolled from Prep to Year 6.

Attendance Rates

Attendance Rate Average per Day		
Year Level	Student Count	School Attendance Percentage
Prep	15	92.69%
Year 1	20	91.34%
Year 2	19	93.46%
Year 3	25	90.46%
Year 4	29	92.80%
Year 5	23	90.07%
Year 6	24	93.89%
Whole School	155	92.10%

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/her 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 2016:

- 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

- 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, which is a member of the Anglican Schools Commission, 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 Term 4 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 2016 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 2016, 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 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 Program.

The many co-curricular activities offered by the College provided students with opportunities to represent the College. In 2016 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

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 themselves for three 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 2015 to 2016 reflected strong parent satisfaction in the College's performance. The College 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 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 counselling 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.

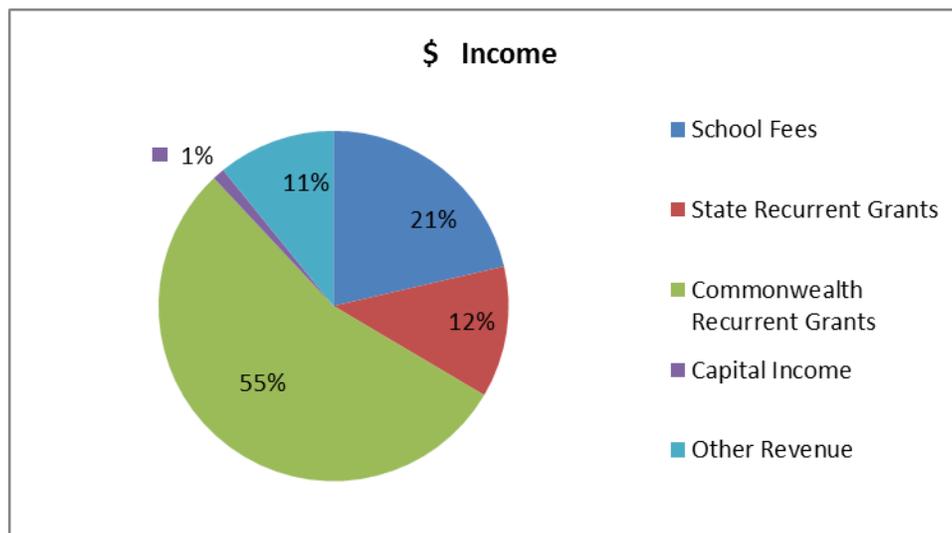
Staff are supported via the Head of Campus, in addition by the Director of Pastoral Care, the Head of the Tutorial Centre, the College Principal and Deputy Principal.

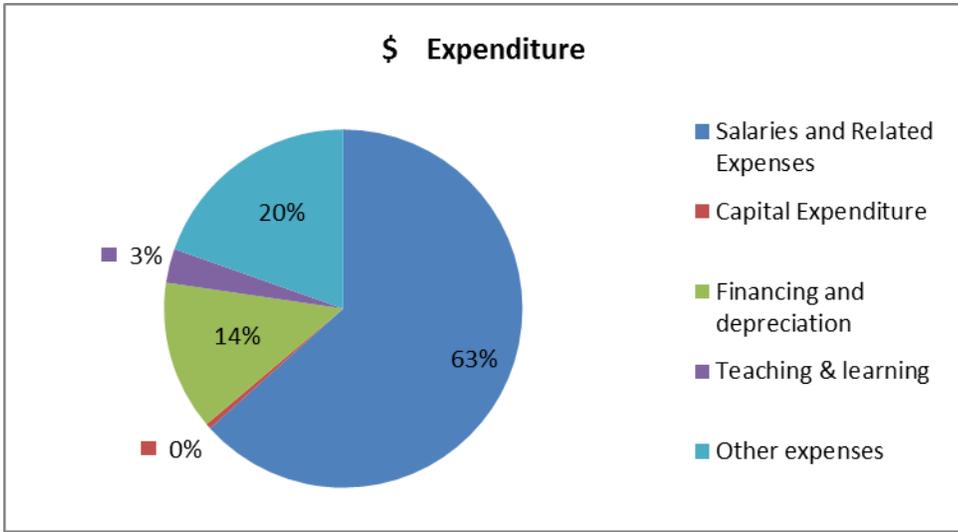
10. Summary Financial Information 2016

Summary Financial Information 2016
Trinity Anglican College Wodonga
ABN 72 319 850 745

Income	\$	%
School Fees	451,158.00	21%
State Recurrent Grants	255,884.00	12%
Commonwealth Recurrent Grants	1,150,588.00	55%
Capital Income	23,711.00	1%
Other Revenue	229,328.00	11%
TOTAL	2,110,669.00	100%

Expenditure	\$	%
Salaries and Related Expenses	1,117,628.00	63%
Capital Expenditure	8,417.00	0%
Financing and depreciation	238,188.00	14%
Teaching & learning	54,110.00	3%
Other expenses	345,869.00	20%
TOTAL	1,764,212.00	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.