



TRINITY

ANGLICAN COLLEGE

*Strong Foundations - Better Futures*

# TRINITY ANGLICAN COLLEGE – WODONGA

## 2017 ANNUAL REPORT



# *Strong Foundations • Better Futures*

## **TRINITY ANGLICAN COLLEGE – WODONGA**

### **2016 ANNUAL REPORT**

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#### **School Contact Information**

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## 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 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 - Dr Ron Bailey**

2017 has been another year of progress and development at Trinity Anglican College.

We began the year welcoming our new Principal, Mr Justin Beckett, his wife Zoe and their four boys. He has, in a very short time, shown us his leadership skills and the beginnings of a new era for our school. Many changes already have Mr Beckett's imprint and the Council has been impressed with his decisiveness but thoroughness to consider all aspects of any policy change in the School. We look forward to working with Mr Beckett in the next few years and thank he and his family for their tireless efforts in their first year at Trinity.

We occupied our new Infants Centre at the beginning of the year and the centre was officially opened in May by His Excellency General, The Honourable David Hurley A.C. D.S.C.(ret'd) the Governor of New South Wales. This was a wonderful day, the interaction between the Governor, his wife and the Trinity students and staff was delightful.

Trinity Anglican College increased our student numbers to nearly 1200 across both campuses but the difficulty in running a school in two states, each with different curricula and reporting mechanisms led the Council and our Principal to make a considered decision to transfer all students from our K-6 Wodonga Campus to the Albury Campus from the beginning of 2018. The Wodonga Campus will remain as part of Trinity; the Early Learning Centre (Little Tackers) will stay and the rest of the site will be used for specialist education purposes.

2017 saw the launch of Trinity Parent and Friends: a group to enable parents to connect with other parents, enjoy community and support Trinity. Trinity P&F got off to a flying start with three major parent events in 2017: the P&F Launch, the Year 7 Parent Sundowner BBQ and the Wodonga Wine and Cheese Night.

During the year we saw an escalation of child protection issues as well as staff and student wellbeing concerns. These matters have been dealt with thoroughly and our policies and procedures have been reviewed to reflect the importance of these issues to Trinity Anglican College, our staff and students and the Anglican Schools Commission.

The curriculum development from our Junior levels through to our Senior School has been reflected in the improving academic results as well as wide ranging success at sporting, cultural, drama, music and the arts and other extracurricular activities. I thank all our staff for their efforts in being part of the Trinity culture, enabling students to be the very best they can through the opportunities that Trinity provides.

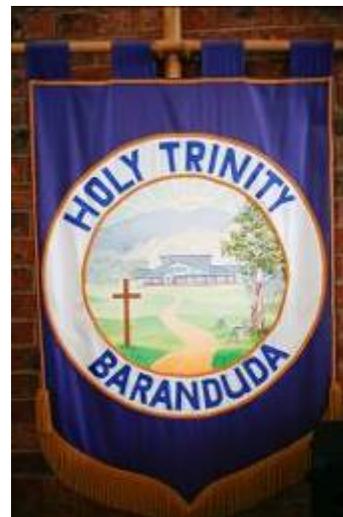
The financial management of the College was ably managed by Mr Greg Davis, our Business Manager and his team; our results making us amongst the most efficient in our cohort. The Council thanks the College Executive for their efforts.

In 2017, the Council farewelled two long-term members: Mrs Anna Coughlan and Rev Peter McKeague. Their contribution to Trinity over the recent years of change has been much appreciated.

The work of our volunteer Council has supported the Executive to make decisions this year that we believe are in the best interests of our College community, especially the staff and students. I thank all members of Council for their time, effort, advice and work and look forward to a rewarding future for the College.

## College Council 2017

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



### 3. Staff 2017

#### Executive\*

**Principal\*:** Mr Justin Beckett BA, GradDipEd, MA, GradCertMgt, FAIM, MACEL.

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

**Head of Junior School\*:** Mr Steven Armstrong BSc., GradDipEd, M.Ed.

**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

#### 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)
Miss	C	Lloyd, M.Ed. P-12 (LaTrobe), B.A. (University of Mel)
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	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 Garvey

**Facilities Manager:** Mr Lynton Parker

**Uniform Shop Manager:** Mrs Cathy Katsoolis

**ICT Support Officer:** Mr Adrian Clark

## 4. Professional Learning and Teacher Standards

All Teachers employed at Trinity College in 2017 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	13
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 'Planning and Programming for Student Diversity' along with 'Language and Literacy: Dyslexia'; an introduction to the neuroscience associated with how students with forms of dyslexia learn and strategies to assist them.

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 2017;

Description of the Professional Learning Activity	No. of staff participating
Curriculum based learning	4
Pastoral Care based learning	4
Special needs learning	14
Safety Training	1
Technology Related	2



## 5. Student Performance in National Literacy and Numeracy Assessments

### NAPLAN 2017 Results: Percentages in Skills Bands

2017 Test Year 3	Bands 2 - 6	Band 1
NAPLAN Test	School % (number of students)	School % (number of students)
Reading	100 (16 students)	0
Writing	100 (15 students)	0
Spelling	100 (15 students)	0
Grammar & Punctuation	100 (15 students)	0
Numeracy	100 (16 students)	0

2017 Test Year 5	Bands 4 - 8	Band 3
NAPLAN Test	School % (number of students)	School % (number of students)
Reading	100 (23 students)	0
Writing	100 (23 students)	0
Spelling	100 (23 students)	0
Grammar & Punctuation	100 (23 students)	0
Numeracy	100 (23 students)	0

## **NAPLAN Results: Percentages At or Above Minimum Standard**

<b>2017 NAPLAN Test Year 3</b>	<b>Percentage of Students achieving at or above minimum standard</b>	<b>Percentage of Students achieving below minimum standard</b>
Reading	100	0
Writing	100	0
Spelling	100	0
Grammar & Punctuation	100	0
Numeracy	100	0

<b>2017 NAPLAN Test Year 5</b>	<b>Percentage of Students achieving at or above minimum standard</b>	<b>Percentage of Students achieving below minimum standard</b>
Reading	100	0
Writing	100	0
Spelling	100	0
Grammar & Punctuation	100	0
Numeracy	100	0

## NAPLAN Results: Year Mean

2017 NAPLAN Test Year 3	School Mean	State Mean
Reading	434	446
Writing	439	428
Spelling	394	423
Grammar & Punctuation	453	450
Numeracy	426	421

2017 NAPLAN Test Year 5	School Mean	State Mean
Reading	514	516
Writing	479	486
Spelling	500	504
Grammar & Punctuation	519	506
Numeracy	517	503

## Proportion of students meeting National Benchmarks: 2013 - 2017

	2013	2014	2015	2016	2017
Year 3 Reading	100%	100%	100%	100%	100%
Year 3 Writing	100%	93%	100%	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%	96%	100%	100%
Year 5 Reading	100%	100%	94%	100%	100%
Year 5 Writing	100%	91%	94%	100%	100%
Year 5 Spelling	100%	91%	100%	100%	100%
Year 5 Grammar and Punctuation	100%	91%	94%	100%	100%
Year 5 Numeracy	100%	100%	100%	100%	100%

In the 2017 Wodonga NAPLAN results, all students in both Years 3 and 5 have achieved above minimum standards.



## 6. Student Attendance

In 2017 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	23	93.84%
Year 1	16	91.74%
Year 2	18	91.62 %
Year 3	16	94.84%
Year 4	24	93.43%
Year 5	26	93.79%
Year 6	19	92.07%
Whole School	142	93.05%

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.



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

On Anzac Day 2017 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 2017, 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 student's 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 2017 teams and individuals participated in a diverse range of activities within the college and the wider community.

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 3, 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**

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 class excursions, assisting with the coaching of sports teams and Mother's Day and Father's Day stalls and scheduled campus hot lunches. The number of willing parents prepared to be involved in these activities reflects a strong parent satisfaction with the College. 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 College Counsellor 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 and the respectful use of technology. 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 and is arranged in consultation with parents and the College Tutorial Centre.

### **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 College Counsellor, Coordinators of Literacy and Numeracy, 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.

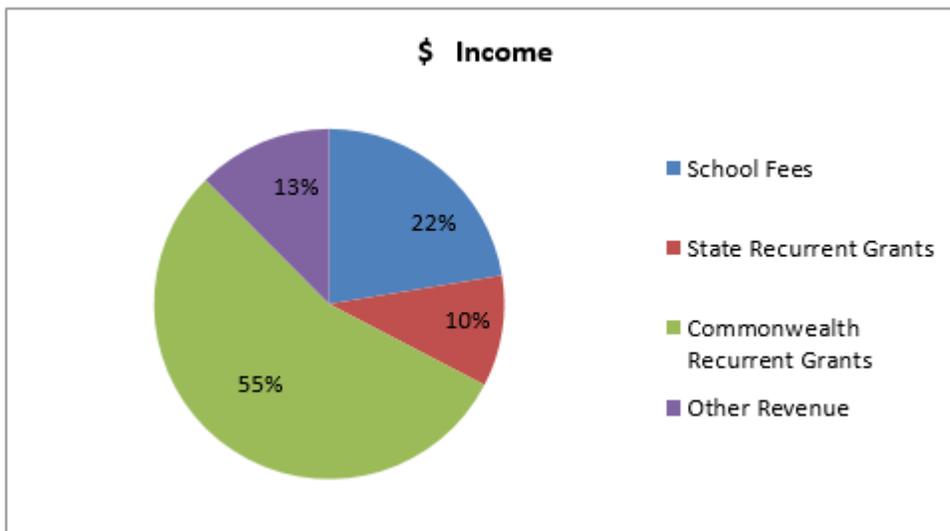
Pastoral support is available to the whole college community as required. Staff support each other through regular participation in staff social activities.

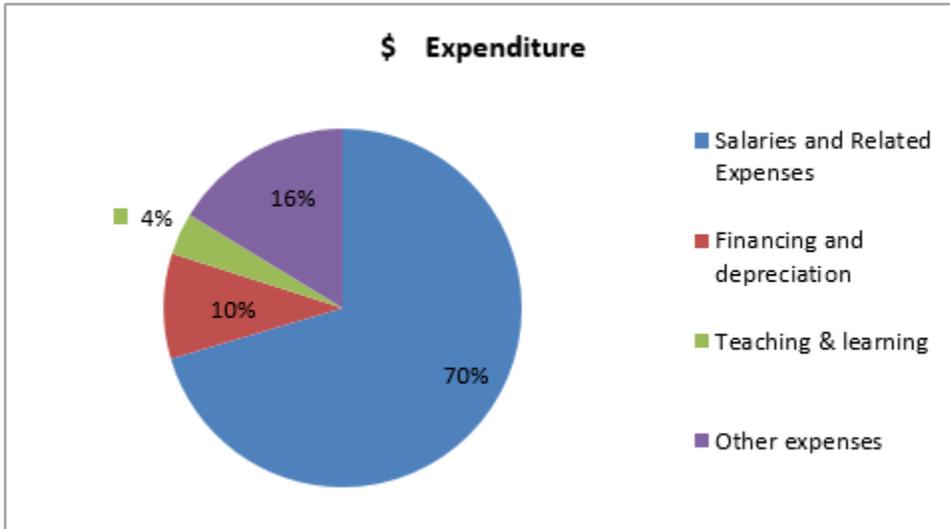
## 10. Summary Financial Information 2017

**Summary Financial Information 2017**  
**Trinity Anglican College Wodonga**  
**ABN 72 319 850 745**

Income	\$	%
School Fees	477,243.00	22%
State Recurrent Grants	218,637.00	10%
Commonwealth Recurrent Grants	1,169,729.00	55%
Other Revenue	265,647.00	12%
<b>TOTAL</b>	<b>2,131,256.00</b>	<b>100%</b>

Expenditure	\$	%
Salaries and Related Expenses	1,673,261.00	70%
Financing and depreciation	225,761.00	10%
Teaching & learning	89,959.00	4%
Other expenses	387,240.00	16%
<b>TOTAL</b>	<b>2,376,221.00</b>	<b>100%</b>





## **11. Compliance with Annual Reporting Requirements**

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