Principal’s Report

Academic Year 2011

Trinity Christian School
Trinity Christian School

Our Distinctives

• Trinity Christian School seeks to assist parents in their task of nurturing their children, preparing them for adulthood, for work and leisure and for service in the community.
• The purpose of all Christian education is to nurture and encourage an active outworking of truth, love and justice.
• This is achieved as people respond to the rightful claims of God over His creation and discover that man’s identity, freedom and salvation can only be found in knowing and serving Christ.
• The Bible provides true knowledge of God and His Son and is the measure against which human knowledge and wisdom may be tested.
• Christian education is a process where teachers deliberately guide the academic, spiritual, social, emotional, cultural and physical development of students while providing a stimulating and interesting environment with opportunities for discovery.
• Trinity takes seriously the Bible’s view that each individual is uniquely significant.
• Each person is meant to live in a community where the ability to work and relate harmoniously will require self-discipline and training not only for the good of the individual but for the good of others.
• Children from varying backgrounds are enrolled in the school, the curriculum is designed to introduce children to a wide range of ideas and beliefs, and there is a deliberate policy of involvement and participation in the wider community.
• No religious test is imposed on parents who wish to send their children to Trinity, but the school’s distinctively Christian character and education is carefully explained to parents to ensure that the home and school will work together with common understanding of what is best for the child.
• The fee schedule is scaled according to family income and reduces sharply for each additional child; the school is offering a non-elitist Christian education open to all families who wish to entrust their children to its care while ensuring that the learning context of Christian relationships is maintained.
• Christian maturity and commitment in staff members is essential, since each staff member provides a significant adult model for children to observe and learn from.
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PRINCIPAL’S REPORT

Reporting of Data for 2011
Our annual report is designed to provide the Trinity Christian School community with information and data about the previous year’s performance. This report is published annually on our website and can be readily downloaded if required. A hard copy is available at reception.

The information in this report should be considered in light of our School situation. It is difficult to make comparisons between the statistics of one school and another because of the circumstances that occur in any given year and because of the social, physical and financial differences. If you have any questions that you need to ask after having read this information please feel free to contact one of the Trinity Leadership Team (TLT) members: Andrew Clayton, Tony D’Abrera, Jennie Palmer, Julie Prattis, Naomi Cole or Jason Ward.

New Principal
I take this opportunity to honour my predecessor Carl Palmer who stepped down from the role of principal at the end of 2011. As I take up the mantle of leadership from him I acknowledge the wonderful and godly contribution Carl has made to Trinity Christian School.

College Focus Theme
In 2011 our School theme was ‘Transformation’. The scripture reference for this theme came from Romans 12:2 “Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is, His good, pleasing and perfect will.”

Student Numbers
As at Census Day 5 August 2011 the total number of students was 1128
Junior Section - 471: Intermediate Section - 288: Senior Section - 369
In 2010 the total at Census date was 1133
Enrolments and expressions of interest continue to be strong.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>94.36%</td>
<td>93.78%</td>
<td>94.07%</td>
</tr>
<tr>
<td>6-8</td>
<td>93.89%</td>
<td>91.77%</td>
<td>92.83%</td>
</tr>
<tr>
<td>9-12</td>
<td>93.06%</td>
<td>94.91%</td>
<td>93.98%</td>
</tr>
<tr>
<td>Total Average for School</td>
<td></td>
<td></td>
<td>93.63%</td>
</tr>
</tbody>
</table>

Absences
For any student who is not marked present by 10am each day, an SMS alert is sent to a parent who then responds by contacting the School. Parents are required to send a note to cover any absence from School including absences for part of a day.
Students with Special Needs
Catering for the needs of all students continues to be a major priority. Our resource programs in all sections of the school support a large number of students. There is strong emphasis placed on early intervention and continuing support as students continue in their studies. The Student Centred Appraisal of Need (SCAN) mechanism (an ACT Government individual needs identification instrument) leads to the provision of additional funding to assist students with significant learning needs. “Gifted and Talented” programs are also an important part of our curriculum. We give thanks to God for the gifts He has given all our students and for the privilege we have had in helping develop them.

Support for these students is organised in a variety of ways. Students with an intellectual disability receive support via individual learning programs, written by resource teaching staff and implemented by teacher’s aides. These programs vary in complexity depending on student needs and classroom dynamics. Sessions may occur on a daily basis, or be reduced to 2-3 times a week depending on the severity of the need. Students diagnosed with autism or an Autism Spectrum Disorder receive support in one of two ways: general classroom support to ensure good learning takes place for them and the other students with whom they share a class and individual or small group teaching sessions for attachment to the curriculum or social skilling. For these children, their emotional and social wellbeing is just as important, if not more so, as their academic wellbeing. Support is always offered for excursions, year level camps, swimming lessons and depending on need, during activities such as swimming and athletic carnivals, cross country events and special assemblies and performances held during the course of the year.

Staffing
Each year there is likely to be a turnover of staff for all the usual reasons and 2011 has been no exception. The staff retention rate was 91% and the staff attendance rate was 93.8%. We are delighted with the new staff members that joined us during 2011. It is a blessing the way that God always provides the right person as we need them.

Our teaching staff are highly qualified professionals. Of the 89 teaching staff employed in 2011, 95.5% had at least a 4 Year education degree (or equivalent) and more than half of them had further/higher qualifications. These include Doctorates, Masters Degrees, Graduate Diplomas and Graduate Certificates.

NAPLAN (National Assessment Plan Literacy and Numeracy)
NAPLAN tests provide information for parents, teachers and schools on individual student performance. Teachers and schools use this information, in conjunction with other information, to determine how well their students are performing and to identify any areas of need requiring assistance. Trinity Christian School encourages all students to engage in the NAPLAN including those students with a special need or learning difficulty.
Naplan Results Table 1: Students at or above the National Minimum Standards — Trinity Christian School

<table>
<thead>
<tr>
<th>Years</th>
<th>3</th>
<th>5</th>
<th>7</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99%</td>
<td>88%</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>Writing</td>
<td>95%</td>
<td>76%</td>
<td>62%</td>
<td>83%</td>
</tr>
<tr>
<td>Spelling</td>
<td>97%</td>
<td>91%</td>
<td>87%</td>
<td>79%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>99%</td>
<td>90%</td>
<td>81%</td>
<td>83%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92%</td>
<td>95%</td>
<td>85%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Source: NSW Department of Education and Communities

Resources and Administration

2011 started with an application being submitted to the Australian Government, seeking funds to assist with the proposed new Student Hub/Administration Building. This was a busy start to the year, as there was much work involved in drawing up preliminary plans and obtaining costings. By the end of March, the application was submitted.

This led to a period of waiting on the Lord. We progressed the planning, not knowing if we would be successful in our application. Eventually in November, we heard that the Government had granted us $600,000 towards the cost of this wonderful new facility. Praise God for His provision. Tenders were then able to be requested and an exhaustive round of interviews for the right builder commenced. We look forward to seeing the completion of this building in 2013.

A minor project undertaken this year was the COLA shed (COLA = Covered, Outdoor, Learning, Area) which has provided a much needed extra teaching and learning area – particularly for sport and PE. This area has already proved extremely valuable as it has been used for dance groups, BBQ’s, games – all sorts of things!

We continue to be blessed by God in all areas of the school. Our school finances always manage to ‘go the distance’. Just like many homes, the school operates on a strict budget, which enables us to continue to resource the classrooms, IT equipment, books and infrastructure.

Our income is derived from three main areas – the Australian Government, the Territory Government and of course the fees paid by parents. There is always a small amount of ‘other income’, made up of such things as camps, replacement items etc, PIP levies and other such things.

In 2011 the break-up of income from these sources is displayed in the following graph.
JUNIOR SECTION REPORT

Junior Section comprises 18 classes, from Kindergarten to Year 5, with three classes in each year level. Classes have a maximum enrolment of 27 in Years 1-5, and 24 in Kindergarten. Throughout 2011, enrolments were maintained at 475, almost maximum capacity, and we thank God for His gracious provision in this area.

Student Leadership
In the Junior Section, each year a male and a female captain and vice-captain are appointed. Also there is a male and a female captain and vice-captain for each of the four sports houses. The 2011 Junior Section captains provided a wonderful example of godly leadership to other students.

Junior Section students also had the opportunity to develop their leadership skills and serve as delegates on the Student Representative Council (SRC), peace-keepers, partners and equipment monitors.

Leadership Training
The Junior Section captains attended the Impact student leadership conference in May, along with other primary-aged leaders from the ACT and surrounding areas.

Students in Year 4 and 5 were also given the opportunity to develop skills in Christian leadership through participation in the Crusaders program, in addition to the peacekeeper training program run with Year 5 students.

Student Activities
In 2011, the Junior Section moved forward strongly to introduce innovations in the area of welfare and curriculum and to encourage the students to strive for excellence, academically, physically, emotionally, socially and spiritually. This was reflected not only in the excellent NAPLAN results achieved in Years 3 and 5, but in the continuation of the Values Education program, guiding children towards the development of a godly lifestyle in behaviour and relationships.

Many exciting events took place including Grandparents’ Day, a Book Day, a Junior Section disco, involvement in the Chief Minister’s Reading Challenge and the collection of items for Operation Christmas Child. Participation in lunchtime training sessions and sporting teams was also popular and our sporting teams were successful in representing the school in Zone and ACT in a variety of sports. Students had opportunity to participate in extra-curricular activities such as:

- Choir
- Recorder group
- Year 5 Worship group
- Year 2 Singing group
- Year 1/2 dance group
- Rap group
- Year 4 / 5 hip hop group
- Crusaders
- Student Representative Council
- Chess
- Music tuition
- Sporting groups

**Transformation**

In Romans 2: 12 we read, “Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will.”

In 2011, this verse reflected clearly the transformation that took place in the Junior Section of the school: Transformation as the Australian Curriculum was introduced! Transformation in the school grounds and facilities! Transformation in the lives of the students!

The most exciting transformation of all in 2011 was the transformation seen in the students as God brought unprecedented blessing and many students made a profession of faith. It is our prayer that each one would come to know God personally and that the activities of the school would be glorifying to Him.

We acknowledge the work being done by the staff team in nurturing the students and the support and assistance being given to in the school so generously by the parent body.

**INTERMEDIATE SECTION REPORT**

The Intermediate Section of the school has been operational for about seven years. It was developed to assist students in Years 6, 7 and 8 to transition smoothly from the Junior Section into the Senior Section. During their time in the Intermediate Section students are able to adjust to the demands of subject, teacher and timetable changes slowly. Initially in Year 6 students have a maximum of 6 teachers, Year 7 they have 8 teachers and in Year 8 a maximum of 9. They also are able to try a variety subjects before they have to select electives in Years 9 and 10.

All classes are mixed ability as at this stage of development, many of the students are changing. By having mixed classes we are affording opportunities for all to grow, learn and develop in intellectual, physical, social, emotional and spiritual abilities. However, there is support for students with Special Needs with some special classes for those who are experiencing difficulties in Mathematics and English. Other students who need additional help have aids come into the classroom to support their learning processes. There are also opportunities for the gifted and talented students to be challenged in the classroom through differentiation, extra-curricular competitions and meetings.
**Student Numbers**
The Intermediate Section consists of three year levels, Years 6, 7 and 8, with 3 classes of 27 students in Year 6, and 4 classes of 27 students in Years 7 and 8: 291 students in 11 classes. In the Intermediate Section in 2011 there were 288 students. There are always a number of students departing and new students entering our school for the first time.

**Student Leadership**
In the Intermediate Section, each year a male and a female captain and vice-captain are appointed. Also there is a male and a female captain for each of the four sports houses. The Captains are asked to lead at assemblies and other important occasions. The House Captains and Captains assist at the sporting carnivals for the Intermediate Section and often also act as officials at the Junior Section Carnivals.

**Student Activities**
The Intermediate Section students are able to participate in a wide range of activities offered by outside providers, teachers and older students. Some of the activities include:
- Intermediate Choir
- Individual Music instrumental lessons
- Music band
- Worship Band
- Chess Club
- Gala sporting days in a wide variety of sports teams that include training at lunchtimes
- Year group ISCF meetings (Inter school Christian Fellowship)
- SRC (Student representative Council) combined with the Senior Section
- Maths Olympiad
- Da Vinci Decathlon
- Sporting Carnivals for swimming, athletics and cross country
- Year level camps

**SENIOR SECTION REPORT**
The Senior Section provides opportunities to students that allow them to have greater choice in their subject selection than in previous years, enabling all students to learn new skills and develop intellectually, socially, emotionally and spiritually. In Years 9 and 10, students study nine subjects, three of which are electives. In Years 9 and 10, classes in English, Mathematics, Science and SOSE are streamed to cater for varying skill and ability levels, allowing for specific teaching methods that are appropriate to the individuals in the class. In College, students study up to seven subjects and in addition they have tutorials.
**Student Numbers**
The Senior Section had 369 students enrolled: Year 9 had 116 students; Year 10 had 114 students; Year 11 had 70 students; and Year 12 had 69 students.

**Student Leadership**
In the Senior Section of the School a male and a female captain are elected and there are six vice-captains elected, three male and three female to look after the areas of Community, Creative Ministries and Sport. These eight young people are also the Pastoral Care Group House Captains. They have many opportunities to serve the School community in leadership at assemblies, special functions, Thanksgiving Assemblies, sports carnivals and much more. We are truly blessed by their commitment, maturity and godly example.

**Years 11 and 12**
We praise God for our Year 11 and Year 12 students, as they bring a great level of maturity that permeates into the younger year levels of the school. Our students are fine young men and women; only God knows the impact they are going to have on others in the years to come.

Our aim at Trinity is to cater for each individual student according to their gifts and talents. We endeavour to support every student achieve their goals, whether that is a high ATAR for university entrance, Vocational Education and Training qualifications that will ensure entry into CIT courses, or the employability and life skills required for future success in the workplace and community. Above all, our goal is to produce virtuous and Christ-like young adults who will take their place in society as innovative leaders, respected community members and thoughtful global citizens.

Every student is encouraged to complete a tertiary package if they wish to and are capable of doing so successfully. We do not discourage students from completing a tertiary package just because they might not achieve highly.

**Year 12 Results**
Our Year 12 results were once again very pleasing overall. 72 students successfully completed their Year 12 studies and were awarded their Year 12 Certificates in 2011. 88.8% of these students completed a tertiary (T) package to receive an Australian Tertiary Admissions Rank (ATAR) – one of the highest percentages for ACT colleges. 11% of our students received an ATAR over 90: 40.6% of our students received an ATAR over 80 ie. in the top 20% - 26 students in all. 73.4% of our students received an ATAR greater than 65. Our highest achieving student received an ATAR of 98.90.

ANU and Canberra University courses attracted most of our Year 12 Tertiary students, although several moved to other interstate universities to study specific courses. A number of students have deferred their offers to have a “gap year” and will commence their tertiary courses in 2013.
We congratulate all the students who make up the Class of 2011, who worked diligently to attain their Year 12 Certificate and entry into university, CIT courses or to find gainful employment. College is a critical time in the lives of young people and therefore can be stressful for students, their parents and their teachers. Congratulations is therefore also extended to all teachers, parents and support staff who have worked conscientiously throughout the year to teach and support our Year 12 students. This includes all teachers who gave them solid foundational knowledge, skills and capabilities in the years preceding College.

Together, as the Trinity community, let’s keep all our Year 12 graduates in our prayers as they live in a world that may not be as nurturing and supportive to which they have been accustomed. Let us continually pray that they will be faithful ambassadors of Christ, sharing His hope, truth and love with all people, wherever their sphere of influence might be. May they be leaders, as they take gospel values and the light of Christ into the future. “For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.” (Jeremiah 29:11)

It is important that we are mindful that education is not fundamentally about league tables and ATAR scores! Year 12 results do not define a person! We need to remember that God has our lives in the palm of his hand and we need to allow Him to transform us by the renewing of our minds. Then we will be prepared for service and leadership in the community when we have our eyes fixed on Him. This eternal perspective needs to be kept in sight when we are tempted to think the goal is something else.

Year 10 Results
118 students successfully completed their Year 10 studies and were awarded their Year 10 Certificates at the conclusion of 2011.

H Courses
Two students successfully took part in university studies as part of their Year 11 and 12 studies in 2011 through the ANU. Both students, studied the Conversation Biology course.

Vocational Education and Training (VET) Qualifications 2011
Students with vocational goals are well catered for at Trinity. Vocational education in 2011 continued to offer students excellent additional opportunities to learn skills which will prove valuable in future years. These opportunities, resulting in Certificates I, II or III were offered in Hospitality, Fashion Design and Christian Ministry & Theology. The percentage of Year 12 students who undertook vocational training in Certificates II or III was 23%; having achieved their Certificate I whilst in Year 11. Certificates were gained by 100% of these students. These certificates are awarded in addition to the Year 12 Certificate.

Two of our students also completed an Australian School Based Apprenticeship (ASBA): one in Hospitality and the other in Data Voice and Communication.
Retention of Year 12 students from Years 9 and Year 10
2011 was Trinity Christian School’s seventh group of Year 12 students, with 70 students. 87% of this cohort was continuing students and the balance joined us from other schools. This retention figure varies from year to year but it has grown considerably as the college enrolment has increased and more courses are offered. The cultural norm of Trinity now is that students will complete Year 11 and 12 at our school and attain their Year 12 Certificate and, if appropriate, their ATAR score.

School Camps
Each year level in the Senior School had the opportunity to attend a year level camp, and each of these camps was highly successful and enjoyable. Year 9 were challenged at Bungurra in the high country climbing Mt Kosciusko and mountain biking; Year 10 enjoyed four days completing the high ropes course and sailing in Sydney at Youthworks, Port Hacking; Year 11 spent four days at Wombaroo raft building and on the giant swing; and Year 12 enjoyed 4 days surfing and snorkelling at Tuross.

India Mission Trip
Ten students from Years 10, 11 and 12 and three staff members travelled to India as part of another very successful mission trip in the October holidays of 2011. Each member of the team found the experience life-changing. The team taught English and other subjects in primary schools in Solapur working with the children who greatly enjoyed being taught by the Trinity team.

Creative and Performing Ministries
The Creative and Performing Ministries Faculty entertained audiences with our Drama teacher Wayne Dudgeon’s *Pinocchio* and Shakespeare’s *A Comedy of Errors*. *Pinocchio* was performed by Years 11 and 12 Drama students, and *A Comedy of Errors* by the Year 10 Drama class, both of which were outstanding.

Peer Leaders in Year 9 and 10
Years 9 and 10 Peer Leaders in 2011 were outstanding in the manner in which they worked with the Years 6 and 7 students each week, under the guidance of the Years 9 and 10 Year Advisers. Their leadership and enthusiasm in sharing the gospel with others was a pleasure to watch.

SATISFACTION SURVEYS

As a means of gauging the overall satisfaction of students, parents and staff with the programs, facilities and leadership of our school we have conducted three online surveys. These were conducted in the latter part of term 2 by an outside agency called Resolve Consultancy and will provide some important information used to create a new strategic plan that will be initiated in August of this year. The results of these surveys will be published as separate documents and made available on our school website. The following is a brief summary of the more important points raised by these surveys.
Student Survey Summary
Overall it appears that most students agree that Christian values are being reinforced and taught. They are satisfied generally with the encouragement and support from teaching staff and the care and nurture that they receive. They believe that they are given adequate homework.

Most students feel that they are making good progress at school. They believe that they are being treated fairly. A number of the students would like to see an increase in the time for recess with a reduction in the lunch break.

It has been a little surprising that a number of students have indicated that they have been subjected to bullying. This will be something that we will respond to in the coming year.

Parent Survey
Overall the parent satisfaction with the school is high. From the survey it appears that most parents are happy with the quality of teachers and staff and the programs on offer. They are satisfied with the fees and believe they are receiving good value. They are satisfied with the care their children receive from staff. They believe their children are making good progress and they are happy with the amount of homework set. They are satisfied with the Christian ethos and the nurture their children receive spiritually. On the whole they are happy with the leadership and with School Council.

Parents would like to see more seating provided for students in the play areas. About half of our parents were in support of the introduction of a Trade Training Centre. A similar number thought a canteen and a chaplain should be introduced. There was about 50% of families who thought there should be an introduction of student owned laptops with access provided to our school’s network. About two thirds of responses were in favour of an Early Learning Centre being introduced.

Staff Survey
The staff is of the opinion that care for students is high at Trinity Christian School. They feel that there is a high measure of respect between staff and students. They believe that students with special needs are well catered for. They are generally satisfied with leadership and the flow of communication. They are committed to the ethos of the school and feel there is adequate spiritual support.

They are supportive of the introduction of a Trade Training Centre and an Early Learning Centre and a Chaplain.

The staff would like to see sporting facilities upgraded. There was a desire to see more induction of new staff and more emphasis on a Gifted and Talented program.

Overall the results of these surveys were very positive. There are some areas that will require a response. This should be borne out in our Strategic Plan that is soon to be formulated.
CONCLUSION

This has been another busy year for all of us. The School has been continually blessed with new students, new facilities and new staff. Our reputation is strong as a Christ-centred school that provides students with a caring environment where they are able to excel in all areas.

I take this opportunity to thank the Trinity Community and the staff for the contributions that they made in 2011. In particular I acknowledge again the work of my predecessor Carl Palmer and also the Trinity Leadership Team who ensured that Trinity Christian School was in a very good position when I took over as principal at the beginning of 2012.

On Carl’s behalf I thank the Council for their support and for their commitment to our school.

I acknowledge and thank God for His provision and sovereign guidance of all that we do at Trinity and pray that He continues to provide new opportunities for us to sow into the lives of our students in the new school year.

To God be the glory for all He has done.

Andrew Clayton
Principal
30 June 2012