Principal's Annual Report
2013

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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“I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it very well.”

Psalms 139:14
PRINCIPAL’S REPORT TO THE COMMUNITY

Reporting Data for 2013

Our annual community 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 at the end of Term 2 and made available at Reception and on our website.

The information in this report should be considered in light of our School situation. Care needs to be taken in interpreting any of the data so that any unfair or inaccurate comment is not made about the school. 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 Executive members: Andrew Clayton, Jason Ward, Karen Achurch, Rob Wiseman, Naomi Cole, Simon Wagg or Bernadette Mearns.

Leadership Restructure

In 2013 we restructured our leadership team to form a new “Executive Team”. This comprised the Principal, a new Deputy Principal of Welfare (Jason Ward), Business Manager (Karen Achurch), Director of Studies (Naomi Cole), Head of Senior School (Bernadette Mearns), Head of Middle School (Simon Wagg) and Head of Junior School (Rob Wiseman). This team worked well to develop a strong spirit of cooperation and team work throughout the year. Each new position has proven to be highly successful and has been well received by the whole community.

The Business Manager’s role continues to have oversight of administration, finance, property and development. The new Deputy Principal of Welfare role has allowed a greater focus on the well-being of both students and staff. The Director of Studies role has allowed a coordination of curriculum activities as well as covering the compliance matters of teacher registration, professional learning and mentoring.

The three new Heads of School have transitioned very well into their new roles, expanding on the uniqueness of their school and introducing new initiatives but at the same time reinforcing our strong bonds and “whole school” approach.

School Focus Theme

The focus theme of our school for 2013 was on ‘Servant hood’. This theme was borne out in many of the class and school activities including our mission trip to India. It was also the focus at many staff devotions, including the July Professional Learning week and the staff retreat.

Staffing

Each year there is likely to be a turnover of staff for all the usual reasons and 2013 has been no exception. The staff retention rate was 91% and the staff attendance rate was 94.65%. We are delighted with the new staff members who joined us during 2013. It is a blessing that God always provides the right person as we need them.
Our teaching staff members are highly qualified professionals. 100% of 2013 teaching staff were registered and permitted to teach in the ACT, through the ACT Teacher Quality Institute. Of the Bachelor Degrees held by our staff a broad spectrum of areas are represented, including Education, Science, Arts, International Relations, Theology, Commerce, Music, Social Science, Visual Arts, Design and Architecture. Collectively our teaching staff hold 85 Bachelor Degrees, 9 Honours Degrees, 10 Masters, 1 PhD, 58 Graduate Diplomas and 9 Certificate IV.

The following tables show the composition of our teaching staff according to the August, 2013 Census information:

<table>
<thead>
<tr>
<th>Teaching Staff Composition in 2013</th>
<th>Secondary</th>
<th>Primary</th>
<th>Combined</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prim Teaching FTE</td>
<td></td>
<td></td>
<td></td>
<td>32.2</td>
</tr>
<tr>
<td>Secondary Teaching FTE</td>
<td></td>
<td></td>
<td></td>
<td>43.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>75.9</td>
</tr>
<tr>
<td>(represented by 85 individual staff members)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Staff Gender Composition</th>
<th>Secondary</th>
<th>Primary</th>
<th>Combined</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>19</td>
<td>2</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Females</td>
<td>17</td>
<td>30</td>
<td>10</td>
<td>57</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part time – Teaching Staff</th>
<th>Secondary</th>
<th>Primary</th>
<th>Combined</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>10</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indigenous Teaching Staff</th>
<th>Secondary</th>
<th>Primary</th>
<th>Combined</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Indigenous</td>
<td>36</td>
<td>32</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>85</td>
</tr>
</tbody>
</table>

**Student Numbers**

As at Census Day, 2 August 2013, the student population was made up as follows:

<table>
<thead>
<tr>
<th>Student Population - 2013:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior School</td>
<td>461</td>
</tr>
<tr>
<td>Middle School</td>
<td>292</td>
</tr>
<tr>
<td>Senior School</td>
<td>343</td>
</tr>
<tr>
<td><strong>Total Number of students</strong></td>
<td><strong>1096</strong></td>
</tr>
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</table>
### Student Profile by Gender

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>33</td>
<td>34</td>
<td>67</td>
</tr>
<tr>
<td>1</td>
<td>36</td>
<td>39</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>36</td>
<td>43</td>
<td>79</td>
</tr>
<tr>
<td>3</td>
<td>39</td>
<td>39</td>
<td>78</td>
</tr>
<tr>
<td>4</td>
<td>37</td>
<td>44</td>
<td>81</td>
</tr>
<tr>
<td>5</td>
<td>41</td>
<td>40</td>
<td>81</td>
</tr>
<tr>
<td>6</td>
<td>36</td>
<td>45</td>
<td>81</td>
</tr>
<tr>
<td>7</td>
<td>54</td>
<td>50</td>
<td>104</td>
</tr>
<tr>
<td>8</td>
<td>57</td>
<td>50</td>
<td>107</td>
</tr>
<tr>
<td>9</td>
<td>43</td>
<td>54</td>
<td>97</td>
</tr>
<tr>
<td>10</td>
<td>47</td>
<td>48</td>
<td>95</td>
</tr>
<tr>
<td>11</td>
<td>41</td>
<td>45</td>
<td>86</td>
</tr>
<tr>
<td>12</td>
<td>34</td>
<td>31</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>1096</strong></td>
</tr>
</tbody>
</table>

### Student Attendance Data by Year Level 2013

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.30%</td>
<td>93.34%</td>
<td>94.82%</td>
</tr>
<tr>
<td>1</td>
<td>94.80%</td>
<td>92.29%</td>
<td>93.55%</td>
</tr>
<tr>
<td>2</td>
<td>94.49%</td>
<td>92.89%</td>
<td>93.69%</td>
</tr>
<tr>
<td>3</td>
<td>95.80%</td>
<td>92.36%</td>
<td>94.08%</td>
</tr>
<tr>
<td>4</td>
<td>94.48%</td>
<td>91.85%</td>
<td>93.17%</td>
</tr>
<tr>
<td>5</td>
<td>92.47%</td>
<td>90.45%</td>
<td>91.46%</td>
</tr>
<tr>
<td>6</td>
<td>94.39%</td>
<td>91.12%</td>
<td>92.76%</td>
</tr>
<tr>
<td>7</td>
<td>93.45%</td>
<td>89.61%</td>
<td>91.53%</td>
</tr>
<tr>
<td>8</td>
<td>91.45%</td>
<td>86.63%</td>
<td>89.04%</td>
</tr>
<tr>
<td>9</td>
<td>89.20%</td>
<td>85.10%</td>
<td>87.15%</td>
</tr>
<tr>
<td>10</td>
<td>87.89%</td>
<td>86.52%</td>
<td>87.21%</td>
</tr>
<tr>
<td>11</td>
<td>91.87%</td>
<td>90.72%</td>
<td>91.30%</td>
</tr>
<tr>
<td>12</td>
<td>92.19%</td>
<td>92.61%</td>
<td>92.40%</td>
</tr>
</tbody>
</table>

**Total Average for School** | **91.7%**
**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.

**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.

**Resources and Administration**

2013 was a busy year and saw it marked particularly by the completion of the new Student Hub and Administration Building. The building was completed in August, 2013 and staff and students have been enjoying the benefits of having a more centralised place for student services. The relocation of the School Counsellor to the Student Hub makes access to counselling services easier. The location of the Career’s office to the Student Hub also means students have a central and easily accessible place to explore career options.

We give praise and glory to God for the work He is doing at Trinity Christian School and for His provision during the year. In addition to the new building He has also provided funds for the routine projects that have continued around the campus.

The continuing support of the ACT Government through the Carbon Neutral Grant has enabled us to continue to make inroads and improvements in heat retention and deflection in many classrooms.
Our income is derived from three main areas – the Australian Government, the Territory Government and fees paid by parents. There is always a small amount of ‘other income’, made up of such things as interest, camps, replacement items etc, PIP levies, Building and Library Fund income and other such things.

In 2013 the break-up of income from these sources is displayed in the following graph.
“Make a joyful noise to the Lord, all you lands! Serve the Lord with gladness! Come before His presence with singing!”

Psalms 100:1
Student Numbers

In 2013, the Junior School was again comprised of 18 classes, 3 classes in each of the Kindergarten to Year 5 levels. Years 1 to 5 classes contained a maximum enrolment of 27 students per class (81 students in the year level) with 3 students less in each of the Kindergarten rooms (72 students). At the August census, enrolments in the Junior Section were 461 students.

2013 was an excellent year for the Junior School, with a number of innovations as well as ‘old favourites’ to enjoy and experience. The theme in the Junior School for 2013 was ‘Born to Make a Difference’. At the beginning of each year I like to present a theme to the students. This gives us a focal point for the year. It allows us to consider the role we play in the Junior School as well as in the wider community. I desire to see the students believe and understand that they have the capacity to have a positive impact on their friends, their school and ultimately, the world. I want the students to dream big about their future. You see, dreamers inspire dreams in others. That is a powerful concept.

I believe that every student in the Junior School has been created in the image of Christ and has a God-given purpose in life. They have a unique set of skills that we desire to grow, develop and shape so that they can be all that they were created to be. Exodus 35:35 says, “He has filled them with skill” We moved forward in the area of curriculum, taking a firm hold on the national initiatives of the Australian Curriculum, reformating our policies and our year level programs to reflect national guidelines. The notion of modified reports for children with special needs was explored, and procedures put into place to ensure students in this category received reports fitting their situation while remaining within government expectations. Our Values Education Program continued on a daily/weekly basis with each student having an opportunity to reflect upon Godly values and how these impact daily life. Parent-Teacher Interviews and Learning Journeys offered parents opportunities to hear about their child’s progress and speak about issues of concern. Our Year 3 and 5 students again sat NAPLAN, with the expectation that our results would reflect good teaching and learning processes, and inform our teaching for the coming 12 months.

Student Activities

2013 was a year with a number of exciting activities. Weekly assemblies, led by each class, were again highlights for both parents and students. Our Anzac Day Assembly was particularly poignant. We celebrated Book Week, with one day set aside for Book Week activities. Athletics (K-5) and Swimming (3-5) carnivals were successfully held, as was one very exciting morning of K-5 Cross Country. A new initiative within the Junior School for 2013 was the introduction of a ‘Sport’s Assembly’. The purpose of this assembly is to recognise the gifts and talents of the students across the three major sporting carnivals as well as other sporting involvement. The assembly was a great success and has now become a focal point on the Junior School Calendar. Another initiative was acknowledging the contribution of our Year 5 students throughout their time in Junior School. As a result, we had a Year 5 Graduation Assembly which focused on the students’ contribution to the life of Junior School.
A number of students from Years 3 – 5 were selected to represent the school at the Tournament of the Minds Competition. The competition allows us to provide an avenue for our gifted and talented students to engage and problem solve using higher order thinking techniques as well as developing their teamwork.

Seussical the Musical was the highlight of the year for a number of our older Junior School students, gifted in the area of dance, drama and singing. We had a visit from Brendan and Cathy Clancy who engaged the Kinder – Year 2 students in a time of song and worship. This was a very valuable experience for the students. An excursion to Floriade for the Junior Choir was also valued. We participated in the Primary Schools Eisteddfod for the first time where we placed a commendable second. We once again had Police visits, when topics pertinent to year levels were explored by Constable Kenny.

**Student Leadership**

As in previous years, the Junior School was ably led by two Captains, two Vice-Captains, four leaders within each of the four houses – Murrumbidgee, Namadgi, Brindabella and Bindango and four Year 5 leaders. Each of the student leaders was presented with a Leadership book titled,’ You! God’s Brand New Idea’ by Max Lucado. This book was studied and discussed at weekly student leadership meetings. The purpose of the book is to equip and encourage the student leaders to maximise their potential as student leaders within the Junior School. Junior School leaders engaged and participated in facilitating small group devotions and games with the younger year levels throughout second semester. This was to grow and develop the spiritual component of their leadership. House captains led excellent House Meetings before carnivals and raised the intensity and participation levels at two of the key carnivals.

The FIT Leadership Training Seminars occurred on two occasions throughout the year. These sessions offered support for student leaders as well as leaders within the Crusaders lunch time group. The Junior School Captains attended the GRIP Leadership Conference at the AIS along with other primary-aged leaders from the ACT and surrounding areas.

There were, across the year, a number of opportunities for students to develop their leadership skills: involvement in assemblies, KidsMatter Action Team organised events such as, Parents breakfast before school that was well attended, Peacekeeping (Year 5) and School Carnivals. Students in Years 4 and 5 were also given the opportunity to develop their Christian leadership through participation in the Crusaders.

Extra-curriculum activities were wide and varied, and included the following: Junior Choir (Years 3 – 5), Year 2 Singing Group, Recorder Group, Years 1 & 2 Dance Groups and Chess Club, Years 3 – 4 Capital Football Participation Day, Years 4 – 5 AFL, Oz Tag and Touch Football teams.
Year Level Camps

Years 4 and 5 Camps are a very important component of our educational outcomes. They are an important time for staff and students to develop stronger relationships that broaden outside the classroom. A significant change that occurred with the Year 4 camp was the change of camp provider as well as changing the location of our camp. Year 4 Camp was facilitated by ‘Crusaders’ that brought with it a more ‘Christ centred’ approach which allowed us to align our Christian teaching approach with an organisation of a similar mindset. Due to this change it meant that staff took a greater role of engagement as parents were no longer a part of the camp staffing. This was a positive approach and had significant benefits after camp.

The Junior School was greatly blessed to have a team of outstanding classroom and specialist teachers. Each did a tremendous job in not only educating the children in their care but also inspiring them to grow and develop their God-given gifts and abilities. Each teacher, student and parent is ‘Born To make A Difference’. I strongly value the great partnerships that we have between school and home as we continue to work together to educate the next generation.

Throughout 2013, it was obvious that God’s hand had been out-stretched to us, with all that was needed provided by Him. We give thanks for this provision – His faithfulness to us!
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 testing including those students with a special need or learning difficulty. The 2013 results were again significantly better than the previous year. It is pleasing to see that in a number of domains that 100% of the students were at or above the National Minimum Standard and in all other domains except Writing in Year 9 and Year 7 had 96% of students at or above the National Minimum Standard.

NAPLAN Results Table 1: Students at or above the National Minimum Standards — Trinity Christian School 2013

<table>
<thead>
<tr>
<th>Domains</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
<td>100%</td>
<td>96.9%</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>97.1%</td>
<td>98.6%</td>
<td>94.8%</td>
<td>87%</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.5%</td>
<td>98.6%</td>
<td>96.9%</td>
<td>96.7%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98.5%</td>
<td>100%</td>
<td>97.9%</td>
<td>97.8%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>98.6%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: NSW Department of Education and Communities 2013
Middle School at Trinity Christian School is comprised of Years 6, 7 and 8 and was implemented just over ten years ago. At the start of 2013 the school transitioned to the term Middle School to represent these year groups, replacing the previous title of Intermediate Section. This name change allows us to more overtly align ourselves with the philosophies and pedagogies of middle schooling.

One of the key words in middle schooling is ‘transition’. The middle years are a time of transition for students most frequently highlighted by physical, cognitive and social changes. The Middle School is designed in such a way as to provide a supportive environment for early adolescents while ensuring that they are challenged and equipped with the skills they will need to navigate later schooling and the teenage years.

All classes in the Middle School are mixed abilities. This approach is supported by our focus on differentiation where teachers aim to challenge all students, while acknowledging that this challenge can look different depending on the student’s academic capabilities. We encourage students to always apply themselves to their potential and in doing so assist them in developing positive learning behaviours. Support is offered for students experiencing difficulties through our Special Needs program run by a dedicated team of teaching staff and teacher aides. Students who are excelling in their academics are challenged in the classroom but also given opportunities to participate in co-curricular and extra-curricular activities conducted for identified academically gifted and talented students.

Through our practical offerings of Woodwork, Metal Work, Home Economics, Textiles, Drama, Music, Art, ICT, Physical Education and Sport, students are exposed to a wide range of new opportunities and challenges and given opportunities to excel both within the four walls of the classroom and outside the classroom as well.

Middle School staff are very mindful of the need to provide a learning environment which is not only safe and supportive but also relevant to our students. As a staff we are mindful of the ‘digital era’ in which we currently live and have a desire to equip our students with the skills both academically and socially to be an active, positive and productive ‘digital citizen’. As a result during 2013 a number of the Middle School team explored a variety of options regarding integrating digital technologies in the classroom. Staff visited a range of schools taking different approaches to this integration and after much discussion the decision was made to commence a 1-1 iPad Program in Year 6 in 2014 with a view to roll this out to subsequent Middle School year groups in the following years. We are excited about the new opportunities that this program will bring and have enjoyed discussion about the program with parents at various information sessions.

Our Middle School theme for 2013 was ‘Change Your World’. Over the course of the year in Pastoral Care Groups, Year Meetings, Assemblies, Camps and various practical settings we considered the challenge from Micah 6:8, which encourages each of us to act justly, to love mercy and to walk humbly with the Lord. As staff we continue to look for ways to develop these attributes in each of our students as we know our parent community do as well.
**Student Numbers**

The Middle School 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 with a total capacity of 297 students in 11 classes. In the Middle School in 2013 there were 291 students. As always over the course of the year there were a small number of students departing and new students entering our school for the first time.

**Student Leadership**

In the Middle School, each year a male and a female captain and vice-captain are appointed as well as two captains for each house. These captains are selected from the Year 7 cohort at the end of the preceding year through an application, interview and voting process. The captains are asked to lead at assemblies and other important occasions such as the end of year Thanksgiving Assembly. The MS captains and house captains assist at the sporting carnivals for the Middle School and often also act as officials at the Junior School Carnivals. This team of captains play an integral role in supporting the smooth operation of the Middle School by their willingness to assist in a variety of ways.

The Middle School leadership team conducted a review of student leadership opportunities in the Middle School in 2013. After this review the decision was made that from 2014 further leadership opportunities would be provided in the form of a Student Leadership Team. This team will have representatives from Year 6, 7 and 8 and enable students at these year levels to develop their leadership skills. Students will be selected for this group after an application process. Staff are excited about working alongside these students in 2014.

**Student Activities**

Middle School students are able to participate in a wide range of activities offered by outside providers, teachers and older students. Some of the activities include:

- Middle School Choir
- School Musical
- Individual Music instrumental lessons
- Music band
- Middle School Worship Band
- Middle School Science club
- Chess Club
- Gala sporting days in a wide variety of sports teams that include training at lunchtimes
- Middle School Cru Group
- Maths Olympiad
- Da Vinci Decathlon
- Sporting Carnivals for swimming, athletics and cross country
- Year level camps
- Science, Mathematics and English lunchtime tutorials
The Senior School provides opportunities for students which allows 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 Mathematics and Science 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 2013 we varied our approach to the humanities, having mixed ability classes in SOSE, English and Christian Life Studies. In these classes, differentiation strategies are adopted to ensure the extension of highly able students and also a strong level of support for those students needing this. In College, students study up to seven subjects, although they are encouraged to only study 6, and in addition they have tutorials.

**Student Numbers**

At the August census in 2013, there were 343 students in the Senior School.

**Student Leadership**

In the Senior 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 along with eight others, 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. However, we also advise students to complete the package that best suits their learning style, their needs and their interests. We believe in being realistic and practical as well as nurturing in the advice that we give our students, and this may entail steering them towards an Accredited package.
Year 12 Results

Once again, our Year 12 results were impressive, with our median ATAR the fifth highest in the ACT. Sixty five students successfully completed their Year 12 studies and were awarded their Year 12 Certificates in 2013. 93.8% of these students completed a tertiary (T) package to receive an Australian Tertiary Admissions Rank (ATAR) – one of the highest percentages for ACT colleges. 21.3% of our students received an ATAR over 90 (ie. in the top 10%); 54.1% of our students received an ATAR over 80 (ie. in the top 20%); 83.6% of our students received an ATAR greater than 70 (ie. in the top 30%); and 92% of our students received an ATAR greater than 65 (ie. in the top 35%).

Australian National University and Canberra University courses attracted the majority of our Year 12 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 2015. Of our Year 12 students, 83% have or will be taking up studies at university, 10% are enrolled in CIT, and the remainder are engaged in apprenticeships and other employment. Arts, Science and Nursing were the most popular university courses, followed by Teaching and Sports degrees.

We congratulate all the students who make up the Class of 2013, who worked diligently to attain their Year 12 Certificate and outstanding 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 are 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 us keep all our Year 12 graduates in our prayers as they live in a world that may not be as nurturing and supportive as that 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

98 students successfully completed their Year 10 studies and were awarded their Year 10 Certificates at the conclusion of 2013.
H Courses

Two students successfully took part in university studies as part of their Year 11 and 12 studies in 2013 through the ANU. One student studied the Conservation Biology course and the other student studied the Physics course.

Vocational Education and Training (VET) Qualifications

Students with vocational goals are well catered for at Trinity. Vocational education in 2013 continued to offer students excellent opportunities to learn skills which will prove valuable in future years. These opportunities result in Certificates I or II that are useable in the workplace. In 2013 Trinity offered Certificates in Information Technology, Hospitality and Fashion Design and Textiles. Although Trinity teaches and runs the courses, the finalisation of certificates is overseen by Unity College who is our Registered Training Organisation. In 2013 there was a total of 17 Year 12 students who undertook vocational training and of them all except one student achieved their Certificate II. One Year 12 student was given a Certificate of Attainment. In Year 11, seven of the nine students were awarded Certificate I in Hospitality and the other two students will complete the Certificate I in Hospitality in Year 12.

Below is a table of results of Certificates awarded in 2013.

<table>
<thead>
<tr>
<th>Certificate Type</th>
<th>Name</th>
<th>Year</th>
<th>Number Awarded Certificate</th>
<th>Number given Certificate of attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Hospitality</td>
<td>11</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>II</td>
<td>Hospitality</td>
<td>12</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td>Kitchen operations</td>
<td>12</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>II</td>
<td>Applied Fashion Design and Technology</td>
<td>12</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>II</td>
<td>Information Digital Media and Technology</td>
<td>12</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

SPICE 2013

Unfortunately as funding has been removed this valuable program will not run in 2014. In 2013 we had 19 students from Years 7 - 10 in the following areas:

- 2 in a restaurant (Year 10 and 8)
- 1 in hairdressing (Year 9)
- 2 in child care (Year 10 and Year 8)
- 1 at a horse riding centre (Year 9)
- 2 at sports centre (Year 7 and Year 8)
- 1 at a soup kitchen (Year 7)
- 2 in aged care (Year 8)
- 1 with an electrician (Year 9)
- 3 in retail (Year 9 and Year 8)
- 1 at Kulture Break (Year 10)
- 1 in automotive repairs (Year 9)
- 1 in an office (Year 10)
- 1 at Dog World (Year 8)
Retention of Year 12 students from Years 9 and 10

2013 was Trinity Christian School’s ninth group of Year 12 students, with 65 students. 89% 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 students 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, Port Hacking; Year 11 spent four days surfing and snorkelling at Wollongong and visiting Jamberoo; and Year 12 enjoyed 4 days surfing and snorkelling at Long Beach on the south coast.

Peer Leaders in Years 9 and 10

Years 9 and 10 Peer Leaders in 2013 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.

The Arts

The Creative and Performing Ministries Faculty entertained audiences with the immense level of God-given talents with which our students are blessed here at Trinity Christian School.

Some of these events included:

- Trinity Has Talent
- College Recitals
- Yr 10 Drama production of Shakespeare’s As You Like It
- A 7-day music tour to New Zealand for the Rhapsody Rotorua Festival with Middle and Senior School students
- the Junior School Choir winning gold at the National Choir Eisteddfod,
- A collaborative effort by the Drama, Music, Dance and Visual Art across the school with the Spring Arts Festival
- Music performances at Floriade
- The college production of Rub-a-dub-dub and finally
- Impromptu Visual Art exhibitions in the CAPM courtyard and classroom murals

All of these events were an outstanding success due to the firm foundation established through years of sound teaching in The Arts at all levels from K-12 at Trinity Christian School.
India Mission trip 2013

Fifteen students from Years 10, 11 and 12 and three current Trinity staff members plus an ex-Trinity staff member travelled to India during the September/October school holidays. The team taught for 3 days at the Good Shepherd School in Solapur, as well as visiting other schools and mission work run by Operation Mobilisation. The Good Shepherd School was very grateful for the visit and many close relationships were forged with students and the staff. The team was also able to donate much needed sports equipment, library books and other resources to this and some of the other schools. These items were purchased from the money collected during India Mission Trip fund raising activities. The entire group returned after this life-changing experience with a renewed outlook on life and a willingness to see where God will use them in the future.
In order to determine the overall satisfaction of students and parents with the programs, facilities and leadership of our school we conducted several online surveys and focus groups. A parental survey was conducted in early 2014, which was in part, in reference to 2013. Each year level from Year 6 to Year 10 completed a Safe School Survey during 2013 and Year 12 was asked to complete an exit survey at the conclusion of their final year. Focus discussion groups were held for the Middle and Senior Schools during 2013. The following is a brief summary of the more important points raised during this process.

Student Surveys Summary

The Year 12 Exit Survey indicated that in overwhelming opinion amongst Year 12 2013 was that the school is a happy, caring and safe environment where Gospel values are clearly evident. Overall it appears that most students agree that Christian values are being reinforced and taught. Although there is high agreement that students are extended academically and that staff are passionate to see students achieving their potential, 23% indicated that effort and achievement should be acknowledged to a greater extent. They are highly satisfied with the encouragement and support from teaching staff and the care and nurture that they receive. 99% of the students responded that they had received a good education and more than 75% stated that in the distant future they would send their children to Trinity.

Safe School Surveys were undertaken for Years 6 - 10 during 2013. In these surveys 91% of students reported that they were never bullied or only occasionally bullied at school. While this number is well above the national average, providing a safe and harassment free environment for all students is a high priority which the school is constantly working towards. Interestingly, in 2013, cyber-bullying was reported to be extremely rare amongst the student body.

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. 98% of respondents agree that Trinity has a welcoming and supportive culture. There was strong agreement of 91% that Trinity strives to improve, adapt and innovate to enhance its educational offering. 96% of parents surveyed are happy with the school's expectations of behaviour and 98% believe Trinity is a safe place, while 93% believe students are treated fairly.

Parents indicated that they were happy with the focus on Christian identity and the Christian environment. They were happy with the dedication and professionalism of the staff. They believe that the discipline at the school is appropriate, that there is a culture of respect and honesty and that the school has a good reputation in the community. There was strong satisfaction of over 90% with the standards of curriculum and teaching. While 90% were happy with the level of homework given to students, 33% didn't believe it contributes significantly to their child's understanding or progress. 94% of families indicated they were happy with the leadership team and a similar proportion is confident in the future direction of the school.
In my second year as Principal at Trinity Christian School I have been blessed to be part of a team who are ministering in a variety of ways in God’s Kingdom work. Each member of the team is significant and important to who we are and what we achieve as a school. It is wonderful to be able to fellowship with such dedicated sisters and brothers in Christ.

I have been similarly blessed by the wonderful students we have at Trinity. They continue to be our best advertisement particularly when we are able to show them off during the various parent and community days. I am thankful also for the excellent level of parent support and for the cooperation and team approach to our students’ learning.

We can at last enjoy the new facilities offered to us with the completion of the new Student Hub and Administration Building which was occupied from the 23 August 2013. The seventeen months prior to this was a time spent in cramped quarters but the pain has been well and truly worth the gain.

As we look to the future, there appear to be many new opportunities ahead with new facilities being planned and in particular our new Trade Skills Centre.

I take this opportunity to thank my staff, my leadership team and the parents and families who have supported us this year. Once again the School Council has provided guidance, wisdom and support. Their balance of autonomy and accountability in governance has enabled me to manage the day to day affairs of the school.

God has blessed us with all that we need to do His work. He has sent the right staff to work caringly with our students. He continues to provide for our every need in terms of facilities. To Him be all the glory in what is really achieved at Trinity and in particular for the less obvious work that is being done in the hearts and minds of us all.

We look forward to another year working in the Father’s business.

Andrew Clayton
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30 June 2014
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