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
Reporting Data for 2014

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 Structure

This is the second year we have been working with our new Leadership structure that is comprised of Principal, Deputy Principal - Welfare, Business Manager, Director of Studies, Head of Senior School, Head of Middle School and Head of Junior School. Reporting to these positions are a series of Coordinators, Faculty Leaders and Year Level Advisers.

There are three main areas of responsibility. The first is that of Curriculum that is ably led by the Director of Studies. The second is in the area of Welfare led by the Deputy Principal - Welfare and then there are the non-teaching staff who are led by our Business Manager. There is some cross-over of responsibility with some staff a part of more than one team.

There are three schools, Junior K-5, Middle 6-8, and Senior inclusive of College 9-12.

School Focus Theme

The school focus theme for 2014 was “Worship”. During the year we explored all the possible ways we can worship God and express our gratitude and devotion to Him. It was interesting to see the many different approaches and traditions that relate to this theme and to discover the benefits to each individual in worshipping God.

Staffing

Trinity is blessed with a team of dedicated staff members. We acknowledge God’s wisdom in always providing ‘just the right’ person when needed. As in previous years there has been some turnover of staff. For 2014 the retention rate was 95% and staff attendance 94.57%.
Our teaching staff members are highly qualified professionals bringing a broad spectrum of experience and qualifications that contribute greatly to the level of education provided to our students. 100% of teaching staff were registered and permitted to teach in ACT through the ACT Teacher Quality Institute. A broad spectrum of areas is represented by the teaching staff members that hold Bachelor Degrees, including: Education, Science, Arts, International Relations, Theology, Commerce, Music, Social Science, Visual Arts, Design and Architecture. Collectively, in 2014, our teaching staff held 81 Bachelor Degrees, 10 Honours Degrees, 11 Masters, 1 PhD, 59 Graduate Diplomas and 10 Certificate IV.

The following tables show the composition of our teaching staff according to the August, 2014:

### Teaching Staff Composition in 2014

<table>
<thead>
<tr>
<th></th>
<th>Secondary</th>
<th>Primary</th>
<th>Combined</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prim Teaching FTE</td>
<td>32.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary Teaching FTE</td>
<td>43.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75.9</strong></td>
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<td></td>
</tr>
</tbody>
</table>

(represented by 86 individual staff members)

### Census information:

#### Teaching Staff Gender Composition

<table>
<thead>
<tr>
<th>Gender</th>
<th>Secondary</th>
<th>Primary</th>
<th>Combined</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>17</td>
<td>2</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>Females</td>
<td>31</td>
<td>13</td>
<td>15</td>
<td>59</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Part time – Teaching Staff

<table>
<thead>
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<th>Gender</th>
<th>Secondary</th>
<th>Primary</th>
<th>Combined</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>6</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

#### Indigenous Teaching Staff

<table>
<thead>
<tr>
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<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>33</td>
<td>30</td>
<td>23</td>
<td>86</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Numbers

As at Census Day, 1 August 2014, the student population was made up as follows:

<table>
<thead>
<tr>
<th>Student Population - 2014:</th>
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</thead>
<tbody>
<tr>
<td>Junior School</td>
<td>456</td>
</tr>
<tr>
<td>Middle School</td>
<td>283</td>
</tr>
<tr>
<td>Senior School</td>
<td>361</td>
</tr>
<tr>
<td>Total Number of students</td>
<td>1100</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>39</td>
<td>32</td>
<td>71</td>
</tr>
<tr>
<td>1</td>
<td>33</td>
<td>34</td>
<td>67</td>
</tr>
<tr>
<td>2</td>
<td>38</td>
<td>37</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>37</td>
<td>44</td>
<td>81</td>
</tr>
<tr>
<td>4</td>
<td>39</td>
<td>42</td>
<td>81</td>
</tr>
<tr>
<td>5</td>
<td>37</td>
<td>44</td>
<td>81</td>
</tr>
<tr>
<td>6</td>
<td>41</td>
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<td>81</td>
</tr>
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<td>7</td>
<td>44</td>
<td>56</td>
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<td>32</td>
<td>39</td>
<td>71</td>
</tr>
<tr>
<td>12</td>
<td>38</td>
<td>45</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1100</td>
</tr>
</tbody>
</table>
### Student Attendance Data by Year Level 2014

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Average</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>93.71%</td>
<td>93.06%</td>
<td>93.39%</td>
</tr>
<tr>
<td>1</td>
<td>93.88%</td>
<td>92.09%</td>
<td>92.99%</td>
</tr>
<tr>
<td>2</td>
<td>93.84%</td>
<td>93.61%</td>
<td>93.73%</td>
</tr>
<tr>
<td>3</td>
<td>94.49%</td>
<td>93.08%</td>
<td>93.79%</td>
</tr>
<tr>
<td>4</td>
<td>94.98%</td>
<td>93.81%</td>
<td>94.40%</td>
</tr>
<tr>
<td>5</td>
<td>94.13%</td>
<td>93.00%</td>
<td>93.57%</td>
</tr>
<tr>
<td>6</td>
<td>96.38%</td>
<td>94.28%</td>
<td>95.33%</td>
</tr>
<tr>
<td>7</td>
<td>95.98%</td>
<td>96.09%</td>
<td>96.04%</td>
</tr>
<tr>
<td>8</td>
<td>95.97%</td>
<td>94.70%</td>
<td>95.34%</td>
</tr>
<tr>
<td>9</td>
<td>95.53%</td>
<td>94.68%</td>
<td>95.11%</td>
</tr>
<tr>
<td>10</td>
<td>94.92%</td>
<td>95.73%</td>
<td>95.33%</td>
</tr>
<tr>
<td>11</td>
<td>96.21%</td>
<td>95.60%</td>
<td>95.91%</td>
</tr>
<tr>
<td>12</td>
<td>95.76%</td>
<td>95.11%</td>
<td>95.44%</td>
</tr>
</tbody>
</table>

**Total Average for School 94.64%**

### 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 skillling. 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

2014 was a year of settling and new beginnings. As one building was completed another began. Staff settled well into the new Student Hub and Administration building enjoying its many benefits. Students appreciate the centralisation of student services, as the school Careers advisor and School Counsellor are now more accessible in their offices near the Student Reception area.

The new Trade Skills Centre took shape during the year and will provide a wonderful purpose-built facility for the training of senior students in Childcare. Its completion and occupation are much anticipated for the 2015 school year.

As new buildings arise and older ones are refurbished we always give thanks and praise to God for His faithfulness and goodness.

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 2014 the break-up of income from these sources is displayed in the following graph.

![2014 Income Graph](image_url)
Student Numbers

In 2014, 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 Years 1 to 5 and 72 in Kindergarten). At the August census, enrolments in the Junior School were 461 students.

2014 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 2014 was ‘Dare To Dream’. 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, reformatting our policies and our year level programs to reflect national guidelines. The approach towards student reporting was analysed and critiqued throughout 2013. As a result, in 2014 the Junior School reports were re-formatted and a new method of reporting to parents was initiated. The new method of reporting was to provide parents with a greater understanding of what was being taught in the classroom. This led to an outcomes based report which gives greater scope for progress and communication with parents. This new approach then impacted the manner in which we have Parent/Teacher interviews. Rather than discussing student progress in Term 3, we handed out reports at the end of Term 2 followed by Parent/Teacher interviews before the term break. The parent community was informed of the decision to change our approach to reporting and Parent/Teacher interviews. The parents were also asked for constructive feedback on the reports so we could continue to improve the information we were providing for parents. 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. A new initiative was implemented in the Junior School regarding our approach to Mathematics education. The iMaths has complimented our teaching methodology and strengthened our approach in equipping students with the skills necessary to analyse and synthesise information as well as continuing to develop their problem solving skills. 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.
It is wonderful to be able to work in partnership with families in the Junior School as we look to work together to improve the educational outcomes for the students. At the beginning of the year Kindergarten, Year 3 and Year 5 have Parent Information sessions. This is to allow for a better transition between various parts of the Junior School. These nights were very well attended and appreciated by parents. At the end of the year, the Junior School Thanksgiving Evening was moved to Canberra Girls’ Grammar School. The night was a great time of reflection, celebration and worship as we celebrated the year that was, as well as acknowledging the services of students and parents.

I would also like to acknowledge the support and encouragement of the parent body at the Junior School sporting carnivals and various sporting teams. It is wonderful to have them assist and contribute to the running of these days. It is a reflection of the commitment and relationship that exists between staff and parents to ensure that these events are a success and enjoyable.

**Student Activities**

2014 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. This gives us the opportunity as a school community to commemorate the services of those both past and present who serve our country. 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’. This ‘stand-alone’ assembly has become a part of our assembly structure. 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 is a great success and has now become a focal point on the Junior School Calendar. The Year 5 Graduation Assembly has become an important assembly in the Junior School calendar. This assembly is designed to acknowledge the commitment and contribution of these students in the Junior School. It is a great assembly that allows for both parents and the school community to recognise and celebrate the achievements of the students.

A number of students from Years 3 – 5 were selected to represent the school in 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.

The Junior School Choir had the great privilege of performing at Floriade. This is a wonderful experience for the students involved. Once again we had Police visits, where topics pertinent to each year level were explored by Constable Kenny. Extra-curricular 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. Students also enjoyed the opportunity to participate in Year Level World Cups. This fabulous event was coordinated and facilitated by Capital Football. The Junior School has a strong connection and working relationship with Capital Football which has allowed for a greater pathway of participation for our students. We also had the privilege of having Canberra United (W-League team) join us for a promotion and coaching clinic. The students enjoyed the football clinic and inspirational talk from the various players.
“Trust in the LORD with all your heart, and lean not on your own understanding. In all your ways acknowledge him, and he shall direct your paths.”

Proverbs 3:5-6
Student Leadership

As in previous years, the Junior School was ably led by two Captains, two Vice-Captains, two leaders within each of the four houses – Murrumbidgee, Namadgi, Brindabella and Bindango. 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 games and activities with the younger year levels throughout the year. 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, ‘Happy Day’, 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 CRU.

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 5 Camp was the change of camp provider as well as changing the location of our camp. Year 5 enjoyed their new surrounds at ‘The Tops’, in Stanwell Tops, Sydney. This was a great camp experience for the students as they were provided the opportunities to grow relationally, emotionally and spiritually. Both the Year 5 and Year 4 Camp were facilitated by ‘Crusaders’. This brought with it a more ‘Christ centred’ approach which allowed us to align our Christian teaching approach with an organisation of a similar mindset.

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 2014, 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 including those students with a special need or learning difficulty. The 2014 results were mixed but overall there is a continual growth in our results. It is pleasing to see that domains of Reading in Year 3, Numeracy in Years 3 and 7 and Spelling in Year 3 & 5 that 100% of the students were at or above the National Minimum Standard. In all other domains except Grammar and Punctuation in Year 5 (94.7%), 95% of students are at or above the National Minimum Standard.

**NAPLAN Results** Table 1: Students at or above the National Minimum Standards — Trinity Christian School 2014

<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>98.7%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Writing</td>
<td>98.7%</td>
<td>95.9%</td>
<td>96.9%</td>
<td>97.3%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
<td>100%</td>
<td>96.9%</td>
<td>97.1%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98.7%</td>
<td>94.7%</td>
<td>97.9%</td>
<td>99%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>96%</td>
<td>96.8%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: NSW Department of Education and Communities 2014
The Middle School at Trinity Christian School is comprised of Years 6, 7 and 8 and was implemented just over ten years ago. The focus of the Middle School is to support students during the years of early adolescence which is a time of transition. These years are 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 difficulty through our Special Needs program run by a dedicated team of teaching staff and teacher aids. 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 the Middle School commenced a 1-1 iPad Program in Year 6 with a view to roll this out to subsequent Middle School year groups in the following years. The launch of the program was supported by a range of parent information sessions and practical tips about the use of the devices. We are excited about the new opportunities that this program continues to present and look forward to seeing its lasting impact on the education engagement and achievement of students over the years to come.

**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 2014 there were 283 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. It was pleasing to see a continued demand for places in the Middle School, particular in the main intake year of Year 7. The strong numbers reflect the dedication of the Middle School team to providing a safe and enriching educational experience to early adolescents.
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 Night. The house captains and MS 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 captains in 2014 were Rachael Lendrum, Daniel Leung, Clair Le Couteur and Jonathan Pears. As a group they made a significant contribution to the life of the school over the course of the year.

In 2014 the Student Leadership Team was launched in the Middle School. This leadership team was comprised of students from Years 6, 7 and 8. The team was capably led by the Middle School Captains. The team was involved in a plethora of activities over the course of the year, most notably they led a variety of fund raising efforts and raised several hundred dollars for Tear Fund, an organisation providing essential services and education in developing countries.

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 included training at lunchtimes and after school
- 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
“But as you excel in everything—in faith, in speech, in knowledge, in all earnestness, and in our love for you—see that you excel in this act of grace also”

2 Cor. 8:7
The Senior School provides opportunities for students which 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 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 2014, there were 361 students in the Senior School.

**Student Leadership**

In the Senior School a male and a female Captain are elected and there are eight Vice-Captains elected, three male and three female to look after the areas of Community, Creative Ministries, Sport and Special Events. 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, sports carnivals and many 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 fourth highest in the ACT. Eighty three students successfully completed their Year 12 studies and were awarded their Year 12 Certificates in 2014. 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. 23% of our students received an ATAR over 90 (ie. in the top 10%); 52% of our students received an ATAR over 80 (ie. in the top 20%); 78% of our students received an ATAR greater than 70 (ie. in the top 30%); and 86.8% 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 2016. 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 2014, 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 much more temporal.

Year 10 Results

100 students successfully completed their Year 10 studies and were awarded their Year 10 Certificates at the conclusion of 2014.

H Courses

One student successfully took part in university studies as part of their Year 11 and 12 studies in 2014 through the ANU. This student studied a specialist Mathematics course.
Retention of Year 12 students from Years 9 and 10

2014 was Trinity Christian School’s tenth group of Year 12 students, with 83 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 2014 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 Romeo and Juliet
- The major and very successful production of Seussical the Musical
- 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
- Impromptu Visual Art exhibitions in the CAPA 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.
Vocational Education and Training (VET) Qualifications

Students with vocational goals are well catered for at Trinity. Vocational education in 2014 continued to offer student 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 2014 Trinity offered certificates in Information Technology, Hospitality and Fashion Design and Textiles. Although Trinity teaches and runs the courses the finalisation of certificates are overseen by Unity College who is our Registered Training Organisation. In 2014 there was total of 17 Year 12 students who undertook vocational training and 22 students achieved their Certificate II, some did concurrent certificates I and II in Hospitality. Eight Year 12 student were given a Certificate of Attainments. In Year 11, 18 of the students were awarded Certificate I in Hospitality, Textiles and Information Technology and 2 of those 2 students were awarded certificates of attainment in

Below is a table of results of Certificates awarded in 2014

<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>
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<tbody>
<tr>
<td>I</td>
<td>Hospitality</td>
<td>11</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>Textiles</td>
<td>11</td>
<td>5</td>
<td>0</td>
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<tr>
<td>I</td>
<td>Information Digital Media and Technology</td>
<td>11</td>
<td>7</td>
<td>0</td>
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<tr>
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<td>12</td>
<td>3</td>
<td>2</td>
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<tr>
<td>II</td>
<td>Kitchen operations</td>
<td>12</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>II</td>
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<td>II</td>
<td>Information Digital Media and Technology</td>
<td>12</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

Uganda Mission Trip

In the October holidays, seven Senior School students set off for a mission trip to Uganda under the watchful care of Mr Carl Palmer, Mrs Jennie Palmer, Mrs Rebekkah Baumgartner and Mrs Mary McNeice. This report is by the students themselves and the impact is obvious.

A boy named Josh would come to where we were staying every afternoon. He would bring his school books along with any school work he was having trouble with. He was 17 years old but was in the equivalent of 8 at school. We made quite a strong friendship, and then on our last day in Uganda I had asked him to come to where we were staying to give him some gifts. Sadly he wasn’t able to come. Lachlan

Going to Uganda has really changed my perspective. Seeing just how little the people over there have and yet how happy they still are, was really eye opening. One of my favourite moments was the village church, watching all the kids dancing, before the most adorable little girl climbed in my lap and fell asleep. Hannah
One of the highlights of the Uganda trip was our visit to Watoto Subi (orphanage). I held one baby girl in a cute little pink outfit. I sat down on the grass and she hugged me the whole time. It was really moving. Hayley

My favourite part was visiting all the Watoto Orphanages and seeing the impact that you can have on the kids in such a short period of time. Zoe R

One of the most impacting moments that happened on the trip was when the smallest thing, even spending the shortest amount of time playing with the kids impacted them so much, they were just so thankful and appreciative. Zoe
Conclusion

In my third year as Principal at Trinity Christian School I have been well supported by a wonderful Executive team, an amazing staff, and a very capable School Council. This has been a year where once again our faith and desire to serve God has been at the centre of all that we do.

Our students have continued to perform well academically and our reputation as a caring community has been enhanced. It is a blessing that so many ex-students are now seeing fit to bring their own children back to Trinity Christian School. The three main reasons parents are enrolling their children with us are:

1. The Caring nature of the School
2. The seamless transition between k-12
3. The Christian Values we reinforce

There have been many exciting programs and events during the year that make up the life of Trinity. It is such a privilege to be a part of God’s kingdom work in the place and to share that work with so many other dedicated people both teaching and non-teaching staff.

As we look forward to the future, there are once again many new opportunities ahead with new facilities being planned that include a new Early learning Centre.

I take this opportunity to once again thank my staff, my Leadership team, and the lovely families that we have been partnering this year to educate and nurture another generation of students.

There are a number of supporting agencies that include School Council, the Association, Christian Schools Australia and the AIS that I would like to thank.

We receive government funding from both Federal and Territory governments which is crucial to our existence so they should both be mentioned in my thanks.

As we believe in a God who provides and who sustains us we also honour, thank and worship Him for all that He does.

We look forward to the future in Hope, assurance and expectation as we journey together in this place.

Andrew Clayton

Principal

30 June 2015