

# PERSONAL EXCELLENCE

The APA System @ Trinity College

**2025 Parent Information Night**

**Carousel**



Year 7-12

## Parent Information Night Carousel 2025

Trinity College is committed to continuous improvement. Please help us understand which sessions are most relevant and appropriate to our families at the 2025 Year 7-12 PIN Carousel.

**STEP 1:**

**SCAN THE QR CODE AT EACH SESSION**

**STEP 2:**

**SELECT THE SESSION YOU'RE  
CURRENTLY ATTENDING**



# TC Spirit Ambitions - Excellence

Our College *Spirit Ambitions* identify Excellence as guiding our mission as a school community and call on us to:

*“Inspire excellence amongst students to reach their full potential.”*

Spirit of Excellence

Spirit of Faith

Spirit of Service

Spirit of Community

Spirit of Stewardship

# EDMUND RICE EDUCATION AUSTRALIA (EREA)

## LEARNING STATEMENT- *LIBERATING* *ACHIEVEMENT*

*When **excellence** and **improvement** are viewed in a variety of ways and evidence of success is gathered, interpreted, and celebrated holistically, the learner is free to pursue a strengths-based learning pathway informed by high expectations and personal ambitions.*

# WHAT IS AN APA?

- Attribute Point Average
- Average result of the FIVE Student Work Attributes (SWA) in all subjects studied, where levels of achievement are allocated a numerical value:  
    Excellent (5) High (4) Satisfactory (3) Inconsistent (2) Unsatisfactory (1)
- Based on a SWA matrix with descriptors for each achievement level for each attribute
- Qualitative Data- describes current performance and allows for future goal-setting
- Quantitative Data- provides numerical data that we can use to track student performance
- Very Simple and uncomplicated!

# HOW WE USE THE APA DATA

- Setting clear standards and high expectations
- Feedback & Goal Setting- SWA Matrix & APA Score
- Tracking student progress
- Acknowledging student effort and personal excellence in a meaningful way
- Identifying students of concern and putting in place a process of support and intervention
- Establishing minimum standards- review of bursaries/scholarships, selection on tours/immersions, student leadership opportunities etc.
- Informing pastoral conversations
- Subject Selection

# How do we define Personal Excellence?

Being your best not being the best

Independent of your grade or academic outcome- attainable for all students

Resilience & Grit

Growth Mindset

Personal Management and Accountability

Habitual- attitude and mindset that we take into **all** tasks

# Guiding Principles

- Data informed- if you value it, find a way to measure it!
- Acknowledging and rewarding personal excellence meaningfully
- Foster and develop a school-wide culture of excellence
- Accountability-identifying students not giving appropriate effort
- Identify and process to support those students not engaging

# Student Work Attributes- 2021+

Student Work Attributes identify those skills and personal habits that all students should seek to develop as they strive for their own personal excellence.

1. Application
2. Independent Learning
3. Self-Management
4. Home Studies
5. Cooperative Behaviour

FIVE LEVELS OF ACHIEVEMENT:

Excellent (5), High (4), Satisfactory (3), Inconsistent (2) & Unsatisfactory (1)

Attribute	1 - Unsatisfactory	2 - Inconsistent	3 - Satisfactory	4 - High	5 - Excellent
<b>Application</b> The degree of application, eagerness and preparedness to learn.	The student does not apply themselves fully to the subject. They appear disinterested, are easily distracted and frequently off task. Personal application and engagement with the subject, teacher and peers requires urgent improvement.	The student occasionally applies themselves; however, their efforts and focus are inconsistent. They are easily distracted and find it difficult remain on task. Their level of application is developing but greater consistency and diligence is required.	The student is demonstrating an acceptable level of effort and application, which is conducive to satisfactory course completion. Further engagement with the teacher, peers, course content and assessment tasks will result in greater success.	The student is eager to learn and demonstrates a high level of engagement. They are consistently focused and on task, using class time effectively and contribute to class in a thoughtful and meaningful manner.	The student is dedicated, and fully engaged with the teacher, peers, course content and assessment tasks. Their application, effort and focus are outstanding and always use class time effectively. The student is an excellent example to their peers.
<b>Independent Learning</b> The ability of the student to be able to direct their own growth and find purpose in their learning.	The student rarely demonstrates independence in their learning and relies completely on the teacher. A limited capacity for self-reflection is demonstrated and does not yet exhibit initiative in their own learning-avoiding difficult tasks and challenges. A limited capacity for critical and creative thinking is shown.	The student irregularly demonstrates independence in their learning, relying on teacher guidance and explicit structure. Inconsistently demonstrates initiative-avoiding difficult tasks and challenges. With substantial support and scaffolding, the student shows some capacity for critical and creative thinking.	The student is developing a sense of self-efficacy, independence, and a capacity for self-reflection. At times, the student relies on teacher guidance and explicit structure but a growing confidence in facing and seeking new challenges is evident. The student can demonstrate a capacity for critical and creative thinking when given support.	The student demonstrates a sense of self-efficacy and a capacity for independent learning and self-reflection. The student is active in their learning, seeking new challenges and exhibiting critical and creative thinking skills to reason, problem solve, analyse, and evaluate.	The student demonstrates high levels of self-efficacy, independent learning, and self-reflection. Is active in their own education, consistently seeking new challenges and opportunities to extend learning. The student approaches learning tasks with flexibility and adaptability, applying critical and creative thinking skills.
<b>Self-Management</b> The extent to which the student is punctual, prepared and organised for the lesson.	The student is regularly late to class, and often attends class without the required equipment. The student is poorly prepared and generally disorganised. Limited personal and time management skills are evident.	The student is inconsistent in their punctuality and their preparedness for class. The student has demonstrated the ability for personal and time management but lacks consistency and efficacy.	On most occasions, the student is punctual to class with the required resources. The student demonstrates a developing capacity for personal organisation and time management.	The student is regularly punctual and consistently prepared for class, exhibiting the capacity to manage time personal organisation effectively.	The student is always punctual and thoroughly prepared for class, exhibiting outstanding time management and personal organisation skills.
<b>Home Studies</b> The level of application to the completion of homework, assignments, revision and study tasks.	The student regularly neglects to complete home studies and assignments. When submitted, work reflects minimal application and effort. There is little or no evidence of home study, reading or revision.	The student is inconsistent in the completion of home studies and sometimes submits homework and assignments after the due date. Submitted work often appears rushed and without sufficient effort. Home study, reading and revision are inconsistent and irregular.	The student undertakes some effective home studies. They have completed and submitted most homework and assessment tasks on time and to a satisfactory standard. There is evidence that the student undertakes some revision and reading at home, to supplement classwork.	The student often undertakes effective home studies, completing most assigned homework and assignment tasks. Submitted work is of a high standard, indicating the time and effort. There is evidence that the student undertakes regular revision and reading to consolidate classwork.	The student consistently undertakes effective home studies. Submitted homework and assessment tasks are always of excellent standard, indicating that an outstanding level of time and effort. The student undertakes thorough, effective reading and revision program to successfully consolidate classwork.
<b>Cooperative Behaviour</b> The degree to which the student cooperates with the teacher and their peers demonstrating courtesy and respect.	The student frequently fails to cooperate within the classroom, detracting from the teaching and learning process. Their behaviour often has a negative impact on their own learning and the learning of others. There is very little regard for their own learning or that of others.	The student demonstrates an ability to be cooperative, but they cannot be relied upon to regularly behave in an appropriate manner that contributes to a positive learning environment. Student often requires reminders about appropriate behaviour toward the teacher and their peers.	The student's behaviour meets classroom expectations, and they are generally a cooperative member of the class who contributes in a positive way to the teaching and learning environment. On occasion they may require some reminders regarding appropriate behaviour.	The student is consistently well behaved and is a cooperative member of the classroom, contributing positively to the teaching and learning environment. The student displays care and consideration to all members of the class and is well-mannered and respectful of the teacher and their peers.	The student's behaviour is exemplary, and an excellent example to their peers. The student always cooperates with their teacher and peers and their presence contributes to the teaching and learning process. They are always well mannered and respectful and actively develop positive relationships.

# Calculating an Attribute Point Average (APA)

<b>Sem 2, 2022</b>					
<b>Subject</b>	<b>Application</b>	<b>Independent Learning</b>	<b>Self Management</b>	<b>Home Studies</b>	<b>Cooperative Behaviour</b>
Religious Education	Satisfactory	Inconsistent	Inconsistent	Inconsistent	High
Business and Entrepreneurship	High	Excellent	High	Excellent	Excellent
English (Mainstream)	Inconsistent	Inconsistent	Inconsistent	Inconsistent	Satisfactory
Health	Satisfactory	High	High		Excellent
Humanities Econs C3	Excellent	High	Inconsistent	Excellent	Satisfactory
Humanities Geo C3	High	High	High	High	Excellent
Physical Education	Satisfactory	High	Unsatisfactory		Excellent
Powering Careers in Energy	Satisfactory	Inconsistent	Inconsistent	Satisfactory	Unsatisfactory
Pre Maths Essentials	Inconsistent	Satisfactory	Inconsistent	Satisfactory	Satisfactory
Science C3	Satisfactory	High	High	Satisfactory	Satisfactory
Science Experimentation	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory

# Calculating an Attribute Point Average (APA)

<b>Sem 2, 2022</b>						
Subject	Application	Independent Learning	Self Management	Home Studies	Cooperative Behaviour	Average
Religious Education	3	2	2	2	4	<b>2.6</b>
Business and Entrepreneurship	4	5	4	5	5	<b>4.6</b>
English (Mainstream)	2	2	2	2	3	<b>2.2</b>
Health	3	4	4		5	<b>4</b>
Humanities Econs C3	5	4	2	5	3	<b>3.8</b>
Humanities Geo C3	4	4	4	4	5	<b>4.2</b>
Physical Education	3	4	1		5	<b>3.25</b>
Powering Careers in Energy	3	2	2	3	1	<b>2.2</b>
Pre Maths Essentials	2	3	2	3	3	<b>2.6</b>
Science C3	3	4	4	3	3	<b>3.4</b>
Science Experimentation	3	3	3	3	3	<b>3</b>
	<b>3.181818182</b>	<b>3.363636364</b>	<b>2.727272727</b>	<b>3.333333333</b>	<b>3.636363636</b>	<b>3.245283019</b>

# APA Achievement Categories

<b>3.29 and lower</b>	<b>OF CONCERN</b>
<b>3.30-3.99</b>	<b>SATISFACTORY</b>
<b>4.00-4.29</b>	<b>COMMENDABLE</b>
<b>4.30-4.49</b>	<b>HIGHLY COMMENDABLE</b>
<b>4.50 and above</b>	<b>PINDER BOOR CERTIFICATE OF EXCELLENCE</b>

# Student Work Attributes- 2021 Onward



Lachlan Bird 10.2

SCSA: 30713974

End of Year Report 2022

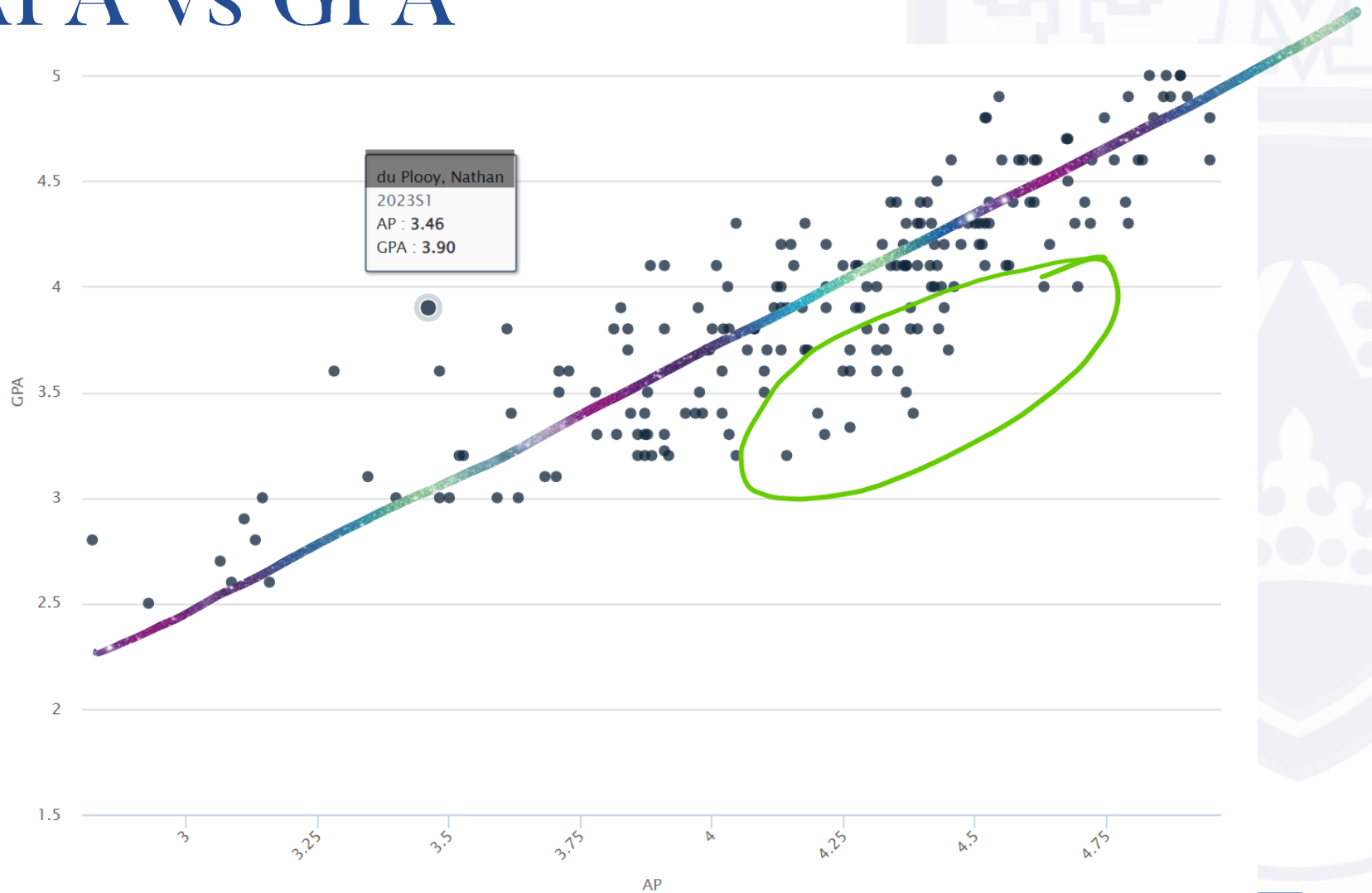
	Student Work Attributes					% Marks and Grades		
	Application	Independent Learning	Self-Management	Home Studies	Cooperative Behaviour	Exam	Course	College Grade
Religious Education Mr Christopher Brennan	S	S	S	S	H	54 (AVG 65) 187 Students A: 31% B: 28% C: 28% D: 13% E: 1%	35 (AVG 66)	D
Art Ms Rita Basilio	I	S	S	NA	S		44 (AVG 61) 20 Students A: 20% B: 5% C: 67% D: 10% E: 0%	D
English (Mainstream) Mr Alex Baumann	S	S	H	H	S	28 (AVG 51) 145 Students A: 1% B: 14% C: 85% D: 16% E: 0%	46 (AVG 56)	D
Health Mr Peter Oliver	H	S	H	NA	H		60 (AVG 59) 185 Students A: 46% B: 21% C: 23% D: 3% E: 7%	C
Humanities Geography Mrs Brittany Halpenny	H	S	S	S	S	60 (AVG 60) 84 Students A: 14% B: 30% C: 40% D: 11% E: 5%	57 (AVG 61)	C
Humanities History Mr David Borrello	I	I	I	I	S	19 (AVG 48) 84 Students A: 11% B: 15% C: 69% D: 21% E: 12%	22 (AVG 55)	E
Materials Technology Mr Nick Kros	S	S	H	NA	S		73 (AVG 72) 3 Students A: 23% B: 54% C: 23% D: 0% E: 0%	B
Physical Education Mr Peter Oliver	H	S	H	NA	H		68 (AVG 71) 187 Students A: 33% B: 49% C: 18% D: 0% E: 1%	B
Pre Mathematics Essentials Mr Ryan Redfern	S	S	S	S	S	79 (AVG 60) 27 Students A: 19% B: 22% C: 48% D: 11% E: 4%	80 (AVG 69)	A
Product Design Mr Glenn Christiansen	H	H	H	S	E		57 (AVG 78) 9 Students A: 67% B: 0% C: 33% D: 0% E: 0%	C
Science (Mainstream) Mr Craig Adams	I	I	H	I	H	36 (AVG 54) 104 Students A: 1% B: 34% C: 45% D: 16% E: 4%	41 (AVG 60)	D

OUTCOME

PROCESS



# APA vs GPA



# Reporting- APA & GPA



Joah Adamson 11.6

SCSA: 30004054

Semester 1 Report 2023

**GPA: 3**

Grade Point Average - a numerical average rating based on Subject/Course Grades

**APA: 3.93**

Attribute Point Average - a numerical average rating based on Student Work Attributes

**Half Days Absent: 11**

## Pastoral Care Group

Mrs Helen Shanahan

Pastoral Care Group Attributes

Participation	H
Personal Presentation & Uniform	E
Punctuality & Preparedness	E
Positive Behaviour	E

# STUDENT DATA- INDIVIDUAL

# HEAT MAP

			2019S1	2019S2	2020S1	2020S2	2021S1	2021S2	2022S1	2022S2	2023S1	2023S2	2024S1	2024S2
Code	PCG	Measures	Sem	Sem	Sem	Sem	Sem	Sem	Sem	Sem	Sem	Sem	Sem	Sem
1911	12.6	AP (Aggregate Formula)	4.67	4.47	4.63	4.70	4.21	4.60	4.36	4.63	4.24	4.34	4.58	
1926	12.6	AP (Aggregate Formula)	3.91	4.06	4.33	4.60	3.86	3.93	3.96	3.72	4.34	4.25	3.66	
1956	12.6	AP (Aggregate Formula)	4.00	4.61	4.57	4.30	4.12	4.30	4.15	4.02	4.24	4.00	4.08	
2045	12.6	AP (Aggregate Formula)	4.70	4.50	4.47	4.63	4.12	4.33	4.43	4.39	4.41	4.38	4.00	
2125	12.6	AP (Aggregate Formula)	4.73	4.14	4.00	4.53	3.98	4.18	4.58	4.19	4.31	4.48	4.00	
2184	12.6	AP (Aggregate Formula)	4.09	3.97	4.22	3.93	3.81	3.83	4.23	4.27	4.25	4.54	3.79	
1146	12.7	AP (Aggregate Formula)	4.85	4.78	4.70	4.47	4.30	4.24	4.45	4.25	4.72	4.45	4.04	
1147	12.7	AP (Aggregate Formula)	3.61	3.72	3.07	3.10	2.93	2.90	2.46	2.94	2.82	2.93	3.24	
11103	12.7	AP (Aggregate Formula)	4.33	4.47	4.53	4.30			4.04	3.65	3.83	3.93	3.68	
1187	12.7	AP (Aggregate Formula)	4.93	4.83	4.81	4.85	4.77	4.64	4.75	4.62	4.52	4.79	4.86	
1200	12.7	AP (Aggregate Formula)					4.10	4.47	4.54	4.40	4.30	4.56	3.92	
1233	12.7	AP (Aggregate Formula)	4.30	4.19	4.26	4.13	4.00	3.98	3.81	3.73	3.79	3.78	4.03	
1269	12.7	AP (Aggregate Formula)	4.94	4.94	4.93	5.00	4.79	4.95	5.00	4.79	4.67	5.00	4.83	
1381	12.7	AP (Aggregate Formula)	4.85	4.83	4.80	4.90	4.60	4.74	4.44	4.51	4.62	4.83	4.76	
1387	12.7	AP (Aggregate Formula)	4.73	4.75	4.83	4.73	4.72	4.82	4.90	4.60	4.76	4.96	4.91	
1395	12.7	AP (Aggregate Formula)	4.97	4.86	4.93	5.00	4.86	4.95	4.87	4.77	4.43	5.00	4.90	
1465	12.7	AP (Aggregate Formula)	4.61	4.81	4.80	4.57	4.24	4.31	3.96	3.88	4.03	4.04	3.94	
1518	12.7	AP (Aggregate Formula)	4.48	4.03	4.43	4.43	4.23	4.37	4.25	4.06	3.86	4.10	4.21	
1707	12.7	AP (Aggregate Formula)	3.88	4.17	3.90	3.83	3.61	3.93	4.32	4.17	4.28	4.17	4.04	
1817	12.7	AP (Aggregate Formula)	4.21	3.86	3.70	3.63	3.23	3.67	2.96	3.02	3.07	3.21	4.03	
1854	12.7	AP (Aggregate Formula)	4.97	4.89	4.80	4.90	4.58	4.38	4.14	4.14	3.79	4.07	4.00	
2064	12.7	AP (Aggregate Formula)	3.97	4.20	4.59	4.81	4.07	4.48	4.40	4.52	4.57	4.71	4.06	
2128	12.7	AP (Aggregate Formula)					4.23	4.36	4.79	4.71	4.55	4.62	4.93	
2132	12.7	AP (Aggregate Formula)	4.09	4.14	4.07	4.30	3.93	4.26	3.81	3.84	4.14	4.50	4.16	
2154	12.7	AP (Aggregate Formula)	4.55	4.42	4.56	4.67	4.40	4.93	4.68	4.87	4.47	4.80	4.86	
2155	12.7	AP (Aggregate Formula)	4.55	4.33	4.50	4.53	4.33	4.67	4.62	4.61	4.30	4.34	4.75	
2181	12.7	AP (Aggregate Formula)	4.73	4.64	4.33	4.60	4.09	4.28	4.20	4.33	4.30	4.36	4.14	
2190	12.7	AP (Aggregate Formula)	4.42	4.44	4.23	4.20	3.63	3.64	3.70	3.62	3.45	4.22	3.18	
2231	12.7	AP (Aggregate Formula)	3.97	3.25	3.03	2.87	3.19	2.91	2.56	3.25	3.93	3.61	3.29	
1087	12.8	AP (Aggregate Formula)	4.06	3.75	3.53	3.97	3.69	3.69	3.98	3.84	4.07	3.93	3.85	
1104	12.8	AP (Aggregate Formula)	4.42	4.44	4.57	4.93	4.51	4.79	4.92	4.86	4.50	4.70	4.60	
30704	12.8	AP (Aggregate Formula)							3.98	3.96	3.69	3.69	3.16	
1342	12.8	AP (Aggregate Formula)					3.55	3.90	4.00	4.33	3.97	4.00	3.93	
1345	12.8	AP (Aggregate Formula)	4.52	4.39	4.60	4.50	4.23	4.05	3.73	3.76	4.00	3.89	3.75	

# PCG

NAME	10.2	3.16
NAME	10.2	3.55
NAME	10.2	3.67
NAME	10.2	3.75
NAME	10.2	3.80
NAME	10.2	3.88
NAME	10.2	3.90
NAME	10.2	4.04
NAME	10.2	4.16
NAME	10.2	4.20
NAME	10.2	4.23
NAME	10.2	4.30
NAME	10.2	4.38
NAME	10.2	4.39
NAME	10.2	4.43
NAME	10.2	4.50
NAME	10.2	4.56
NAME	10.2	4.57
NAME	10.2	4.60
NAME	10.2	4.63
NAME	10.2	4.77
NAME	10.2	4.88
NAME	10.2	4.92
NAME	10.2	4.96

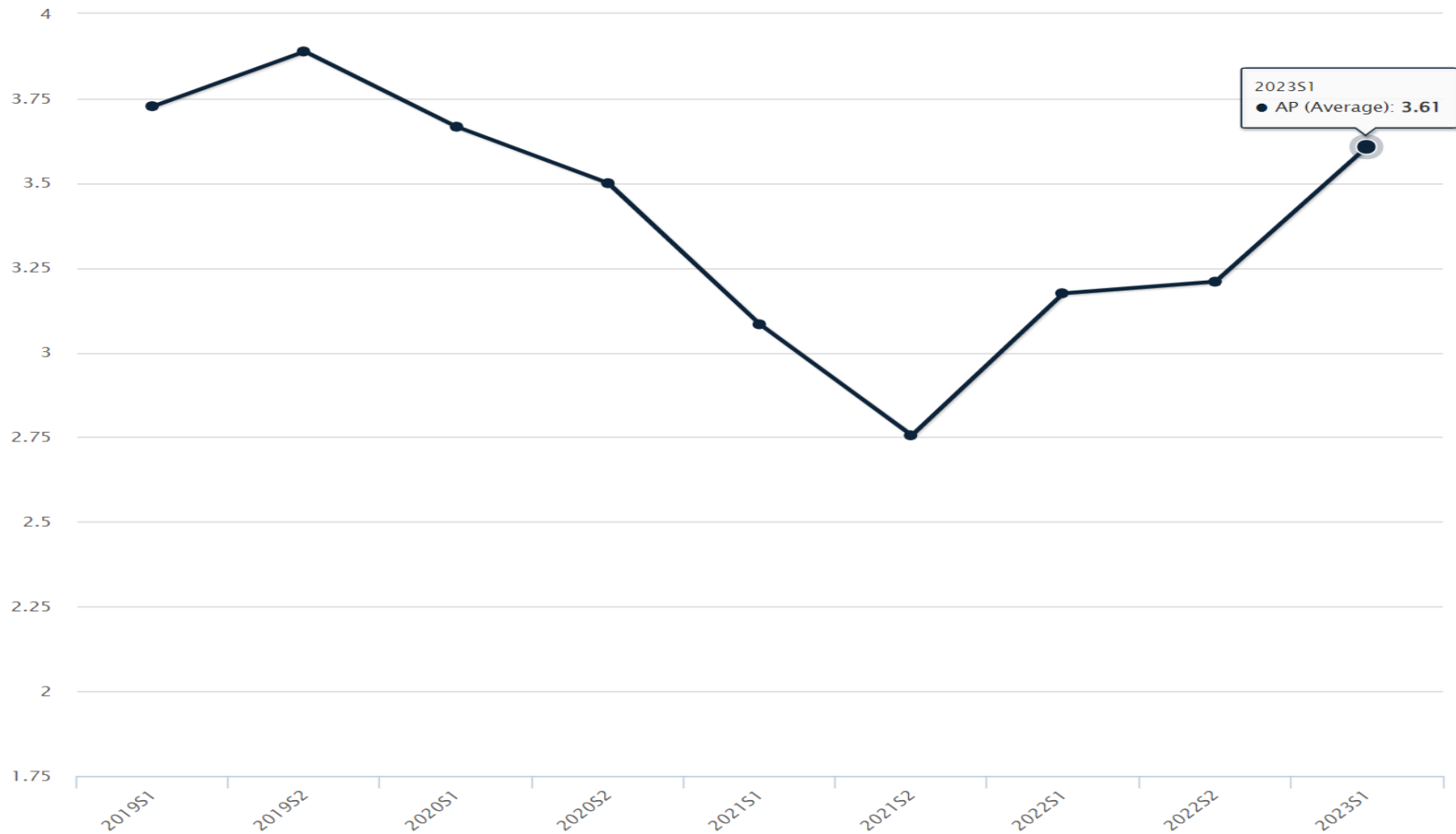
# IMPROVERS & SLIDERS

NAME	PCG	SEM 1 2024	SEM 2 2024	CHANGE
name	10.7	4.04	3.14	-0.90
name	10.2	3.84	3.16	-0.68
name	10.5	3.37	2.77	-0.60
name	10.1	4.17	3.62	-0.56
name	10.8	3.69	3.26	-0.43
name	10.4	4.31	3.90	-0.41
name	10.7	4.62	4.22	-0.40
name	10.2	4.14	3.75	-0.40
name	10.3	4.20	3.81	-0.39
name	10.4	4.10	3.71	-0.38
name	10.2	4.24	3.88	-0.35
name	10.5	3.90	3.56	-0.34
name	10.7	4.12	3.80	-0.32
name	10.8	4.29	4.00	-0.29
name	10.6	4.51	4.22	-0.29
name	10.7	4.31	4.04	-0.27
name	10.5	3.13	2.86	-0.27
name	10.4	4.38	4.12	-0.26
name	10.8	4.02	3.76	-0.26
name	10.8	4.15	3.90	-0.25
name	10.8	4.06	3.82	-0.24
name	10.2	3.78	3.55	-0.23
name	10.7	3.90	3.68	-0.22
name	10.4	3.47	3.26	-0.21
name	10.8	3.58	3.37	-0.21
name	10.1	4.30	4.10	-0.20
name	10.3	4.54	4.35	-0.19
name	10.6	3.54	3.35	-0.19
name	10.8	3.59	3.41	-0.18

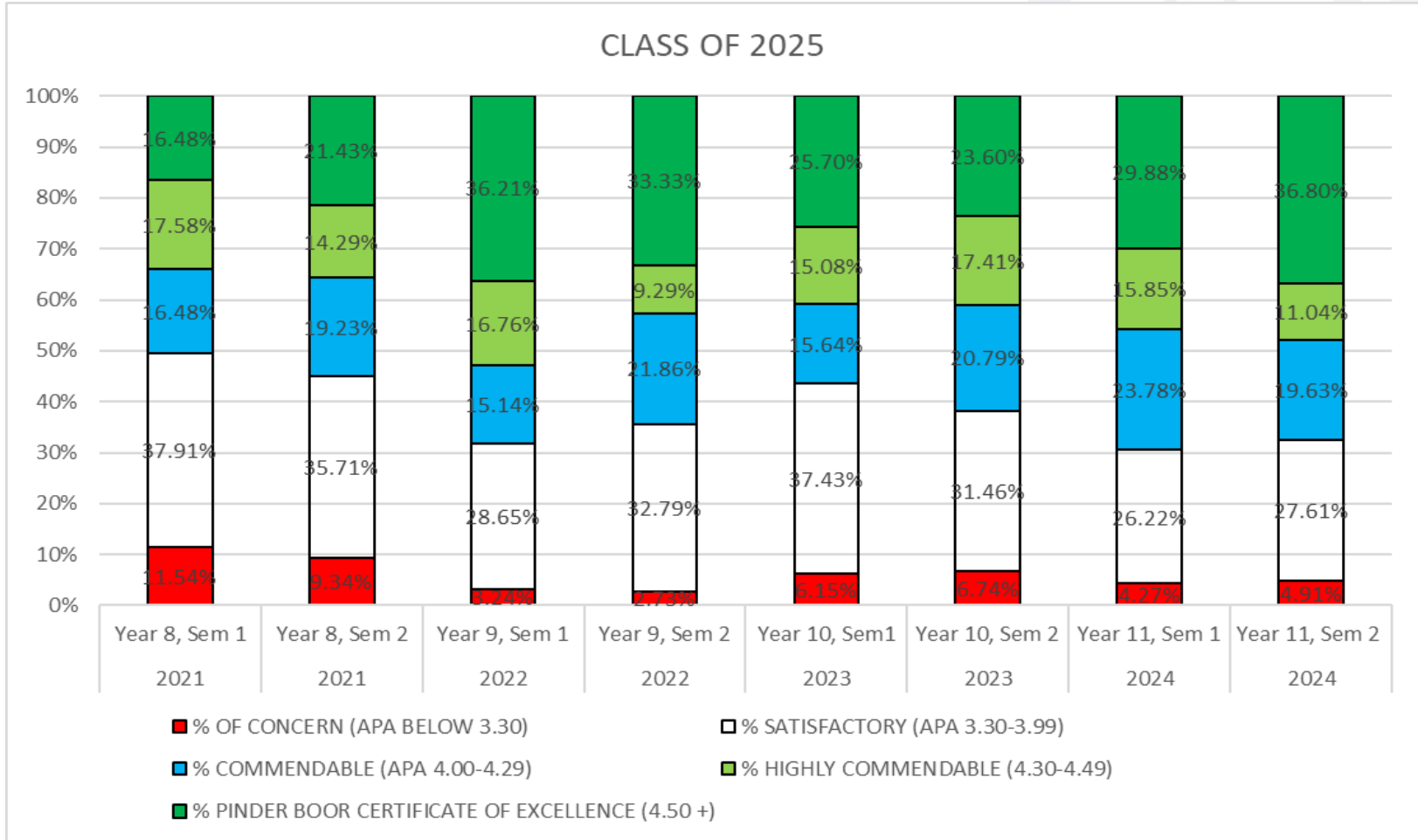
name	10.4	3.68	3.88	0.20
name	10.6	4.42	4.64	0.22
name	10.6	4.27	4.50	0.23
name	10.5	4.63	4.87	0.23
name	10.2	4.20	4.43	0.23
name	10.6	4.44	4.68	0.24
name	10.8	4.50	4.74	0.24
name	10.6	2.98	3.22	0.24
name	10.7	3.56	3.82	0.26
name	10.7	3.87	4.16	0.29
name	10.4	4.40	4.70	0.30
name	10.2	4.20	4.50	0.30
name	10.1	4.16	4.47	0.31
name	10.1	4.29	4.61	0.31
name	10.1	3.14	3.45	0.32
name	10.4	4.18	4.50	0.32
name	10.2	4.31	4.63	0.32
name	10.4	4.08	4.40	0.32
name	10.8	4.38	4.71	0.33
name	10.2	3.87	4.20	0.33
name	10.1	3.74	4.08	0.34
name	10.7	4.17	4.51	0.34
name	10.8	3.92	4.27	0.35
name	10.1	4.04	4.39	0.35
name	10.4	3.66	4.02	0.36
name	10.1	3.60	3.96	0.36
name	10.4	3.72	4.10	0.38
name	10.6	3.88	4.28	0.40
name	10.6	3.51	3.94	0.43
name	10.6	3.41	3.86	0.45
name	10.3	3.93	4.39	0.46
name	10.4	3.98	4.50	0.52
name	10.8	3.67	4.24	0.57

# INDIVIDUAL APA TRACKING

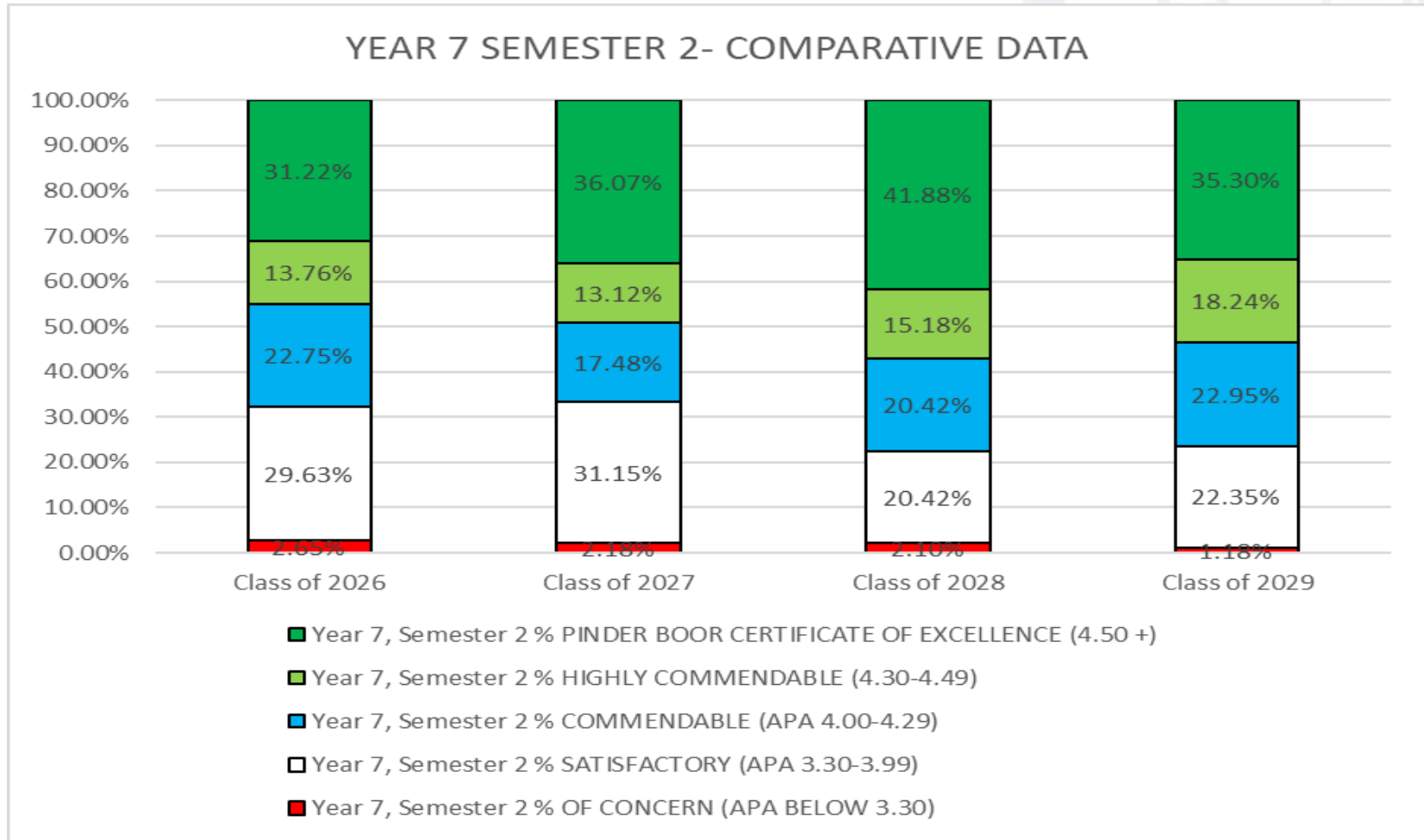
Attribute Point Average APA (ACA2104033)



# LONGITUDINAL DATA- COHORT



# COMPARATIVE DATA- COHORT

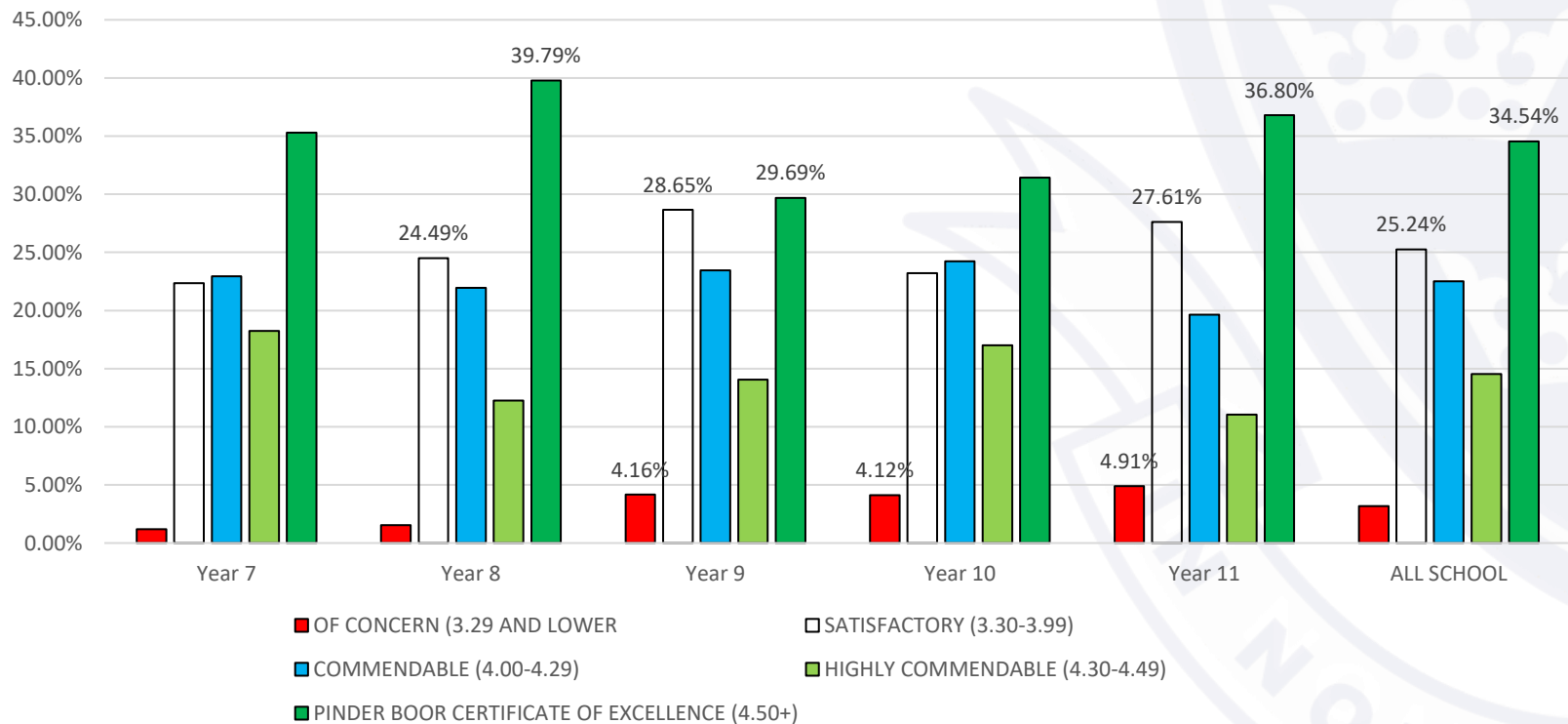


# STUDENT DATA- WHOLE SCHOOL

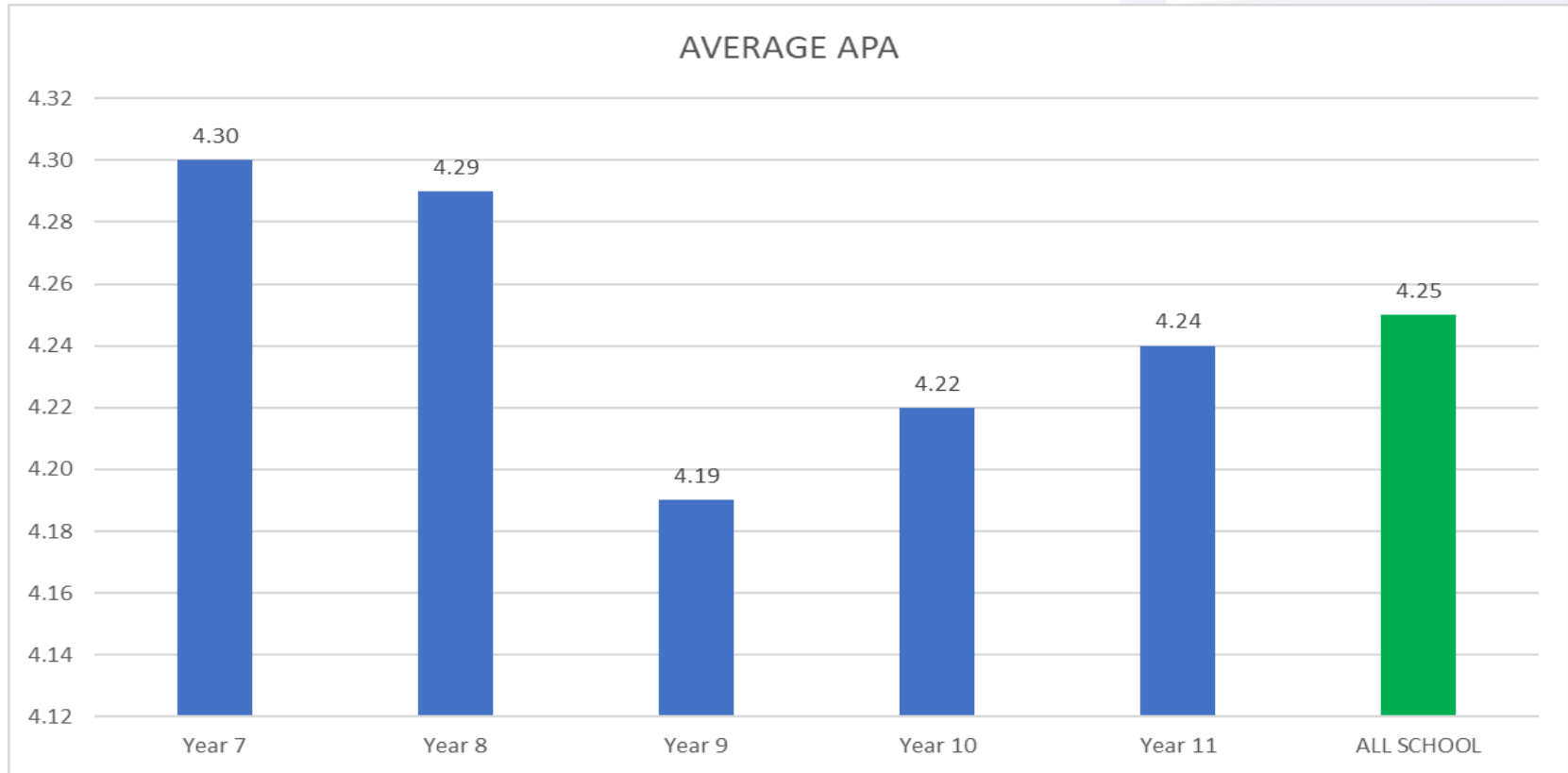
	OF CONCERN (3.29 AND LOWER)	SATISFACTORY (3.30-3.99)	COMMENDABLE (4.00-4.29)	HIGHLY COMMENDABLE (4.30-4.49)	PINDER BOOR CERTIFICATE OF EXCELLENCE (4.50+)
Year 7	2	38	39	31	60
	1.18%	22.35%	22.94%	18.24%	35.30%
Year 8	3	48	43	24	78
	1.53%	24.49%	21.94%	12.25%	39.79%
Year 9	8	55	45	27	57
	4.16%	28.65%	23.44%	14.06%	29.69%
Year 10	8	45	47	33	61
	4.12%	23.20%	24.23%	17.01%	31.44%
Year 11	8	45	32	18	60
	4.91%	27.61%	19.63%	11.04%	36.80%
<b>ALL SCHOOL</b>	<b>29</b>	<b>231</b>	<b>206</b>	<b>133</b>	<b>316</b>
	<b>3.17%</b>	<b>25.24%</b>	<b>22.51%</b>	<b>14.54%</b>	<b>34.54%</b>

# STUDENT DATA- WHOLE SCHOOL

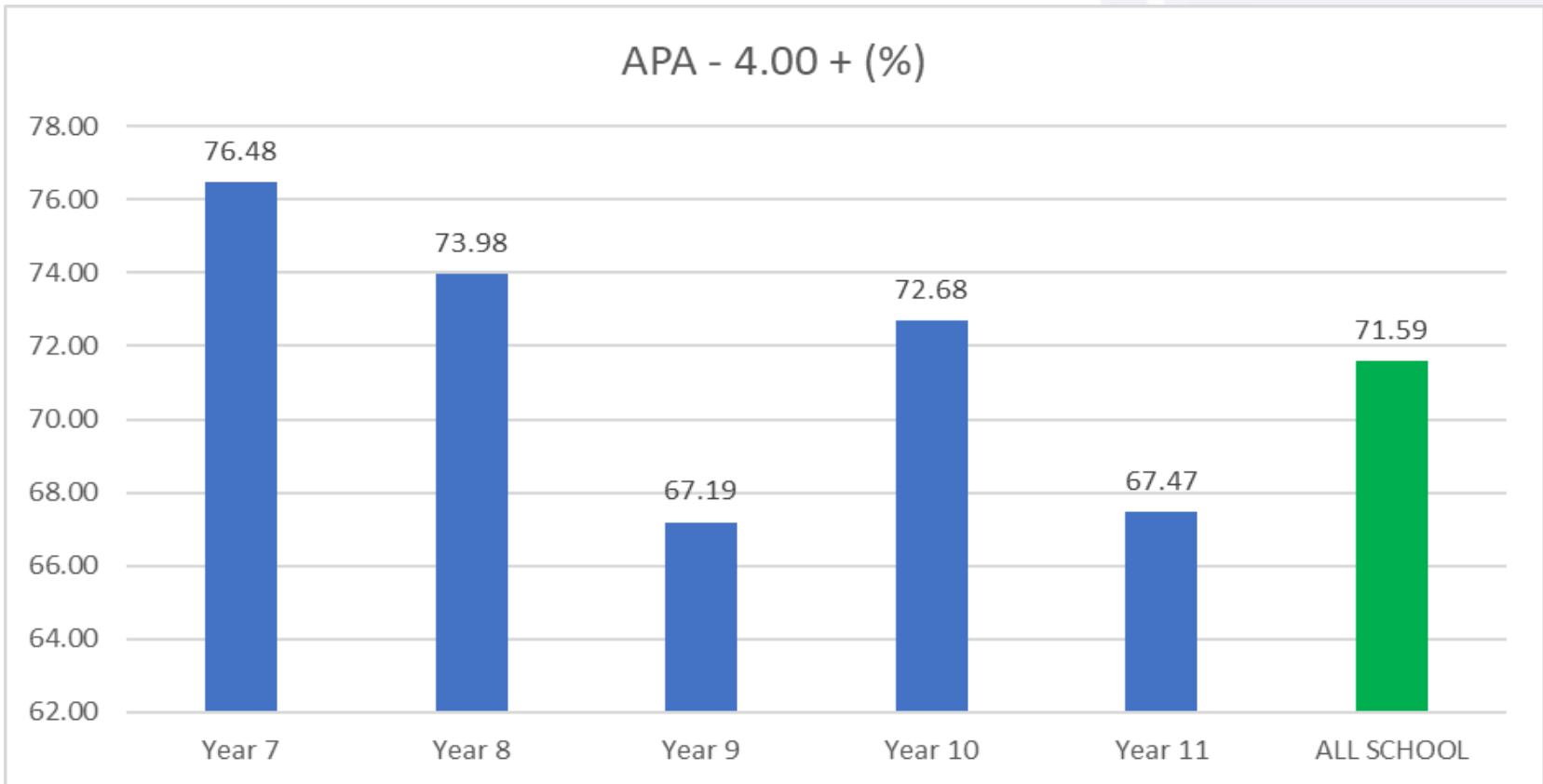
APA DISTRIBUTION -YEAR GROUP & ALL SCHOOL



# APA AVERAGE (Sem 2, 2024)



# APA 4.00+



# APA 4.00+ & ATAR

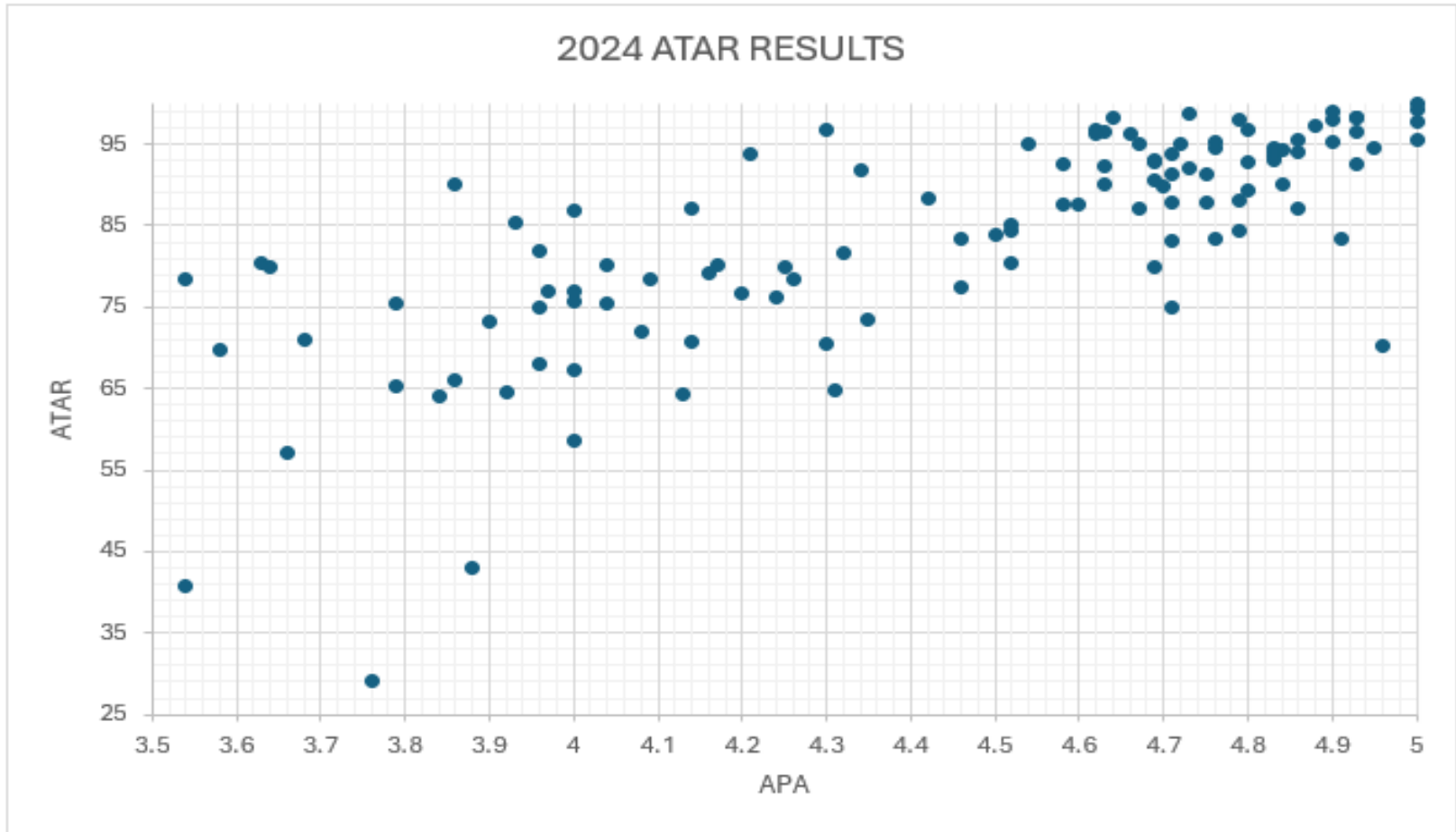
## ATAR 90+

- **119** generated an ATAR (studied 4 or more ATAR Subjects)
- **49** of these students generated an **ATAR of 90 or more (41.18%)**
- **45** of these 49 students had an **APA of 4.50 or more (91.84%)**
- **48** of these 49 students had an **APA of 4.00 or more (97.96%)**

## ATAR AT OR ABOVE COLLEGE MEDIAN (87.05)

- **119** generated an ATAR (studied 4 or more ATAR Subjects)
- **60** of these students generated an **ATAR of 87.05 or more (50.42%)**
- **54** of these 60 students had an **APA of 4.50 or more (90%)**
- **59** of these 60 students had an **APA of 4.00 or more (98.33%)**

# APA & ATAR



# ACKNOWLEDGING & REWARDING PERSONAL EXCELLENCE

# PERSONAL EXCELLENCE

- AWARDS ARE BASED ON PROCESS NOT OUTCOME (ie. GRADES/SCORES)
- INDEPENDENT OF ACADEMIC RESULT
- ACHIEVEABLE BY ALL
- HOLD VALUE IN THE COMMUNITY- "FANTASTIC RECOGNITION FOR MY SON'S EFFORT- THE MOST IMPORTANT AWARD HE COULD RECEIVE"

# THREE LEVELS OF ACHIEVEMENT & RECOGNITION

## 1. Pinder Boor Certificate of Excellence

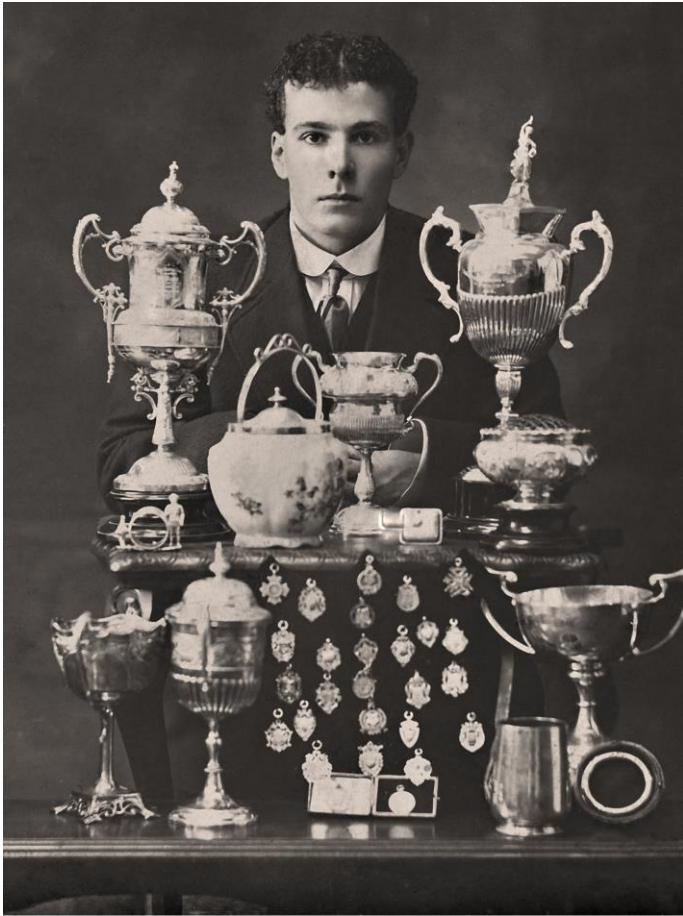
- APA 4.50 OR MORE IN SEMESTER REPORT

## 2. Crown Awards & Blazer Honours

- MULTIPLE PINDER BOOR CERTIFICATES

## 3. Pinder Boor Medal

# Alaric Pinder Boor (1892-1917)



- 1912 Dux & Head Prefect
- 1913 Rhodes Scholar
- Died aged 25
- Battle of Beersheba

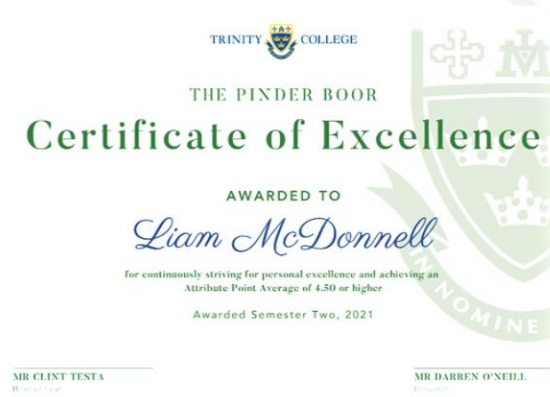
The legacy left by Pinder Boor is one of ensuring that potential is not left unfulfilled and striving for personal excellence by always giving one's best in all circumstances and in the face of challenge and adversity.

“A great power for good”

# Pinder Boor Certificate of Excellence

**Pinder Boor Certificates of Excellence** are awarded to students achieving an APA of 4.50 or more in their Semester One or Semester Two Reports.

- Certificate & Letter from College Principal
- Acknowledged through College Newsletter & Year Level Assembly



# Pinder Boor Certificate of Excellence Semester 2, 2024

Year 7	60	35.30%
Year 8	78	39.79%
Year 9	57	29.69%
Year 10	61	31.44%
Year 11	60	36.80%
ALL SCHOOL	316	35.54%

# Crowns Awards & Blazer Honours

Recognises students who continually strive for personal excellence from Year 7-12.

BLUE CROWN 3 X PINDER BOOR CERTIFICATES OF EXCELLENCE

GREEN CROWN 6 X PINDER BOOR CERTIFICATES OF EXCELLENCE

GOLD CROWN 9 X PINDER BOOR CERTIFICATES OF EXCELLENCE

Awarded at College Assembly & Acknowledged on College Blazer  
**\*11 Reporting Periods Year 7-12**



# Crowns Awards & Blazer Honours



# Pinder Boor Medal

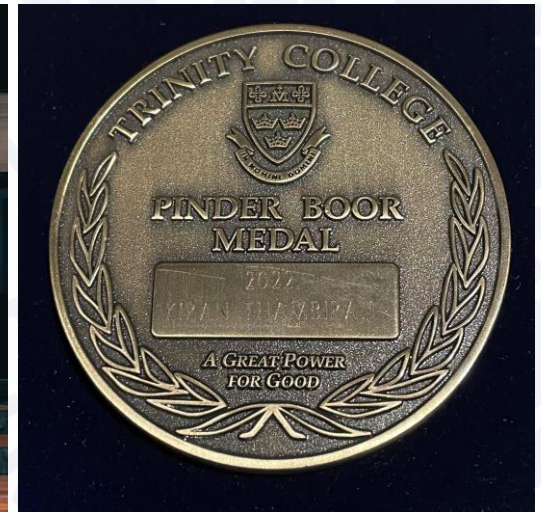
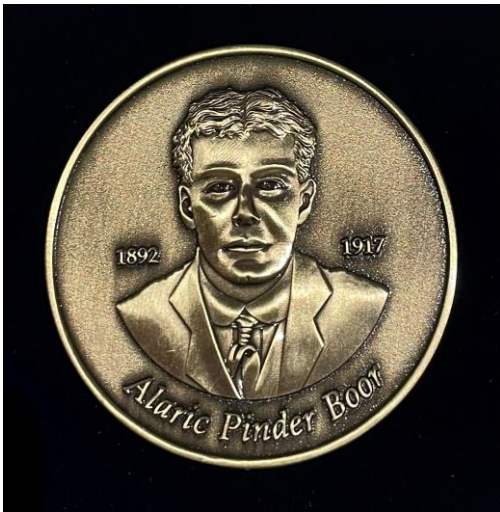
Recognises students who achieve an APA of 4.50 or more in **every semester report** from Year 7 to 12 and awarded at the College Presentation Night.

2022- 5 Awarded

2023- 6 Awarded

2024- 11 Awarded

2025- 12 Potential Recipients



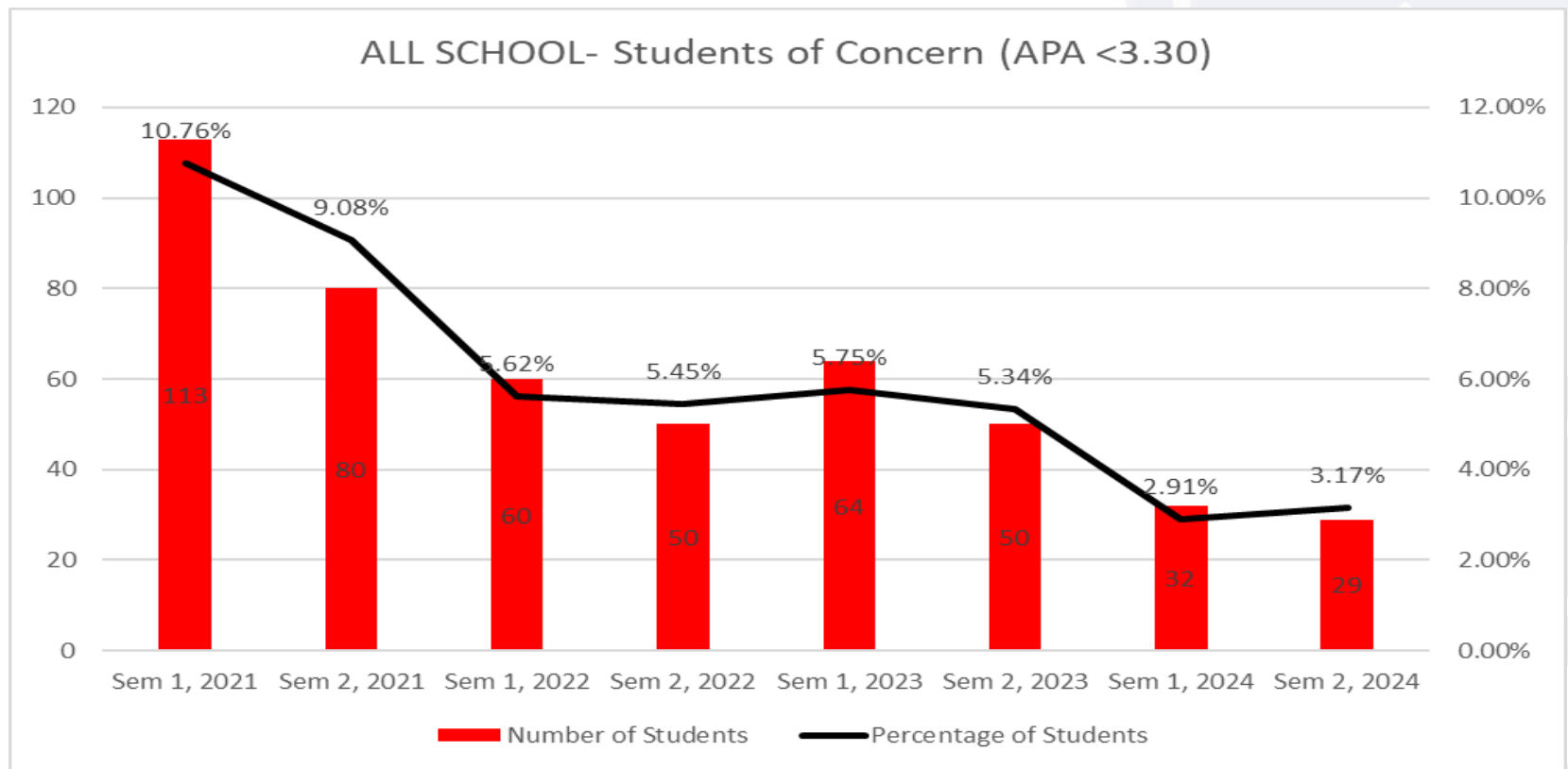
# STUDENTS OF CONCERN

# Students of Concern

Students with an APA of 3.30 and below are considered "Of Concern"

Some student data removed due to Specific Learning Disabilities (SLD)

Why 3.30 and not 3.00 (if 3.00 is Satisfactory)?



# Students of Concern – Process

1. Students identified in the data.
2. Removal of students with special circumstances (SLD or other).
3. Letters of Concern sent home - variations of this letter
4. Student meets with either PCG Teacher, HOY or Deputy Principal (Student Wellbeing)- parents invited to attend.
5. Report Review and Goal Setting takes place with student and family
6. Commitment to improve
7. Teaching staff advised of areas of focus and attention in class- Improvement Plan put in place.
8. Escalation Process
9. Regular APA Temperature Checks throughout the semester

# Failure to Achieve the Minimum Standard (Year 7-10)

1. Escalation process- PCG Leader, HOY, Deputy Principal, Principal
2. Formal Communication
3. Continued Parent & Student Meeting
4. Report Review and Individual Plan
5. Investigate Pathways and Options with Careers Counsellor- Work Experience, WPL, TAFE, Apprenticeships
6. Regular APA "Temperature Checks" and feedback to students and parents
7. Conditional Enrolment
8. Removal/Withdrawal

# PERSONAL EXCELLENCE

The APA System @ Trinity College

	Sports Centre	Cultural Centre Braham Auditorium	Gibney Hall	PL Duffey Library (Reading Area)	Cultural Centre Staff Lounge	PL Duffey Library (Study Room)	Senior Lecture Theatre	B Block BG10	B Block BG08	B Block BG11	B Block BG09	Sports Centre M204	TG08 Treacy Centre
<b>Session 1</b> 6pm-6.20pm	What's Happening in Year 8	What's Happening in Year 11	Home Learning & Study Skills	Boys & Reading	Personal Excellence-The APA System	SEQTA for Parents	WACE Pathways	VET & Transition from School			Maths Online Resources	Sports Science for Best Performance	Design and Technology Overview
<b>Session 2</b> 6.25pm-6.45pm			Home Learning & Study Skills		Personal Excellence-The APA System	SEQTA for Parents		VET & Transition from School		Psychological Services @ TC			Design and Technology Overview
<b>Session 3</b> 6.50pm-7.10pm	What's Happening in Year 9	Year 8 Quest Retreat		Boys & Reading		SEQTA for Parents	Curtin Uni-Ready	VET & Transition from School			Maths Online Resources	Sports Science for Best Performance	Design and Technology Overview
<b>Session 4</b> 7.15pm-7.35pm		Year 8 Quest Retreat	Home Learning & Study Skills		Personal Excellence-The APA System	SEQTA for Parents	Curtin Uni-Ready	VET & Transition from School	Character Formation Journey @ TC	Psychological Services @ TC			Design and Technology Overview
<b>Session 5</b> 7.40pm-8pm	What's Happening in Year 10		Home Learning & Study Skills	Boys & Reading		SEQTA for Parents			Character Formation Journey @ TC		Maths Online Resources	Sports Science for Best Performance	Design and Technology Overview
<b>Session 6</b> 8.05pm-8.25pm						Personal Excellence-The APA System	SEQTA for Parents	WACE & Pathways	VET & Transition from School	Character Formation Journey @ TC		Maths Online Resources	

#TCSpirit

Challenging young minds to dream big...