

PERSONAL EXCELLENCE

The APA System @ Trinity College

2026 Parent Information Night

Carousel

Year 7-12

Parent Information Night Carousel 2026

Trinity College is committed to continuous improvement.

Please help us understand which sessions are most relevant and appropriate to our families at the 2026 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 EDUCATION*

*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

What is Personal Excellence?

"THE WAY YOU DO
ANYTHING
IS THE WAY YOU DO
EVERYTHING"

 Perfect Clips

What is Personal Excellence?

We are what we repeatedly do. Excellence, therefore, is not an act, but a habit.

Aristotle

quote fancy

What is Personal Excellence?



Successful and
unsuccessful people
do not vary greatly in
their *abilities*. They
vary in their *desires to
reach their potential*.

What is Personal Excellence?

Being **YOUR** best, not being **THE** best

Approaching difficult tasks with optimism

Displaying Resilience & Grit- NEVER GIVE UP!

Growth Mindset- the importance of "YET"

Personal Responsibility and Accountability

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

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
Application 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.
Independent Learning 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.
Self-Management 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.
Home Studies 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.
Cooperative Behaviour 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.

2026 Changes to the Student Work Attribute Rubric/Matrix

- To reflect the College's "Vision for Learning"
- 3 separate (but very similar) rubrics to reflect the three distinct stages:
 - Junior School (Year 4-6)
 - Middle School (Year 7-9)
 - Senior School (Year 10-12)

STUDENT WORK ATTRIBUTES - (Years 4 – 6)

Attribute	5 – Excellent	4 – High	3 – Satisfactory	2 – Developing	1 – Not Demonstrated
<p>Application</p> <p>The degree of effort, eagerness, and preparedness to learn</p>	<p>The student is dedicated and fully engaged with the teacher, peers, learning content and assessment tasks. Their application, effort and focus are outstanding, and they always use class time effectively. The student is an excellent role model for their peers.</p>	<p>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.</p>	<p>The student is demonstrating an acceptable level of effort and application. Further engagement with the teacher, peers, learning content and assessment tasks will result in greater success.</p>	<p>The student is learning to apply themselves; however, their efforts and focus are often inconsistent. They are easily distracted and have difficulty staying on task. Their level of application is developing, but developing greater consistency and diligence is required.</p>	<p>At this stage, the student is not applying themselves to the subject. They are easily distracted and frequently off task, constantly needing reminders to stay engaged.</p>
<p>Independent Learning</p> <p>The ability to take ownership of their own learning, demonstrating a growth mindset. <u>Is able to</u> work independently</p>	<p>The student demonstrates high levels of self-efficacy, independent learning, and self-reflection. They are 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.</p>	<p>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.</p>	<p>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 teaching, but a growing confidence in facing and seeking new challenges is evident. The student can demonstrate capacity for critical and creative thinking when provided with support.</p>	<p>Even with teacher guidance and explicit instruction, the student remains inconsistent in demonstrating initiative – often avoiding difficult tasks and challenges. With substantial support and scaffolding, the student is showing some capacity for critical and creative thinking.</p>	<p>At this stage, the student rarely demonstrates independence in their learning. There is limited initiative directed to tasks and limited capacity to self-reflect or analyse without direct teacher intervention.</p>
<p>Self-Management</p> <p>The extent to which the student prepared, organised and presented for each lesson</p>	<p>The student is always prepared and organised for each class, demonstrating outstanding time management and personal organisation.</p>	<p>The student is regularly prepared and organised for each class, exhibiting the capacity to manage his time and personal organisation effectively.</p>	<p>On most occasions, the student is prepared and organised for each class. The student demonstrates a developing capacity for consistent and effective personal organisation and time management.</p>	<p>The student remains inconsistent in their preparedness and organisation for each class. While the student has demonstrated the ability to manage their time and personal affairs, they still lack consistency and effectiveness.</p>	<p>At this stage, the student presents as generally disorganised with limited self-management skills. They rely heavily on teacher direction.</p>
<p>Home Studies</p> <p>The level of application to the completion of homework, assignments, revision and study tasks</p>	<p>The student consistently submits homework tasks on time. Submitted work is always of an excellent standard, indicating an exceptional level of time and effort. The student undertakes a thorough, effective reading and revision program to consolidate classwork successfully.</p>	<p>The student has completed and submitted most homework tasks on time. Submitted work is of a high standard, indicating the time and effort invested. There is evidence that the student undertakes reading and some revision at home to supplement classwork.</p>	<p>The student has completed and submitted most homework tasks on time and to a satisfactory standard. There is evidence that the student undertakes reading and some revision at home to supplement classwork.</p>	<p>The student is inconsistent in submitting home studies. Submitted work can often appear rushed and without sufficient effort. Completing set home study tasks needs to be more consistent and regular.</p>	<p>At this stage, the student is not yet completing the set home study tasks.</p>
<p>Cooperative Behaviour</p> <p>The degree to which the student cooperates with the teacher and their peers, demonstrating courtesy and respect</p>	<p>The student's behaviour is exemplary, and they are an excellent role model for 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, respectfully, and actively develop positive relationships.</p>	<p>The student is consistently well-behaved and is a cooperative member of the classroom, contributing positively to the teaching and learning environment. The student shows care and consideration for all class members and is well-mannered and respectful of the teacher and peers.</p>	<p>The student's behaviour meets classroom expectations, and they are generally a cooperative class member who contributes positively to the teaching and learning environment. On occasion, they may need reminders about appropriate behaviour, but they are usually well-mannered and respectful.</p>	<p>While the student demonstrates an ability to cooperate, they remain inconsistent in regularly behaving in an appropriate manner that contributes to a positive learning environment. The student often requires reminders about appropriate behaviour toward the teacher, their peers and the learning process.</p>	<p>The student frequently fails to cooperate within the classroom, detracting from the teaching and learning process. At this stage, the demonstrated behaviour often negatively impacts their own learning and the learning of others.</p>

STUDENT WORK ATTRIBUTES - (Years 7 – 9)



Attribute	5 – Excellent	4 – High	3 – Satisfactory	2 – Inconsistent	1 – Unsatisfactory
<p>Application</p> <p>The degree of proactive effort, eagerness, and commitment to achieving personal best.</p>	<p>The student is dedicated and fully engaged. Their application, effort and focus are outstanding, achieving their personal best and always uses class time effectively.</p>	<p>The student is eager to learn and demonstrates a high level of engagement. They are consistently focused and on task, using class time effectively.</p>	<p>The student is demonstrating an acceptable level of effort and application, which is conducive to satisfactory course completion. Further engagement will result in greater success.</p>	<p>While the student shows moments of application, their focus and effort fluctuate. Developing strategies for greater consistency and sustaining diligence in their work habits will be a crucial step in supporting their ongoing progress and enhancing their ability to stay on task.</p>	<p>The student is currently facing significant challenges in applying themselves to the subject. They require focused guidance and structured support to develop the necessary engagement and concentration skills, ensuring they can harness their potential and overcome frequent distraction.</p>
<p>Independent Learning</p> <p>The ability of the student to demonstrate autonomy, ownership, and self-reflection in directing their growth and pursuing knowledge as a lifelong learner</p>	<p>The student demonstrates high levels of self-efficacy, independent learning, and self-reflection. They are active in their own education, consistently seeking knowledge and opportunities to extend learning.</p>	<p>The student demonstrates a sense of self-efficacy and a capacity for independent learning and self-reflection. The student is actively engaged in their learning, seeking new challenges and demonstrating critical and creative thinking skills.</p>	<p>The student is developing a sense of self-efficacy, independence, and a capacity for self-reflection. A growing confidence in facing and seeking new challenges is evident. The student can demonstrate capacity for critical and creative thinking when provided with support.</p>	<p>The student is starting to show glimpses of initiative, though they currently rely heavily on teacher guidance and explicit structure. Continued support is needed to nurture their emerging sense of self-direction and to build confidence in approaching challenges and demonstrating critical thinking capacity.</p>	<p>The student requires intensive structure and guidance to begin exploring independent learning, as they currently rely entirely on the teacher. We need to work together to build their confidence in self-reflection and gently encourage them to embrace new and challenging opportunities.</p>
<p>Self-Management</p> <p>The extent to which the student achieves preparedness for success, maintaining punctuality, organisation, and readiness for the lesson.</p>	<p>The student is always punctual and thoroughly prepared for class, demonstrating outstanding time management and personal organisation skills, ensuring preparedness for success.</p>	<p>The student is regularly punctual and consistently prepared for class, demonstrating effective time management and personal organisation.</p>	<p>On most occasions, the student arrives to class on time with the required resources. The student demonstrates a developing capacity for consistent and effective personal organisation and time management.</p>	<p>The student is currently working on establishing consistent routines for punctuality and preparation. Focused efforts on developing reliable personal organisation and time management strategies will enhance their learning efficacy and improve consistency in readiness for class.</p>	<p>The student needs immediate guidance and structured intervention to develop foundational skills in punctuality and preparation, as they are regularly late and often attend class without required equipment. Focused support is required to establish foundational personal and time management skills.</p>
<p>Home Studies</p> <p>The level of application, perseverance, and strong work ethic applied to the completion of homework, assignments, revision and study tasks.)</p>	<p>The student consistently undertakes effective home studies, demonstrating perseverance and persistence. Submitted homework and assessment tasks consistently demonstrate an excellent standard, reflecting an exceptional level of time and effort.</p>	<p>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 invested. There is evidence that the student undertakes regular revision and reading to consolidate classwork.</p>	<p>The student undertakes adequate 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.</p>	<p>The student is inconsistent in meeting the home study requirements. Guidance is needed to improve time management around deadlines and to ensure that submitted work reflects a focused, thorough investment of effort rather than appearing rushed.</p>	<p>The student requires substantial support to establish a routine for completing home studies and assignments. A joint effort is needed to ensure tasks are approached with appropriate effort and application, building the habit of revision and consolidation.</p>
<p>Cooperative Behaviour</p> <p>The degree to which the student demonstrates courtesy, respect, and peer positivity, actively fostering positive relationships and an inclusive learning environment.</p>	<p>The student's behaviour is exemplary, and they are an excellent role model for their peers. The student always cooperates, and their presence enhances the teaching and learning process. They actively foster positive relationships and embody peer positivity, serving as role models for their brothers.</p>	<p>The student is consistently well-behaved and is a cooperative member of the classroom, making positive contributions. The student demonstrates care and consideration for all class members, being well-mannered and respectful.</p>	<p>The student's behaviour meets classroom expectations, and they are generally a cooperative class member. On occasion, they may need reminders about appropriate behaviour, but they are usually well-mannered and respectful.</p>	<p>While the student demonstrates an ability to be cooperative, this needs reinforcement to become a consistent pattern. Targeted support and gentle reminders are being provided to reinforce positive interactions and dependable, respectful behaviour within classroom expectations.</p>	<p>The student is currently experiencing significant difficulty maintaining cooperative and supportive behaviour in the classroom. Immediate intervention is required to develop social-emotional skills that foster positive engagement and respectful relationships with teachers and peers.</p>

STUDENT WORK ATTRIBUTES - (Years 10-12)

Attribute	5 – Excellent	4 – High	3 – Satisfactory	2 – Inconsistent	1 – Unsatisfactory
Application The degree of proactive effort, eagerness, and commitment to achieving personal best.	The student consistently demonstrates outstanding engagement, preparation, and focus, achieving their personal best and serving as an example to peers.	The student demonstrates a high level of engagement, remains focused, uses class time effectively, and contributes meaningfully.	The student demonstrates a satisfactory level of effort and engagement, with potential for improved outcomes through greater participation.	The student's application shows variability in focus and engagement. Developing sustainable consistency and increased diligence is a critical next step in supporting their achievement of desired outcomes and ensuring sustained participation.	The student is facing considerable challenges in demonstrating engagement and preparedness. Strategic guidance and support are necessary to help them develop the foundational focus required for effective learning and to overcome frequent off-task behaviour.
Independent Learning The ability of the student to demonstrate autonomy, ownership, and self-reflection in directing their growth and pursuing knowledge as a lifelong learner	The student consistently seeks new challenges, works independently, and applies critical and creative thinking with flexibility and adaptability, demonstrating self-discipline as they pursue knowledge.	The student demonstrates consistent independence, initiative, and the ability to apply critical and creative thinking skills.	The student is developing self-efficacy and independence, with growing confidence in undertaking challenges.	The student demonstrates emerging initiative, but guidance is frequently needed to encourage them to take on complex tasks. We are focusing on nurturing their self-efficacy and independent decision-making skills to support a greater capacity for independent learning.	The student requires close guidance and explicit instruction to build their confidence, enabling them to move beyond reliance on teacher direction and embrace new intellectual challenges. They demonstrate limited independence and avoid challenges.
Self-Management The extent to which the student achieves preparedness for success, maintaining punctuality, organisation, and readiness for the lesson.	The student consistently demonstrates exemplary organisation, punctuality, and preparedness, embodying self-discipline.	The student is consistently punctual and prepared, demonstrating effective personal organisation and time management.	The student is generally punctual and prepared, demonstrating developing organisational and time-management skills.	The student is currently working on improving the consistency of their punctuality and preparation. Focused strategies are needed to strengthen their evolving organisational and time management competencies.	We are implementing targeted interventions to assist the student in establishing reliable routines for punctuality and preparation, addressing significant gaps in organisational skills that result in frequent lateness or unpreparedness.
Home Studies The level of application, perseverance, and strong work ethic applied to the completion of homework, assignments, revision and study tasks.	The student consistently completes homework to an excellent standard, engages in thorough home study, and demonstrates perseverance and persistence, backed by a strong work ethic.	The student completes homework to a high standard, regularly undertakes home study, and consolidates learning.	The student completes most homework on time to a satisfactory standard and occasionally undertakes home study.	The student's completion of home studies is sporadic, and the quality often suffers from being rushed. Guidance is being provided to help them establish regular study habits and to improve the intentional effort they invest in assignments and tasks.	Immediate support is required to help the student establish essential home-study habits, complete required tasks, and revise to consolidate their learning. They regularly fail to complete homework, indicating a need for foundational structural support.
Cooperative Behaviour The degree to which the student demonstrates courtesy, respect, and peer positivity, actively fostering positive relationships and an inclusive learning environment.	The student consistently models exemplary conduct, respect, and cooperation, enhancing the learning environment through positive relationships and peer positivity.	The student is consistently cooperative, respectful, and contributes to a positive learning environment.	The student generally meets behavioural expectations and contributes positively to the learning environment.	The student shows an underlying capacity for cooperation, but this needs reinforcement to become consistent. Ongoing support and gentle reminders are provided to help them maintain respectful conduct and consistently meet expectations within the learning environment.	The student requires focused mentorship to develop skills in respectful interaction and cooperation, ensuring their presence contributes positively rather than negatively impacting the shared learning environment through uncooperative behaviour.

Calculating an Attribute Point Average (APA)

Sem 2, 2022					
Subject	Application	Independent Learning	Self Management	Home Studies	Cooperative Behaviour
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)

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

APA Achievement Categories

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

Student Work Attributes- 2021 Onward



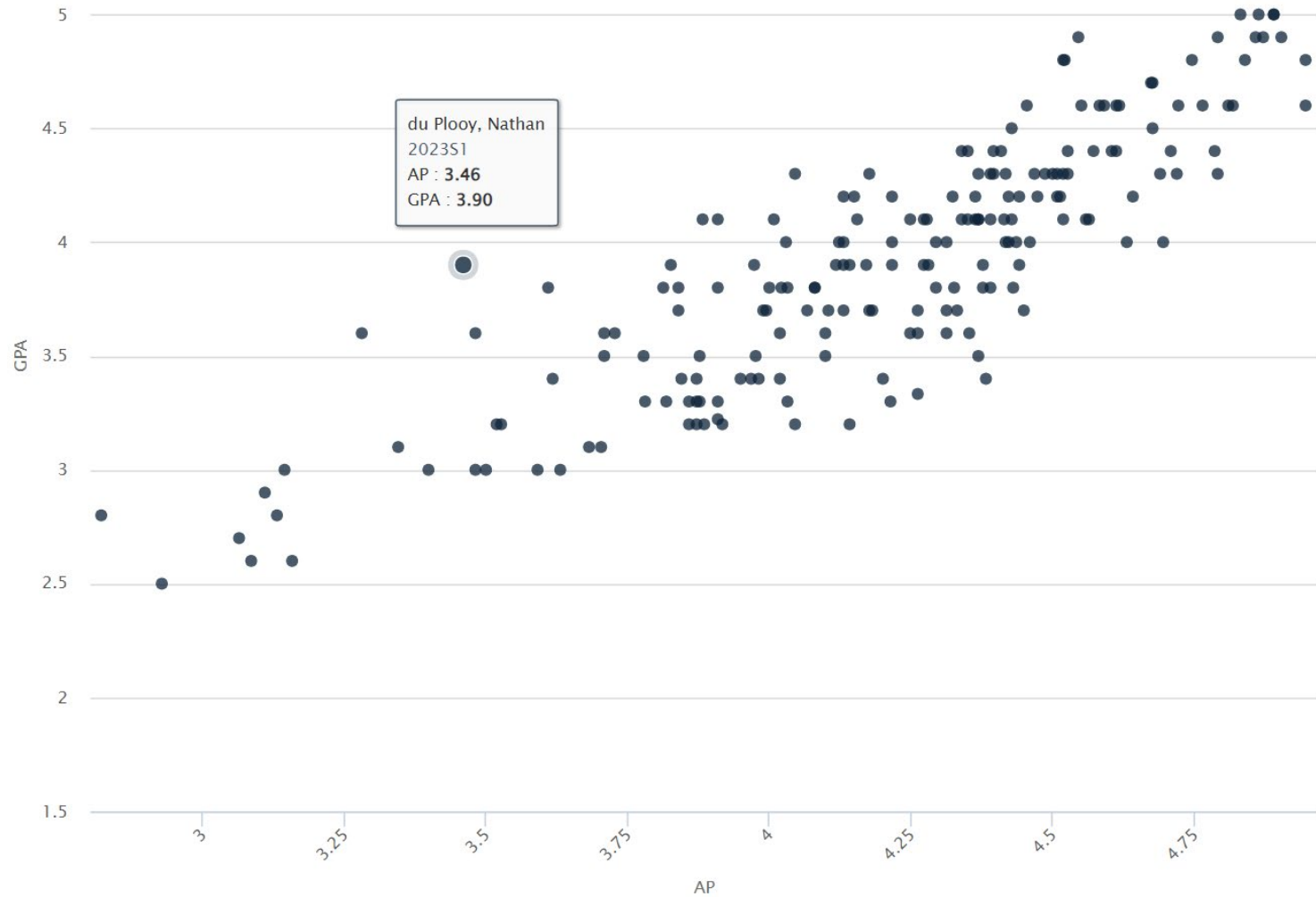
Lachlan Bird 10.2

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: 65% 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: 68% D: 16% E: 0%	46 (AVG 56)	D
Health Mr Peter Oliver	H	S	H	NA	H		60 (AVG 69) 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: 40% D: 21% E: 12%	22 (AVG 55)	E
Materials Technology Mr Nick Kros	S	S	H	NA	S		73 (AVG 72) 35 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: 44% D: 11% E: 4%	80 (AVG 61)	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

APA vs GPA



Reporting- APA & GPA



Jonah Adamson 11.6

Semester 1 Report 2023

SCSA: 30004054

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	Sen	Sen	Sen	Sen	Sen	Sen	Sen	Sen	Sen	Sen	Sen	Sen
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

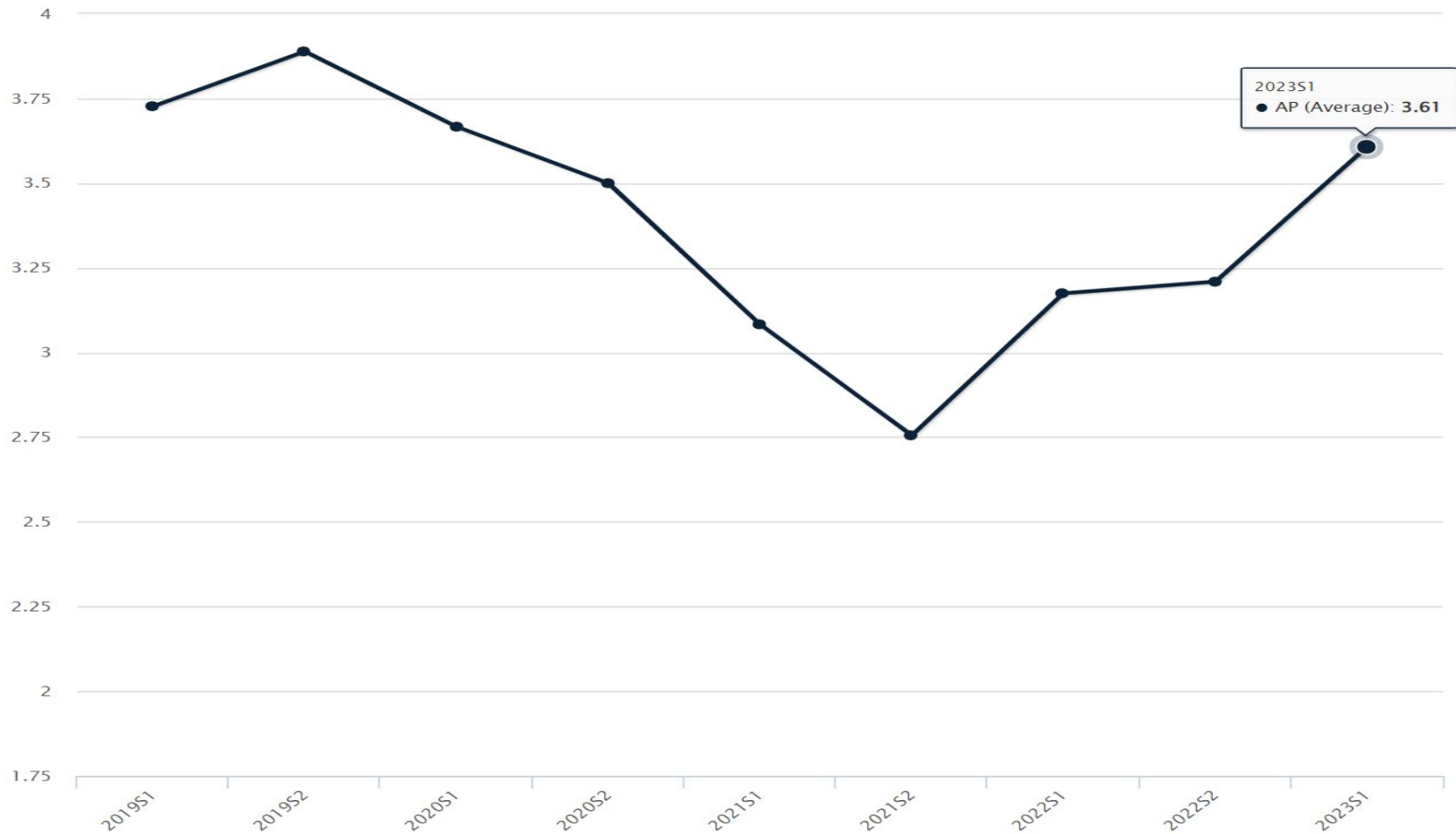
IMPROVERS & SLIDERS

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

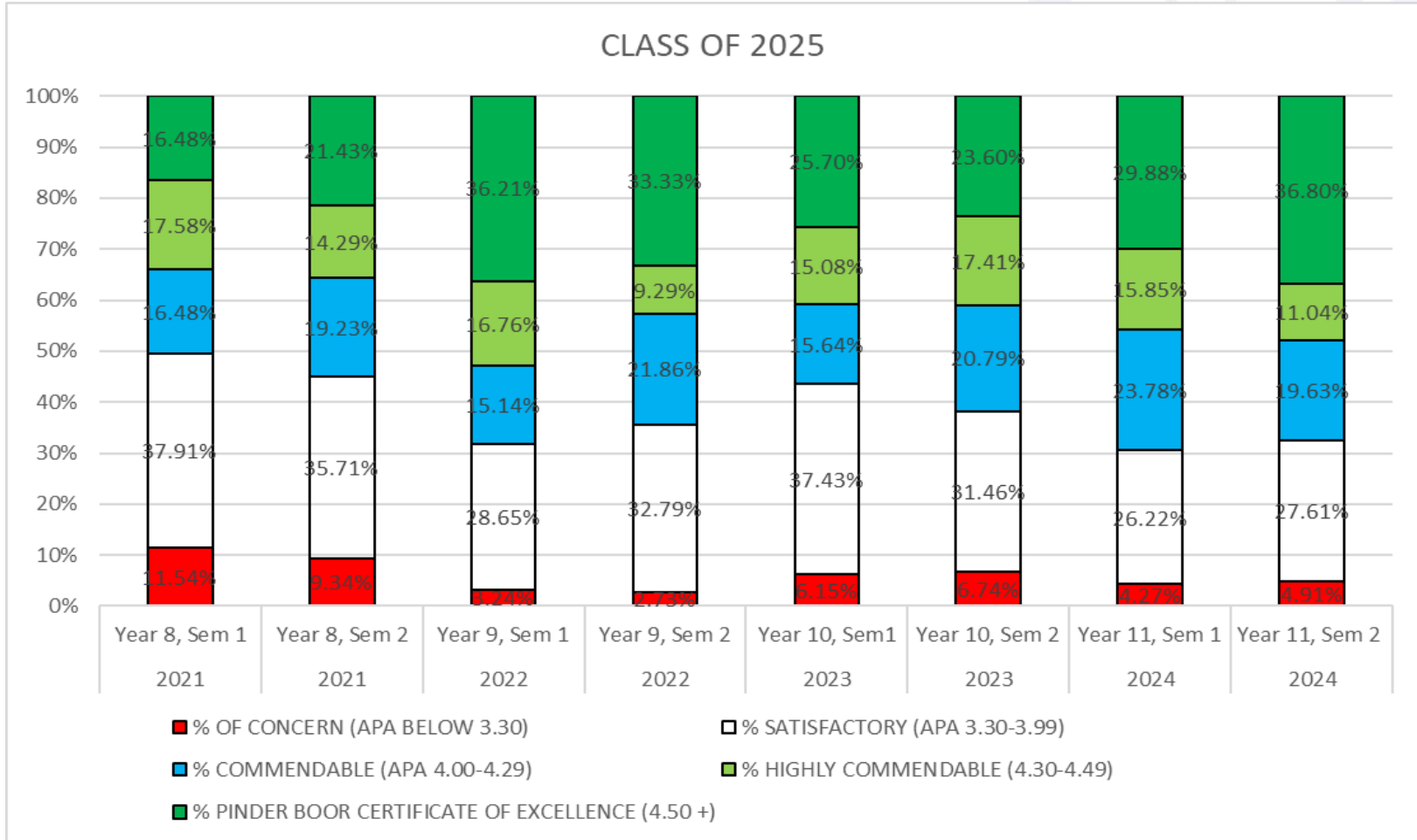
name	10.4	3.68	3.88	0.20
name	10.6	4.42	4.64	0.22
name	10.6	4.27	4.50	0.23
name	10.5	4.63	4.87	0.23
name	10.2	4.20	4.43	0.23
name	10.6	4.44	4.68	0.24
name	10.8	4.50	4.74	0.24
name	10.6	2.98	3.22	0.24
name	10.7	3.56	3.82	0.26
name	10.7	3.87	4.16	0.29
name	10.4	4.40	4.70	0.30
name	10.2	4.20	4.50	0.30
name	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

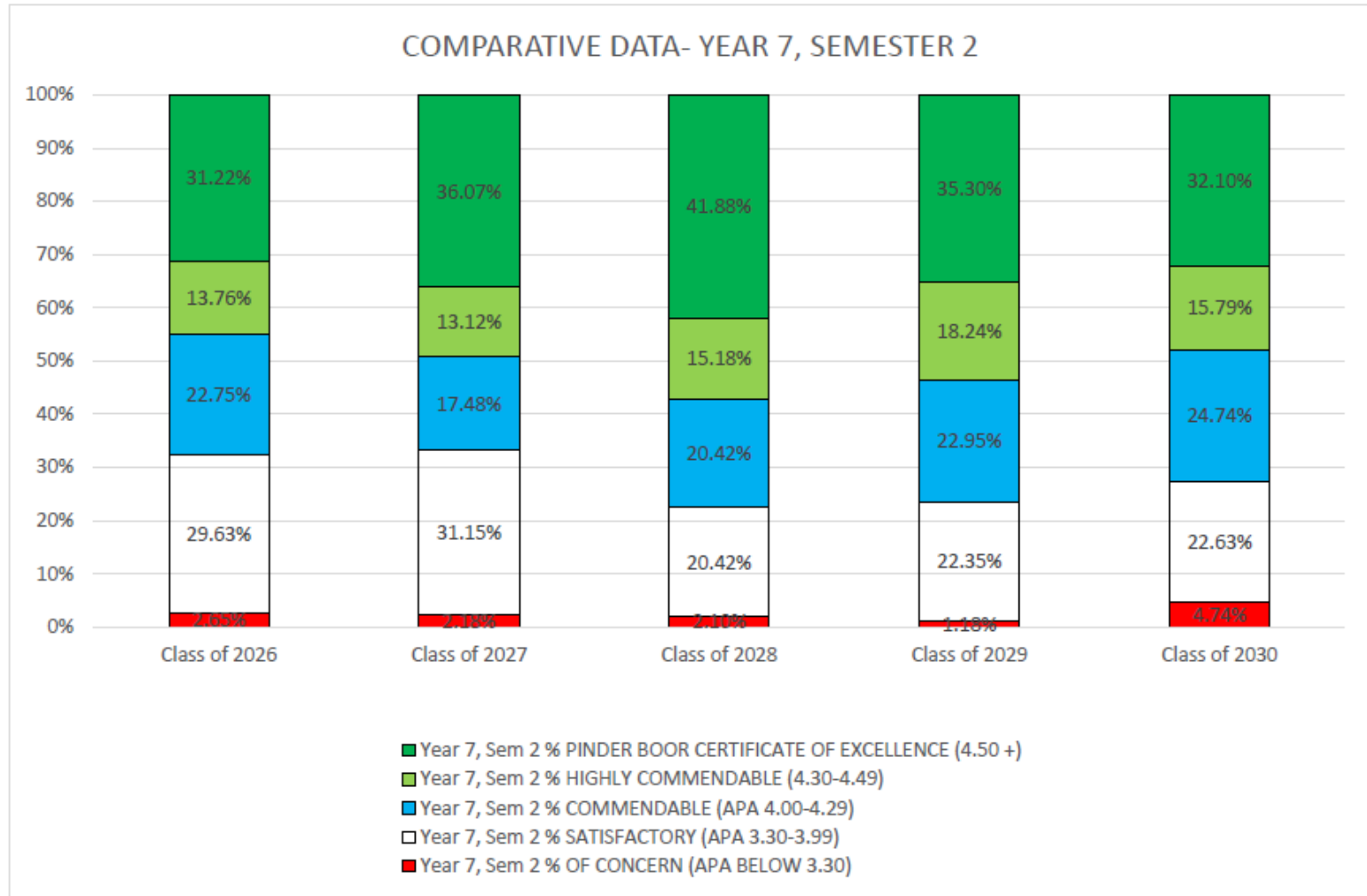
Attribute Point Average APA (ACA2104033)



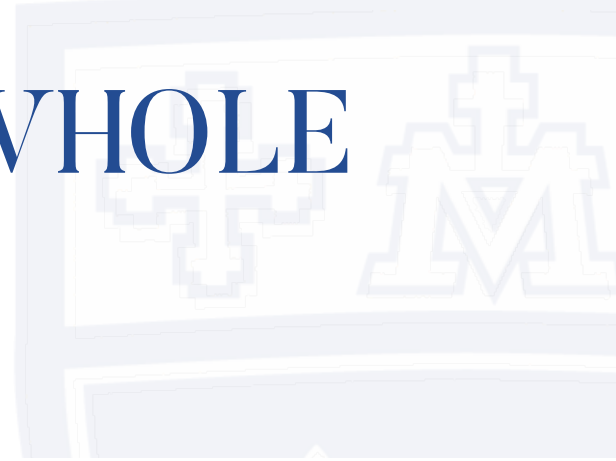
LONGITUDINAL DATA- COHORT



COMPARATIVE DATA- COHORT



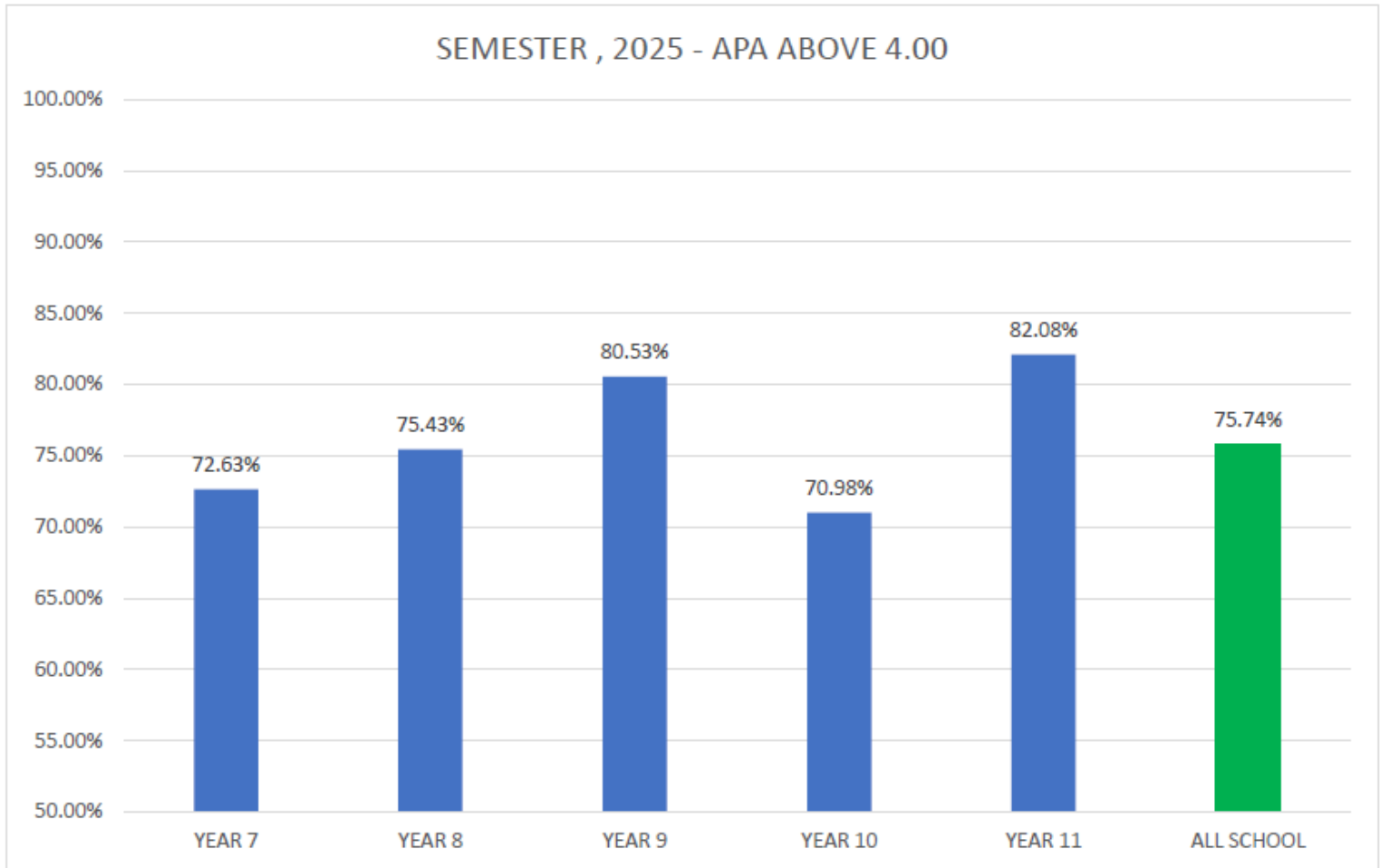
STUDENT DATA- WHOLE SCHOOL



	Of Concern (BELOW 3.30)	Satisfactory (3.30-3.99)	Commendable (4.00- 4.29)	Highly Commendable (4.30-4.49)	Pinder Boor Certificate of Excellence (4.50+)	Totals
YEAR 7	9 4.74%	43 22.63%	47 24.74%	30 15.79%	61 32.10%	190
YEAR 8	5 2.86%	38 21.71%	34 19.43%	33 18.86%	65 37.14%	175
YEAR 9	3 1.58%	34 17.89%	38 20.00%	28 14.74%	87 45.79%	190
YEAR 10	6 3.11%	50 25.91%	39 20.20%	28 14.51%	70 36.27%	193
YEAR 11	6 3.06%	35 17.86%	47 23.98%	28 14.28%	80 40.82%	196
ALL SCHOOL	28 2.97%	201 21.29%	205 21.72%	147 15.57%	363 38.45%	944



APA 4.00+



APA 4.00+ & ATAR

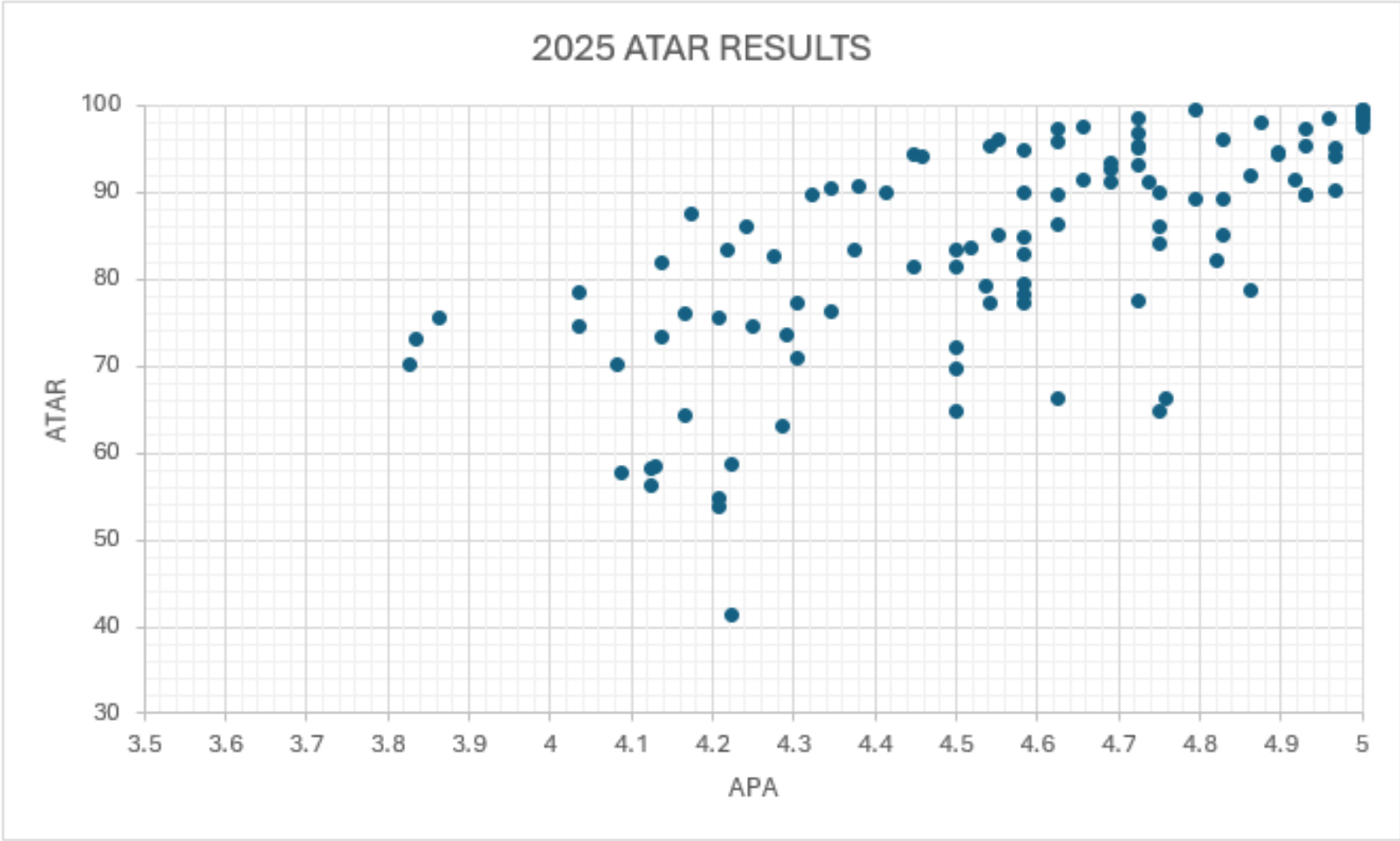
ATAR 90+

- **107** generated an ATAR (studied 4 or more ATAR Subjects)
- **45** of these students generated an **ATAR of 90 or more**
- **40** of these 45 students had an **APA of 4.50 or more (88.90%)**
- **5** of these 45 students had an **APA of 4.30-4.49 or more (11.10%)**

ATAR AT OR ABOVE COLLEGE MEDIAN (86.12)

- **107** generated an ATAR (studied 4 or more ATAR Subjects)
- **53** of these students generated an **ATAR of 86.12 or more**
- **46** of these 53 students had an **APA of 4.50 or more (86.79%)**
- **6** of these 53 students had an **APA of between 4.30-4.49 (11.32%)**
- **1** of these 53 students had an **APA of between 4.00-4.29 (1.89%)**

APA & ATAR



ACKNOWLEDGING & REWARDING PERSONAL EXCELLENCE

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”

THREE LEVELS OF ACHIEVEMENT & RECOGNITION

1. Pinder Boor Certificate of Excellence

- APA 4.50 OR MORE IN SEMESTER REPORT

2. Crown Awards & Blazer Honours

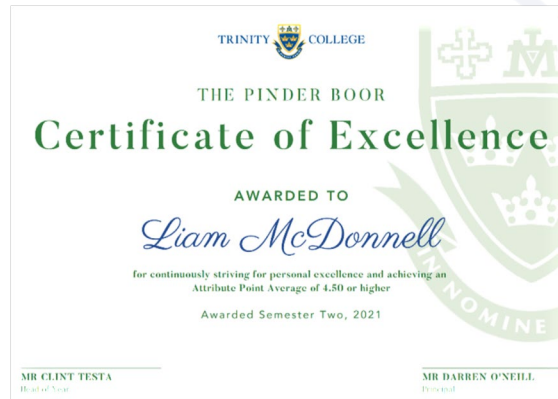
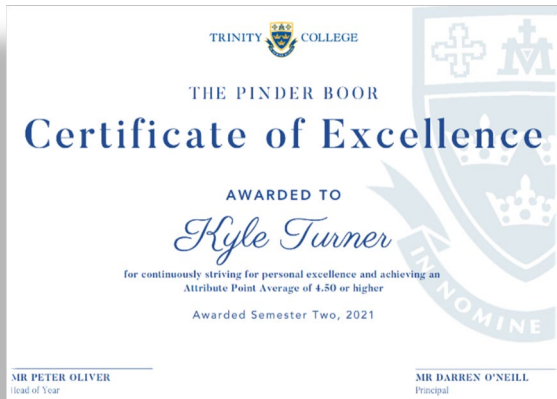
- MULTIPLE PINDER BOOR CERTIFICATES

3. Pinder Boor Medal

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



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 Certificate of Excellence Semester 2, 2025

Year 7	61	32.10%
Year 8	65	37.14%
Year 9	87	45.79%
Year 10	70	36.27%
Year 11	80	40.82%
ALL SCHOOL	363	38.45%

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

2024- 11 Awarded

2023- 6 Awarded

2025- 12 Potential Recipients



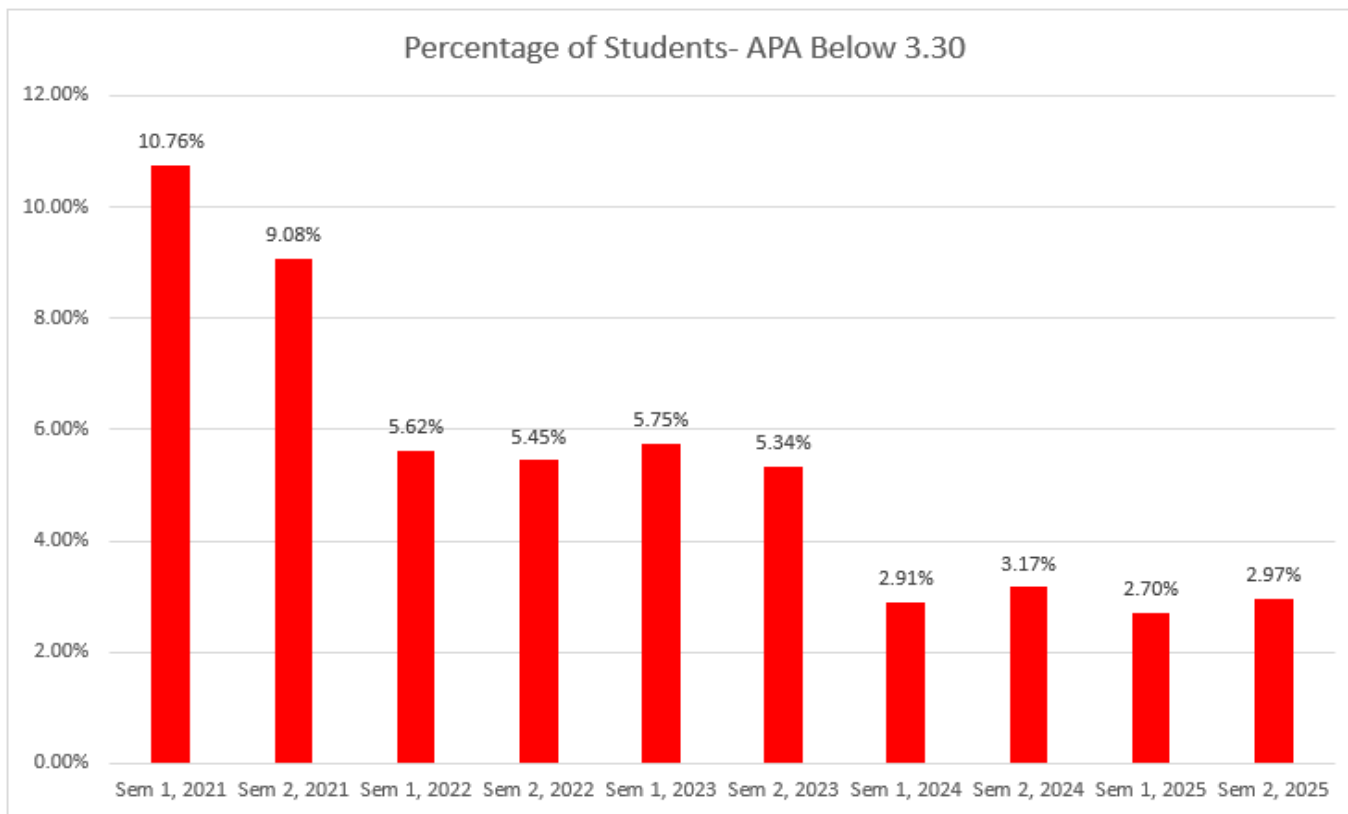
STUDENTS OF CONCERN

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