



2017 SCHOOL PERFORMANCE INFORMATION

Under the Australian Government funding requirements and in line with the *Schools Assistance Act 2008* for the period 2014 – 2018, our school must publish specific information on the internet by 30 June each year, relating to the previous year.

PART 1 : Publication of Information Relating to Schools

1. Contextual Information

Trinity College has its origins in Christian Brothers College, (Perth) founded in 1894 (located at the corner of St Georges Terrace and Victoria Avenue). In 1938, the boarders moved to the new Aquinas College, while the day boys remained at CBC.

In 1962, the College moved to the new Trinity College campus located beside the river in East Perth due to the City Council wanting the Terrace site for a hotel for the 1962 Commonwealth games (the site is now occupied by the Duxton Hotel). In 2007 the Christian Brothers' handed the governance of their schools over to Edmund Rice Education Australia (EREA).

A Trinity College education is proudly based on four pillars – Faith, Academic, Cultural and Sport, with our commitment to the development of each student's faith and personal spirituality being of most importance. The College motto is *In Nomine Domini* and the maxim by which our students are encouraged to live is *Men for Others* – this philosophy is clearly articulated through our Christian Service programs, our immersion experiences and our retreat programs.

Trinity College proudly provides an all boys' education for students from Year 4 through to Year 12. 2009 was the first year that we saw Year 7 students being educated as part of the secondary section of the school.

Our East Perth campus has grown considerably over the last 55 years, thanks to the efforts of many in the College community. Over the years a number of iconic facilities have been developed including the Chapel, Design and Technology Centre, Observatory, Foley Centre and Swimming Pool. In recent years, a new Cultural Centre (music, art, campus ministry and staffroom) was added along with extensions to the Library and Science Block. Together with the new Sports Centre these facilities are complemented by our Outdoor Education Centre, (Camp Kelly, Dwellingup) and our sports grounds at Waterford.

Due to its central location, Trinity College is in the unique position of attracting students from all corners of the metropolitan area giving us a very eclectic mix of students. The College has a commitment to educating Catholic boys of all ability levels. Our Special Education Centre provides education for students with particular learning needs. Our Aboriginal scholarship program aims to be a leader amongst EREA and CEOWA schools with our stated aim to have 36 indigenous students at the College; this represents 3% of the student population and is a reflection of the demographics of the society in which we are located. The College refugee Bursary program now sees eight students having the opportunity of a Trinity College education. The College has a very professional staff group who give enormous hours of their time to both the formal and informal curriculum.



In 1968 the Christian Brothers accepted the invitation of the other 'boys only' schools and joined the interschool sports competition. Our Waterford Playing Fields were constructed to accommodate a variety of sports. Trinity has a proud and successful sporting history with a philosophy that insists that all students participate and represent their school with pride.

2. Teacher Standards and Qualifications

The College employs 113 teachers, of these 113 are three year trained and 1 is two year trained.

3. Workforce Composition

According to our pay records, Trinity College personnel included:

- Teachers: 113 teaching staff, of these 43 are female and 70 male. This total includes one indigenous male teacher.
- Non-teachers: 75, of these 53 are female and 22 male.

4. Student Attendance at School

On average 94% of students attended each day in 2017. This is broken down in year groups as follows:

2017 Attendance Half Days Summary

Year	Number of Students	Mean Percentage Absent	Mean Percentage Present
Junior School	229	7.89	94.86
7	157	5.58	93.90
8	178	4.28	95.43
9	149	3.22	96.50
10	186	3.87	92.83
11	195	12.65	92.11
12	182	21.42	93.15

We ask that a parent or guardian phone or email the College in the morning so that teachers can be made aware of a student's absence. Non attendances, where no contact from a parent or guardian has been received, are followed up with a phone call to the parents.

Students are to approach each of their teachers on their return, in order to catch up on work missed during the absence.

5. NAPLAN Information

NAPLAN 2017	All Australian Schools Mean	Trinity Mean	% of students who achieved at or above the minimum standard
Year 5			
Reading	505.7	532.8	99%
Writing	472.5	489.6	99%
Grammar & Punctuation	499.3	521.8	97%
Spelling	500.8	518.9	99%
Numeracy	493.8	536.3	99%
Year 7			
Reading	544.7	564.7	94.6%
Writing	513.0	537.6	94.6%
Grammar & Punctuation	541.6	557.9	98.0%
Spelling	549.6	562.1	93.2%
Numeracy	553.8	586.6	98.6%
Year 9			
Reading	580.9	608.3	99.3%
Writing	551.9	576.1	90.3%
Grammar & Punctuation	574.1	581.9	96.5%
Spelling	581.5	594.0	96.5%
Numeracy	592.0	642.8	100%

6. Parent, Student and Teacher Satisfaction

Parents, students and teachers are very satisfied with the College – this is confirmed through:

- The waiting lists we have at each year level.
- The exit interviews held with each year 12 student and the College Headmaster – this allows them to talk frankly about the College.
- The formal surveys carried out with a selection of parents, teachers and staff
- The high retention rate we have with staff. This is indicative of the satisfaction that both our teaching and non-teaching staff have with the College.
- The lack of concerns or issues raised with College personnel.

All parents, students and teachers are continually encouraged to raise issues or concerns with the appropriate personnel within the College. The Parent Council was formed to provide an advisory role to the College, through this forum parents have another opportunity to raise issues with the College.

A full survey of parents, students and staff will be conducted during 2018.

7. School Income

Funding was received as follows in 2017:

Tuition fees	56%
Grants	40%
Other Income	4%

Further information can be found at the My School website:

www.myschool.edu.au

8. Senior Secondary Outcomes

Summary

The Year 12 students of 2017 performed creditably in their Western Australian Certificate of Education (WACE) Exams. In statistical terms, 66% of our eligible students achieved an Australian Tertiary Admissions Rank (ATAR) of 80 or better. This places them in the top 20% of the school leaver age population and makes them eligible for the vast majority of courses on offer at all five of our local universities. In the context of this broad base of achievement, many students returned particularly pleasing results:

Six Trinity students received a **Subject Certificate of Excellence** (awarded to students who are in the top 0.5% in a course). 27 students received **Certificates of Distinction** (awarded to students accruing between 190 – 200 points over their best 20 course units in Year 11 and 12) and 25 students received **Certificates of Merit** (awarded to students accruing between 150 – 189 points over their best 20 course units in Year 11 and 12). 16 Trinity students joined the elite **97 Club**. This means that their Australian Tertiary Admissions Rank (ATAR) places them in the top 3% of the school leaver age population.

Furthermore, the College achieved a 98% success rate for Secondary graduation (achievement of the Western Australian Certificate of Education – WACE) for the 181 Year 12 students of 2017.

ATAR Results

We were pleased with how well our students performed in the ATAR

Western Australia	No of Students	> 90	80 – 89	70 – 79	60 – 69	50 – 59	>49	Median ATAR
Trinity College	181 (131 ATAR students) 72% of cohort	53 (40%)	34 (26%)	14 (11%)	18 (14%)	8 (6%)	4 (3%)	86.65



Secondary Graduation

98% of our Year 12 students achieved their WACE certificate in 2017

Comparative Data:

2016 – 98%
2015 – 100%
2014 – 100%
2013 – 100%
2012 – 100%

Percentage of students with 4 or more WACE course scores

72% of our Year 12 students were awarded an ATAR score in 2017

Comparative Data:

2016 – 81%
2015 – 86%
2014 – 86%
2013 – 89%
2012 – 84.5%

Excellence in WACE courses

In 2017 we were acknowledged as being a leading school in 8 WACE Courses:

Accounting and Finance
Applied Information Technology
Computer Science
Design
Literature
Maths Applications
Physical Education Studies
Religion and Life

This compares to the acknowledgements in previous years:

2016 – 7 courses
2015 – 4 courses
2014 – 3 courses
2013 – 2 courses
2012 – 4 courses

Final Scaled Mark at least 5% above the State Average

Music – 11%
Physical Education Studies – 9.5%
Applied Information Technology – 9%
Literature – 8%
Italian – 6%
Physics – 5.5%

Triciles

In 2017 42% of our Year 12 ATAR students achieved an average scaled mark in the top third of ATAR students.

Comparative Data:

2016 – 41%
2015 – 34%
2014 – 44%
2013 – 47%
2012 – 44.3%

Vocational Education and Training

In 2017 28% of Year 12 students completed a Certificate II or higher.

Comparative Data:

In previous years, the percentage of students to complete at least 220 nominal hours of VET;

2016 – 19%
2015 – 20%
2014 – 13.5%
2013- 14.4%
2012 – 25.6%

9. Student Destinations : Year 12, 2017

In 2017, there were 181 Year 12 students who completed their studies at Trinity College. Figure 1 below shows the wide variety of destinations of the cohort contacted, with 78% of the students accepting a place at university. Curtin University (28%) and the University of Western Australia (26%) were the most popular acceptance by the cohort, followed by the University of Notre Dame Australia (11%), Edith Cowan University (10%), Murdoch University (1%) and interstate universities (2%).

The most popular course chosen by the 143 students attending university was Business/Commerce with 32 students (22% of university entrants). Other popular courses are shown in Table 1. The concept of a double degree has been popular in the past, as it broadens a student's chance of employment, however, in 2012, the University of Western Australia began to offer Professional Course Pathways. After completion of a Bachelor degree at UWA, a student may then enrol in a Professional degree. If students had an Assured Pathway into a Professional degree, then this statistic was recorded (rather than reporting an enrolment under B.A. or B.Sc.). Six students enrolled for double degrees at other institutions, up from four students in the 2016 cohort.

The number of students accepting university places but deferring for a period of 6-12 months, was 8 students, compared to 9 from the 2016 cohort.

Eight students were awarded scholarships for university studies.

TAFE Entry and VET studies

Seven students are enrolled in a full time TAFE course, which is one higher than the 2016 cohort. Courses chosen are shown in Table 2. Of these 7 students, all students had participated in Vocational Education and Training (VET) Certificate courses, qualifying in various competencies associated with the certificate courses. Also, a number of students (9) had participated in VET courses (apart from Cert IV Business) and had proceeded to university places – a slightly higher figure to the 2016 cohort.

This year saw the Certificate IV in Business continue at Trinity and it was run in school by an RTO. On completion of this certificate, students are offered an entry at certain universities. Forty-seven students passed this certificate (24 in 2016), with 27 accepting offers from the universities. Four are completing courses at TAFE and six others have gained apprenticeships.

Apprenticeships

Fourteen students were selected for apprenticeships and pre-apprenticeships - eleven of these students had participated in VET courses. The students have commenced apprenticeships in the following areas: electrical (4), heavy diesel mechanic (1), mechanical fitting (1), oral health (1), tiling (1), pre-apprenticeship electrical (3), pre-apprenticeship plumbing (1), pre-apprenticeship refrigeration air conditioning (1) and traineeship (1).

Figure 1: Student Destinations

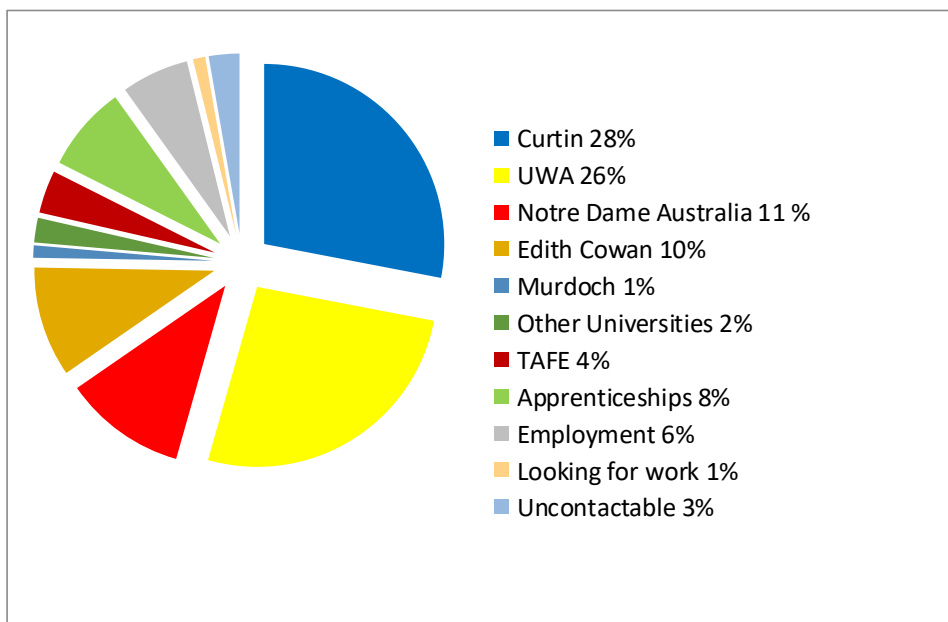


Table 1: The most popular university courses accepted by students:

Business	32
Engineering	17
Education	12
Biomedical Science	10
Science	9
Arts/Drama	8
Law	7
Sport Science/Health Science	7
Computing Science	5
Digital Design	4
Physiotherapy	4
Psychology	4
Actuarial Science	3
Pharmacy	3
Advanced Science	2
Architecture	2
Chiropractor	2
Journalism	2
Music	2
Construction Management	1
Criminology	1
Cyber Security	1
Enabling course	1
Medical Imaging	1
Nursing	1
Optometry	1
Urban regional planning	1

Table 2: TAFE full-time courses accepted by students:

Design - 3D	1
Drafting	1
Environmental Monitoring	1
Hospitality	1
Project Management	2
Sports Science	1

10. Annual School Improvement

VALUE AREA 1: SPIRITUALITY

TOUCHSTONE:
Gospel Spirituality

FOCUS STATEMENT: Our community strives to foster in each member, the Gospel values and traditions that underpin the maxim of being a person for others.

NUMBER	2017 GOALS AND ACTIONS	Completed
Goal 1.3	To continue to offer opportunities for students to participate in activities in the areas of service, liturgy and retreats.	
Planned Actions	<ol style="list-style-type: none"> 1 To continue to encourage students to be fully involved in Year group/Junior School or whole College liturgies. 2 To ensure that there is continued involvement in Becoming Brothers, Quest, Galilee, Emmaus, Encounter, Tabgha and Kairos Retreats. 3 Further develop the Junior School Christian Service program. 4 Further develop the Year 7 & 8 Christian Service program. 5 To further support the TC Environmental Group to encourage better involvement from the wider student body. 6 Further develop the Year 6 Leadership retreat. 7 To continue to explore the opportunity for Year 10's to be involved in the Antipodean's Service expedition to Nepal. 	<p>√</p> <p>√</p> <p>√</p> <p>Ongoing</p> <p>√</p> <p>√</p> <p>√</p>



VALUE AREA 2: COMMUNITY

TOUCHSTONE:
Inclusive Community

FOCUS STATEMENT: Our community embraces the diversity of its members and the support each gives to the other.

NUMBER	2017 GOALS AND ACTIONS	Completed
Goal 2.3	To develop additional opportunities to strengthen the links between the different year groups in the College.	
Planned Actions	<ol style="list-style-type: none"> 1 Continue to have a number of Senior Boys' lockers located with the Year 7 & 8's to provide support and mentoring. 2 Continue to review the alignment with Years 7 and 11 students following the change of Year group of the Senior Ministers. 3 Continue to explore the option of Year 11 & 12 students to be involved in the Year 9 Becoming Men program 4 Continue to explore the option of Year 11 & 12 students to be involved in the Year 7 Transition program 5 Continue with the Year 4 and Year 6 Buddy Program 6 Use the Becoming Men program to strengthen links between Year 5 and Year 9 students. 7 Locate all Head of Years together in a Head of Year office space. 	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>

VALUE AREA 3: SERVICE

TOUCHSTONE:
Justice and Solidarity

FOCUS STATEMENT: Our community seeks to support those in need by providing Christian Service Programs that reflect what it means to serve humankind.

NUMBER	2017 GOALS AND ACTIONS	Completed
Goal 3.3	To provide regular feedback to the school community about activities in the area of service.	
Planned Actions	<ol style="list-style-type: none"> 1 To use Social Media to provide information about the Service activities that our students are involved in. 2 Prepare longer articles for Trinity News about different Christian Service activities both at school (ie Year 11 placements) and as Old boys (ie ERCK). 3 Use the newsletter to better inform parents of Christian Service activities. 4 Update our website to highlight the different Christian Service activities that our students are involved in. 	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>

VALUE AREA 4: EXCELLENCE

TOUCHSTONE:
Liberating Education

FOCUS STATEMENT: Our community strives to achieve excellence in each member through the holistic formation of each individual.

NUMBER	2017 GOALS AND ACTIONS	Completed
Goal 4.3	To create an environment that encourages each student to strive for his own level of personal excellence.	
Planned Actions	<ol style="list-style-type: none"> 1 Formally recognise students at Junior School, Year Group or College Assemblies who through their effort and dedication, strive to achieve personal excellence. 2 Encourage students to use the student self-predictor and reflection facility in SEQTA 3 Continue to roll out the Sharing our Growth and Expertise (SURGE) program to allow staff to continue to reflect upon and improve practice in line with the AITSL standards 4 To assist staff to provide effective feedback to Students to enhance the learning experience 5 Encourage staff to use explicit learning intentions and success criteria that allows for a shared understanding, between teacher and student, of the learning process 6 To broaden the learning experience in line with SCSA Curriculum requirements for students in Years 4-8 – Digital Technology, Design Technology, Visual Arts and Performing Arts to be all part of the lower secondary curriculum 7 Develop a new, research based, whole school literacy strategy 	<p>√</p> <p>Ongoing</p> <p>√</p> <p>Ongoing</p> <p>√</p> <p>Ongoing</p>



PART 2 : School Community Report

1. A report by the current Board Chair to the School Community on the operation of the Board during the preceding twelve months

It is with a tinge of sadness that I submit this report, my last as Chairman of the Board of Trinity College.

As an Old Boy of Trinity – from the Class of 1979 – I was pleasantly surprised when I returned to the College with my first son, **Luke Driscoll** ('10). So much had changed since my time here as a student and I am pleased to say those changes have been for the better. With my son **Tom Driscoll** ('13) following **Luke** and now our third son, **Dominic Driscoll** ('17) graduating this year, our current Trinity chapter is coming to an end.

Of course, there have been many physical changes to the College, some of them, such as the Cultural Centre and the Sports Centre taking place during this current chapter. These buildings, apart from providing significant amenity to the College, also symbolise our strength today and our ongoing commitment to providing a fine learning environment for our boys. Of course, those buildings also symbolise the support of our parent community who ultimately fund such developments. All parents contribute in some way and, of course, many contribute through our School Building Fund. This fund has been a critical instrument in ensuring buildings on campus are developed in a timely and planned manner. Its tax-deductible status, means that the fund is the most effective means of funding building developments and I strongly encourage all families to continue to support this fund.

Whilst the built form structures have visibly changed, perhaps the most important change that I have noticed has been in the development and living of the school mantra – of being a Man for Others.

Whether it has been on the sporting field, support for each other at the College, socialising outside the College boundaries or in the countless hours of community service contributed by the young men of Trinity, living the mantra has become a most positive and practical extension of the Four Pillars that underpin a Trinity education – Faith, Academic, Cultural and Sporting programs.

In 2018, with the opening of the Perth Stadium, Trinity will undoubtedly be discovered by many for the first time, as the College's position on the banks of the Swan River will quite literally come under the spotlight. In some ways, history will repeat as the College once known for its prominent position on St Georges Terrace, will once again become one of the most recognised schools in Western Australia. We should all feel proud that this heightened recognition will come at a time when the College has never looked better and, more importantly, at a time when the College's purpose and sense of identity has never been stronger.

This year the Board has focussed on a number of key areas of importance to the College, including:

- inclusiveness and affordability
- planning for future students
- capital works
- financial viability
- governance



In those discussions, we have been fortunate to have Board members who have given their time and their significant professional talent generously and who are united in upholding the principles of an Edmund Rice education and the well-articulated values of Trinity College.

I express my sincere thanks and appreciation to the Board: **Hon Christopher Ellison** ('71) (Deputy Chair), **Mr Basil Mistilis** (Chair of Finance Committee), **Mr Stephen Moloney**, **Ms Margie Tannock**, **Mr Donald Parnell** ('84), **Mrs Clare Pigram** and **Ms Marion Gismondi**.

Throughout this year we have again seen our staff and senior leadership team led by **Mr Ivan Banks**, work diligently to achieve success under each of the Four Pillars of a Trinity education. In what could be described as a challenging year, I have personally witnessed the extraordinary personal efforts and dedication of our Headmaster, Mr Banks, to ensure that "our pride in Trinity" is worthy of its place in our College's long history (and school hymn). To **Ivan**, I extend on behalf of the Board and our wider parent community, our sincere thanks.

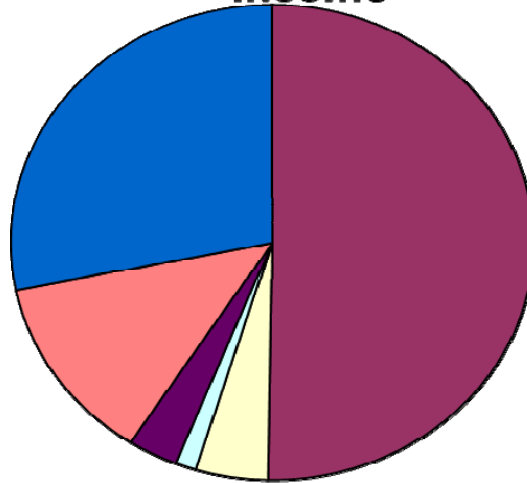
A special thank you is also well due to our Deputy Headmaster, **Mr Peter Norman** and Bursar, **Mr Michael Burgess**. In my time as Chairman, I have never ceased to be amazed by the support these two gentlemen offer our Headmaster, creating an effective and cohesive management team as well as by their professionalism.

And so, I come to the end of this chapter of my family's Trinity journey. We leave the College eternally grateful for a wonderful education in life provided to our three boys. We thank all the fine Trinity staff who have contributed to their journey and we wish Trinity College the very best for a future 'In Nomine Domini'.

Mr John Driscoll ('79)
Board Chair

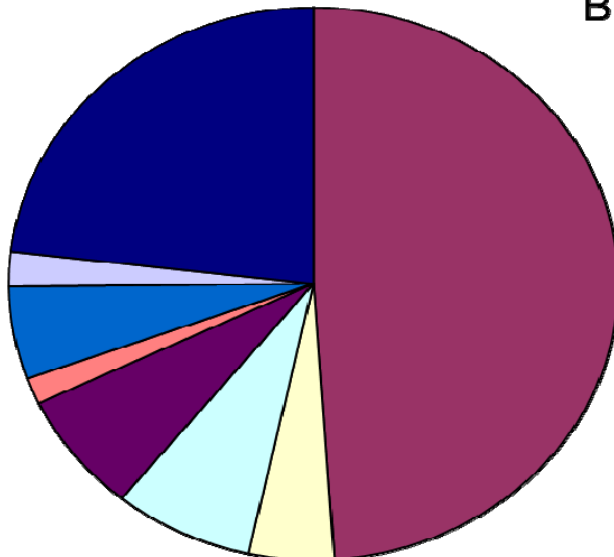
2. A statement of the provisional budget for the ensuing year

**Budget 2018
Income**



■ INCOME ■ Tuition Fee ■ Resource Fee ■ Music Tuition ■ Sundry Income ■ State Grants ■ Comm Grants

Budget 2018



■ EXPENDITURE
 ■ Salaries - Academic
 ■ Learning Area Expenses
 ■ Salaries - Admin & Mtce & Gnds Suprt
 ■ Grounds & Maintenance Expenses
 ■ Insurance