



TRINITY  COLLEGE

# SCHOOL PERFORMANCE INFORMATION 2018

Men for Others



EDMUND RICE EDUCATION  
AUSTRALIA

# SCHOOL PERFORMANCE INFORMATION 2018

Under the Australian Government funding requirements and in line with the Schools Assistance Act 2008 for the period 2015 – 2019, 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, the 'Terrace School' was located at the corner of St Georges Terrace and Victoria Avenue in the heart of the city. In 1938, the boarders moved to the new Aquinas College, while the day boys remained at CBC. When Perth hosted the 1962 Commonwealth Games, the City Council acquired the Terrace site for a hotel and the College moved to the new Trinity College campus located beside the river in East Perth. In 2007 the Christian Brothers' handed the governance of their schools over to Edmund Rice Education Australia (EREA). Trinity College will celebrate its 125 Year Anniversary in 2019.

Trinity College is a Catholic school in the Edmund Rice Tradition. The College receives its educational mandate from the Catholic Archbishop of Perth and operates in accordance with the policies of Edmund Rice Education Australia and the Catholic Education Commission of Western Australia. Trinity College is a member of the Public Schools Association (PSA) of Western Australia.

Trinity College proudly provides an all boys' education for students from Year 4 through to Year 12. A Trinity College education is 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. A particular emphasis is placed on a developmental program that assists in the formation of each student as they journey from boyhood to manhood. The College motto *In Nomine Domini* - In the name of the Lord; is the foundation for all in our community to focus their endeavours in the heart of our call to be Christian. The maxim by which our students are encouraged to live by is *Men for Others*. This philosophy is clearly articulated through our Service programs, our Immersion experiences and our Retreat programs. We demonstrate the Church's commitment to the dignity of the individual, particularly by being called to relationship in community.

Our spacious and well-appointed East Perth campus has grown considerably thanks to the efforts of many in the College community. Several specialist 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) was added along with extensions to the Library and Science Block. Most recently, the magnificent new Sports Centre was completed. These excellent facilities are complemented by our Outdoor Education Centre, (Camp Kelly, Dwellingup) and our sports grounds at nearby Waterford. We enjoy a strong reputation for the excellent pastoral care of our students.

Due to its central location, Trinity College attracts enrolments from all over the metropolitan area and this provides a wonderfully eclectic mix of students. Trinity College aspires to be an inclusive, creative learning community centred in Christ, committed to the education and development of each individual. To this end, a range of pathways are offered to cater for the diverse needs of all boys. Our Inclusive Education Centre provides education for students with particular learning needs, extension programs exist across all curriculum areas and our scholarship and bursary programs for Aboriginal and Refugee students is very highly regarded. Trinity College provides recognised pathways for University entrance (ATAR Courses) and has established a well-earned reputation for excellence in this regard. The College also provides a

comprehensive set of highly developed Vocational Education and Training opportunities. These offer nationally accredited qualifications, valuable work experience and enable access to post-school destinations such as TAFE, traineeships and apprenticeships. The curriculum programs are current, utilise the latest technology and respond to emerging trends in education and the ever-changing demands of our modern world.

The College enjoys a strong reputation for the excellent pastoral care and formation of our boys. The College Staff are wonderful role models who give enormous hours of their time to both the formal and informal curriculum. They value the dignity and worth of every student and strive to create a positive learning environment in which the personal needs of all students are catered for. The boys are encouraged to seek personal excellence and challenged to discover and develop their talents not only for themselves, but in the service of others.

## 2. Teacher Standards and Qualifications

The College employs 111 teachers; of these 110 are four-year trained and one is three-year trained. Many of our Teaching Staff have post-graduate degrees and one staff member has a Doctorate.

## 3. Workforce Composition

According to our employment records, Trinity College personnel included:

- Teachers: 111 teaching staff, of these 39 are female and 72 male. This total includes one indigenous male teacher.
- Non-teachers: 140, of these 68 are female and 72 are male.

## 4. Student Attendance at School

On average 94.36% of students attended each day in 2018. This is broken down in year groups as follows:

Year	Number of Students	Mean % Absent	Mean % Present
Junior School	232	8.59	94.64
7	176	2.66	94.51
8	152	2.81	94.08
9	171	1.88	94.56
10	141	3.77	94.03
11	180	4.54	94.14
12	188	7.25	94.58

### 2018 Attendance Half Days Summary

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 2018	All Australian Schools Mean	Trinity Mean	% of students who achieved at or above the minimum standard
<b>Year 5</b>			
Reading	509	539.6	100%
Writing	464.6	473	96%
Grammar & Punctuation	503.6	516.4	97%
Spelling	502.5	515.9	100%
Numeracy	494.2	523	100%
<b>Year 7</b>			
Reading	541.5	559.4	99.5%
Writing	505.3	503.0	95%
Grammar & Punctuation	543.9	554.8	97%
Spelling	545.2	553.3	97%
Numeracy	548.2	579.6	100%
<b>Year 9</b>			
Reading	583.8	615.4	100%
Writing	542.3	562.1	97%
Grammar & Punctuation	580.1	604	99.5%
Spelling	583.3	611.6	99%
Numeracy	595.6	645.8	100%

## 6. Parent, Student and Teacher Satisfaction

Trinity College is committed to seeking the views and expectations from key stakeholders and regularly seeks feedback on such areas as Catholic ethos, academic performance, pastoral care, sport and other co-curricular programs, the teaching and learning process, communication, community engagement and the College facilities. This feedback greatly assists the College with its operational and strategic planning and its pursuit to continually improve the educational experience offered to our students. Whilst results around 'satisfaction with the College' are very good, we are committed to providing our students with the highest possible standard of education and we have in place a process to use these findings to assist us with this objective.

Evidence indicates that Parents, Students and Teachers have a high degree of satisfaction with the College. This is confirmed through;

### i. Anecdotal Responses:

- Enrolment waiting lists exist at each year level.
- Exit interviews are held with each Year 12 student and the College Headmaster (which allows them to talk frankly about the College).
- Various feedback surveys carried out with a selection of parents, teachers and staff – all contextual to aspects of the College.
- The high staff retention rate is indicative of the satisfaction that both teaching and

non-teaching staff have with the College.

- The high attendance rate of parents at various College events throughout the year.
- The continued growth in membership, and support from, various 'Friends of groups' within the College.
- The continued growth in membership, and support from, the Trinity-Terrace Old Boys' Association (TOBA)

## ii. Formal Survey Responses:

The College recently engaged MMG Education to conduct a formal survey of Students, Parents and Staff of Trinity College to 'assist in reviewing and developing College Improvement Programs'. The feedback provided a formal insight into satisfaction levels with the College.

- Respondents: 691 Parents (69%); 975 Students (82%); 120 Staff (67%) responded
- Overall satisfaction with Trinity College; 83% – Very high \*
  - Overall satisfaction with Teaching and Learning; 82% – Very high
  - Overall satisfaction with Student Wellbeing; 83% – Very high
  - Overall satisfaction with Responses to Bullying; 77% – High (students rated higher at 80%)
  - Overall satisfaction with Co-Curricular Activities; 84% – Very high
  - Overall satisfaction with Management; 81% – Very high
  - Overall satisfaction with Communication; 79% – High
  - Overall satisfaction with Community Involvement and Engagement; 82% – Very high
  - Overall satisfaction with Facilities and Resources; 82% – Very high
  - Overall satisfaction with Staff Wellbeing, Morale and Support; 74% – High
  - Overall satisfaction with Professional Learning; 73% – High
  - Overall satisfaction with Working to the College Mission; 81% – Very high

\* Benchmarking – MMG data can be compared to results from 'like' schools from Australia (Singapore, Hong Kong). Their database is extensive and includes nearly 500 schools, 60,000 parents and students and over 7,000 staff respondents.

Further to this;

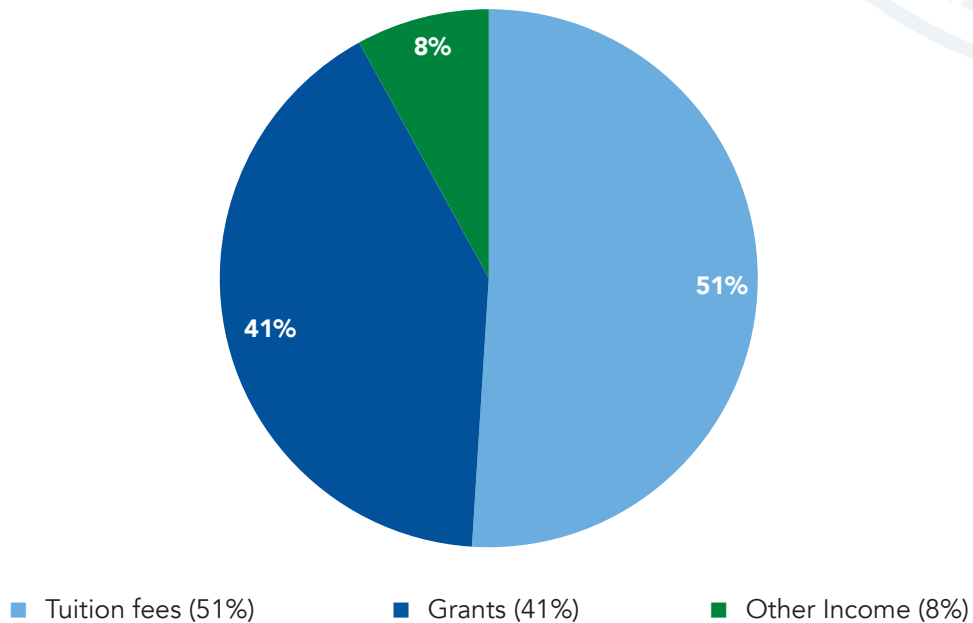
- The College also receives feedback, both formally and informally, in the following ways:
  - Parent Information Evenings
  - Parent-Teacher-Student Interview Evenings
  - College Prefects and Student Leadership Teams
  - Staff Interviews
  - College Advisory Board
  - College Open Days and Tours
  - Social Functions
  - Performance Evenings (Music, Drama, Production and Dance)

- PSA Sport Teams, Music Groups, Dance Groups, others
  - College Community Mass
  - Enrolment Interviews
  - Staff Meetings and Staff Briefings
  - Staff Social Committee
  - Presentation Evening
  - Service and Retreat Programs
  - Various College Tours
- All parents, students and teachers are continually encouraged to raise issues or concerns with the appropriate personnel within the College. The College conforms to all processes as outlined within the EREA Complaints Handling Policy.
  - A primary function of The College Parent Council is to act in an advisory role to the College. Through this forum, parents have another opportunity to raise issues with the College.

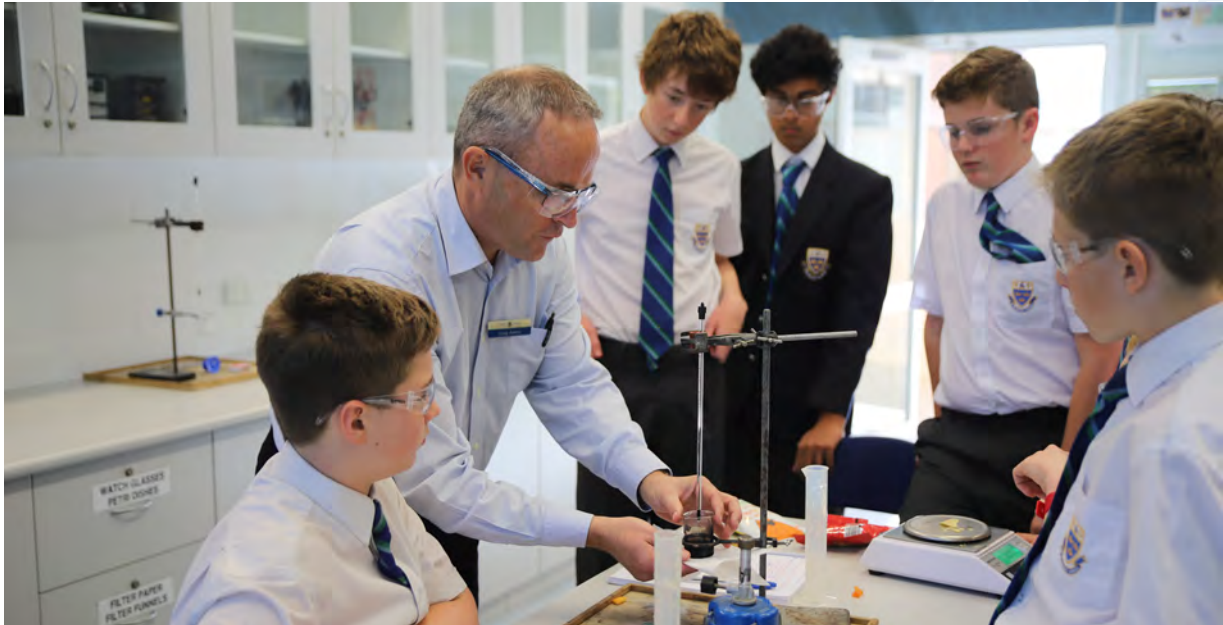
Whilst there is a high degree of satisfaction with the College and its ongoing operations, there exists a real and determined commitment for further improvement in the future.

## 7. School Income

Funding was received as follows in 2018:







Further information can be found at the My School website: [www.myschool.edu.au](http://www.myschool.edu.au)

## 8. Senior Secondary Outcomes

### Summary

The Year 12 students of 2018 performed creditably in their Western Australian Certificate of Education (WACE) Exams. In statistical terms, 63% 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:

One Trinity student was awarded a Subject Exhibition in Mathematics Applications (awarded to the student with the highest examination mark in the course). Three students received a total of four Subject Certificates of Excellence (awarded to students who are in the top 0.5% in a course). 30 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 26 students received Certificates of Merit (awarded to students accruing between 150 – 189 points over their best 20 course units in Year 11 and 12). 19 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 98.4% success rate for Secondary graduation (achievement of the Western Australian Certificate of Education – WACE) for the 188 Year 12 students of 2018.

### ATAR Results

Western Australia	Number of Students	> 90	80–89	70–79	60–69	50–59	>49	Median
<b>Trinity College</b>	188 (142 ATAR students) 75% of cohort	50 (35%)	40 (28%)	30 (21%)	15 (11%)	7 (5%)	0 (0%)	86.5

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

### Secondary Graduation

98% of our Year 12 students achieved their WACE certificate in 2018.

Comparative Data:

- 2017 – 98%
- 2016 – 98%
- 2015 – 100%
- 2014 – 100%

### Percentage of students with 4 or more WACE course scores

75% of our Year 12 students were awarded an ATAR score in 2017.

Comparative Data:

- 2017 – 72%
- 2016 – 81%
- 2015 – 86%
- 2014 – 86%

### Excellence in WACE courses

In 2018 we were acknowledged as being a leading school in 7 WACE Courses:

- Applied Information Technology
- Computer Science
- Design
- Geography
- Maths Applications
- Maths Specialist
- Physical Education Studies

This compares to the acknowledgments in previous years:

- 2017 – 8 courses
- 2016 – 7 courses
- 2015 – 4 courses

- 2014 – 3 courses

### Final Scaled Mark at least 5% above the State Average

- Aviation – 18%
- Drama – 15%
- Literature – 12%
- PE Studies – 11%
- Music – 9%
- Maths Applications – 8%
- Geography – 7 %
- Maths Specialist – 7%
- Computer Science – 7%
- Physics – 7%
- Design – 6%

### Triciles

In 2018 41% of our Year 12 ATAR students achieved an average scaled mark in the top third of ATAR students.

Comparative Data:

- 2017 – 42%
- 2016 – 41%
- 2015 – 34%
- 2014 – 44%

### Vocational Education and Training

In 2018 25% of Year 12 students completed a Certificate II or higher.

Comparative Data:

- 2017 – 28%

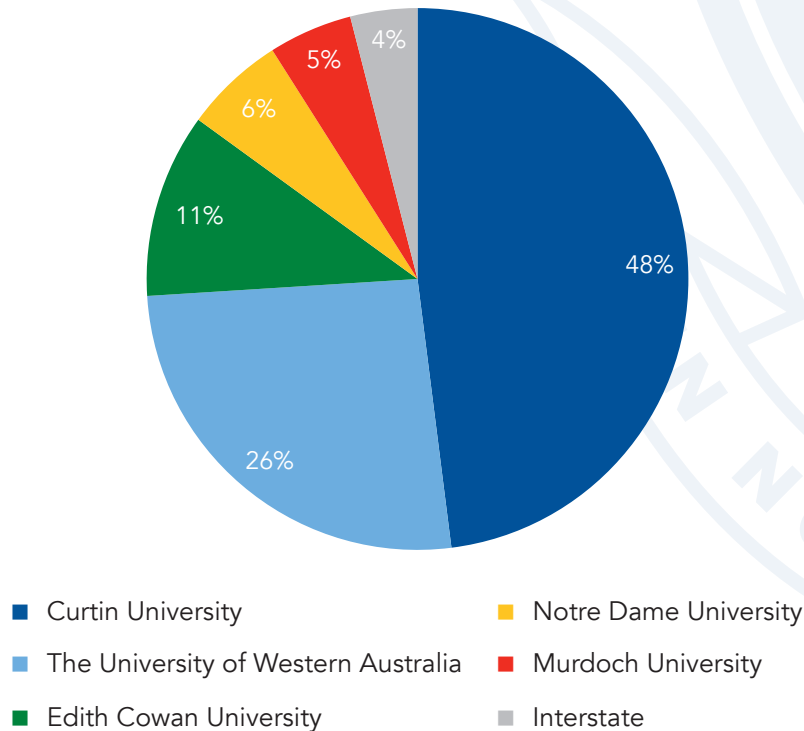
In previous years, the percentage of students to complete at least 220 nominal hours of VET;

- 2016 – 19%
- 2015 – 20%
- 2014 – 13.5%

## 9. Student Destinations: Year 12, 2018

In 2018 there were 188 Year 12 students who completed their studies at Trinity College. 80% of the students accepted a place at university. Figure 1 below shows student university preferences from by respondees. Curtin University (48%) and The University of Western Australia (UWA) (26%) were the most popular enrolment destinations, followed by Edith Cowan University (11%), Notre Dame (6%), Murdoch (5%) and Interstate universities (4%).

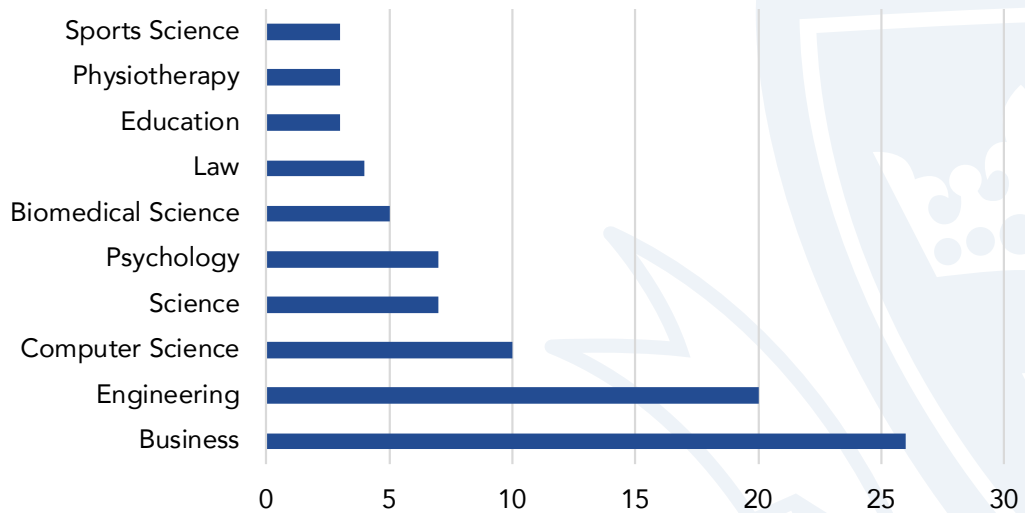
Figure 1: University Destinations



### University Course Enrolments

The two most popular courses that students enrolled in were Business/Commerce (26 students) and Engineering (20 students). Other popular courses included Biomedical Science and Physiotherapy. As has been the trend over the past few years more students are applying and being accepted into courses through early offer or guaranteed places before the ATAR examinations commence. In 2018, 14 students were successful in achieving an early offer place. UWA's professional and direct pathways again proved popular with Trinity students. After completion of a Bachelor degree at UWA, a student may then enrol in a professional degree. If a student achieves a high enough ATAR they are offered a guaranteed place in a range of courses. 13 students were awarded scholarships for their university studies commencing in 2019.

Figure 2: Top Ten University Enrolments by Course



#### Certificate IV Business

Since 2016 Trinity has offered a Certificate IV in Business which enables students to gain a VET qualification while keeping tertiary study options open. In 2018 thirty-four students enrolled and all successfully completed the qualification. Students used this qualification to enrol in university courses such as architecture, commerce, primary and secondary education, psychology and counter terrorism.


#### TAFE and VET Studies


Trinity students can undertake a variety of VET courses including pre-apprenticeships while at school. Seven students were awarded apprenticeships in 2019. These students have commenced in the following areas: Electrical, Automotive Mechanic, Construction, Heavy Duty Steel Fabrication. Four students have enrolled in courses at TAFE in 2019.





## 10. Annual School Improvement

VALUE AREA 1: SPIRITUALITY	
<p><b>Touchstone:</b> Gospel Spirituality</p> 	
<p><b>Focus Statement:</b> Our community strives to foster in each member the Gospel values and traditions that underpin the maxim of being a person for others.</p>	
<p><b>2018 Goals and Actions:</b> <b>Goal 1.4:</b> To have Campus Ministry activities recognised, appreciated and endorsed by the entire school community.</p>	
<p><b>Planned Actions:</b></p> <ul style="list-style-type: none"> <li>Year cohort link to specific charity organisations within our community. Each year the boys are exposed to a new organisation outlined below:</li> </ul> <p>Awareness and Fundraising:</p> <ul style="list-style-type: none"> <li>Year 4 – Brother Olly's Wheelchairs for Kids</li> <li>Year 5 &amp; 6 – Aged Care/ Shopfront</li> <li>Year 7 – Brother Olly's Wheelchairs for Kids</li> <li>Year 8 – Shopfront</li> <li>Year 9 – Lifelink</li> <li>Year 10 – St Vincent de Paul</li> <li>Year 11 – Edmund Rice Camps</li> <li>Year 12 – Edmund Rice Centre for Refugees</li> </ul> <ol style="list-style-type: none"> <li>Organisations to visit the College and speak to the boys;</li> <li>Students to visit organisations; and</li> <li>Goals set for fundraising targets.</li> </ol>	<p><b>Completed</b></p> <p>✓</p>
<ul style="list-style-type: none"> <li>Use Unfair Day as a mechanism to raise awareness of the charities we support.</li> </ul>	<p>✓</p>
<ul style="list-style-type: none"> <li>Use Unfair Day as a tool to raise awareness of Campus Ministry Activities.</li> </ul>	<p>✓</p>
<ul style="list-style-type: none"> <li>Use a Staff PD Day as a Christian Service day (Friday, 21 September 2018).</li> </ul>	<p>✓</p>
<ul style="list-style-type: none"> <li>Use all forms of marketing/publicity to raise awareness of Campus Ministry Activities.</li> </ul>	<p>Ongoing</p>

VALUE AREA 2: COMMUNITY	
<p><b>Touchstone:</b> Inclusive Community</p> 	
<p><b>Focus Statement:</b> Our community embraces the diversity of its members and the support each gives to the other.</p>	
<p><b>2018 Goals and Actions:</b> <b>Goal 2.4:</b> To further develop strategies to build upon the formation of students in relation to how they treat others. Focus to be upon:</p> <ul style="list-style-type: none"> <li>Language and Behaviour</li> <li>Anti-Bullying Behaviour</li> <li>Digital Citizenship</li> <li>Community Citizenship</li> </ul>	
<p><b>Planned Actions:</b></p> <ul style="list-style-type: none"> <li>Specific programs to be conducted in PCG, Health, Becoming Men and PDW.</li> <li>Year 7, Term 1, Religious Education program – focus on Blessed Edmund Rice, Christian Brothers, Trinity History, College Values.</li> <li>Strengthen Peer Support program. Links between Years 7 &amp; 11, Years 6 &amp; 10, Years 5 &amp; 9 and Years 4 &amp; 6.</li> <li>Guest Speaker (Mr Greg Mitchell) for students and parents.</li> <li>A focus on Protective Behaviour Curriculum.</li> <li>A shared space for HoY's to work together for the formation of students.</li> <li>Engage Alpha Motivation to work with Year 10 Leaders.</li> </ul>	<p><b>Completed</b></p> <p>Ongoing</p> <p>✓</p> <p>x</p> <p>✓</p> <p>Ongoing</p> <p>✓</p> <p>✓</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**

This year has been a milestone for Trinity College, if not just for its transitional nature. Mr Ivan Banks, an iconic Headmaster in the history of Trinity, completed ten years during which the School has seen unprecedented growth which is visible just walking through the College grounds. Ivan's legacy has been much more and has been extolled during the course of this year. Mr Shaun Kenny has done a great job in an acting position whilst a new Principal was found. To both men, I extend the deep appreciation of the Advisory Board.

I extend a warm welcome to Mr Darren O'Neill, the incoming Principal, who I know will do an excellent job. Darren has already actively engaged with Board members and, more widely, the TC community.

Over the year, we have established a Governance Sub Committee to deal with the changing environment in which we live and, in particular, dealing with the response by EREA to the Royal Commission. I am grateful to Mr Scott Slater ('79) for taking on the role as Chairman and also thank Mr Basil Mistilis and Mr Stephen Spiers ('85), the respective Chairs of our Finance and Foundation Sub Committees, which have continued their important work throughout the year.

Trinity has a great scholarship program, which offers a chance to boys who might not otherwise have that opportunity, to attend the College. We have worked closely with the Foundation Committee which oversees this, and I extend our appreciation to Mr Stephen Spiers and his committee for their work this year.

After eight years on the Advisory Board I will be finishing my term this year as Chairman. I extend my deep appreciation to my other fellow members; Mr Jason Marocchi, Mrs Marion Gismondi, Br Kevin Paull, Mr Peter Hawke ('88) and Ms Clare Pigram, who have been a privilege to work with. I particularly want to thank the Deputy Chair, Mr Stephen Maloney for his great support and know he will do a great job as the incoming Chair.

A special mention is also made of Mr Michael Burgess, the College Bursar, who has played an outstanding role in the success of the College and to whom I extend our gratitude for his contribution to the Advisory Board.

This by no means ends my association with Trinity, which began in Year 4 in 1963. I was educated here, I have a son who was and another who is still at the School. My story is one of many families who have had similar experiences and as much as I might say that Trinity has changed, its values and Catholic tradition, which I encountered in 1963, have not.

As a boys' school in the Edmund Rice tradition it has kept pace with the best in education for our sons and I firmly believe that every boy who attends the School has the opportunity to excel to the best of his ability with the various talents given to him.

Not only with the renewed leadership we have, but just looking at the TC boys, you can see the bright future that lies ahead as we go into the 125th anniversary of CBC Perth and Trinity College!

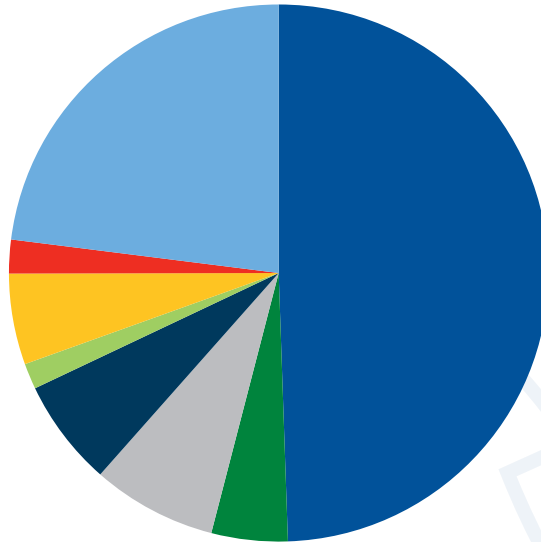
In Nomine Domini.

**Hon Chris Ellison ('71)**

Chairman

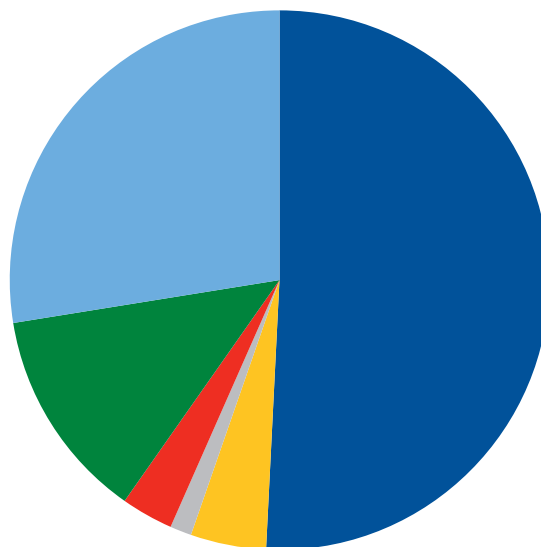
2. A statement of the provisional budget for the ensuing year

2018 Operating Expense



- Salaries – academic
- Learning area expenses
- Salaries – admin, maintenance & grounds support
- Grounds & maintenance expenses
- Insurance
- Superannuation
- Interest on loans
- Other admin expenses

2018 Operating Income



- Tuition fees
- Sundry income
- Resource fees
- State grants
- Music tuition
- Comm grants



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EDMUND RICE EDUCATION AUSTRALIA

TRINITY COLLEGE IS A CATHOLIC DAY SCHOOL FOR BOYS FROM YEARS 4-12 IN THE EDMUND RICE TRADITION