



TRINITY COLLEGE



SCHOOL PERFORMANCE INFORMATION 2019

Men for Others



EDMUND RICE EDUCATION
AUSTRALIA

SCHOOL PERFORMANCE INFORMATION 2019

Under the Australian Government funding requirements and in line with the Schools Assistance Act 2008 for the period 2015 – 2019, our school is required to 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 celebrated 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, VR Laboratory 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 playing fields at nearby Waterford.

Due to its central location, Trinity College attracts enrolments from across the metropolitan area and this provides a wonderfully diverse cohort 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 Mary Rice 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 113 teachers; of these 112 are four-year trained and one is three-year trained. 23 teaching staff have attained a Master's degrees, and two teaching staff have attained Doctoral degrees.

3. Workforce Composition

According to our employment records, Trinity College personnel included:

- Teaching staff: 113, of these 40 are female and 73 male. This total includes one Indigenous male teacher.
- Support staff: 144, of these 66 are female and 78 are male. This includes one Indigenous male support staff member.

4. Student Attendance at School

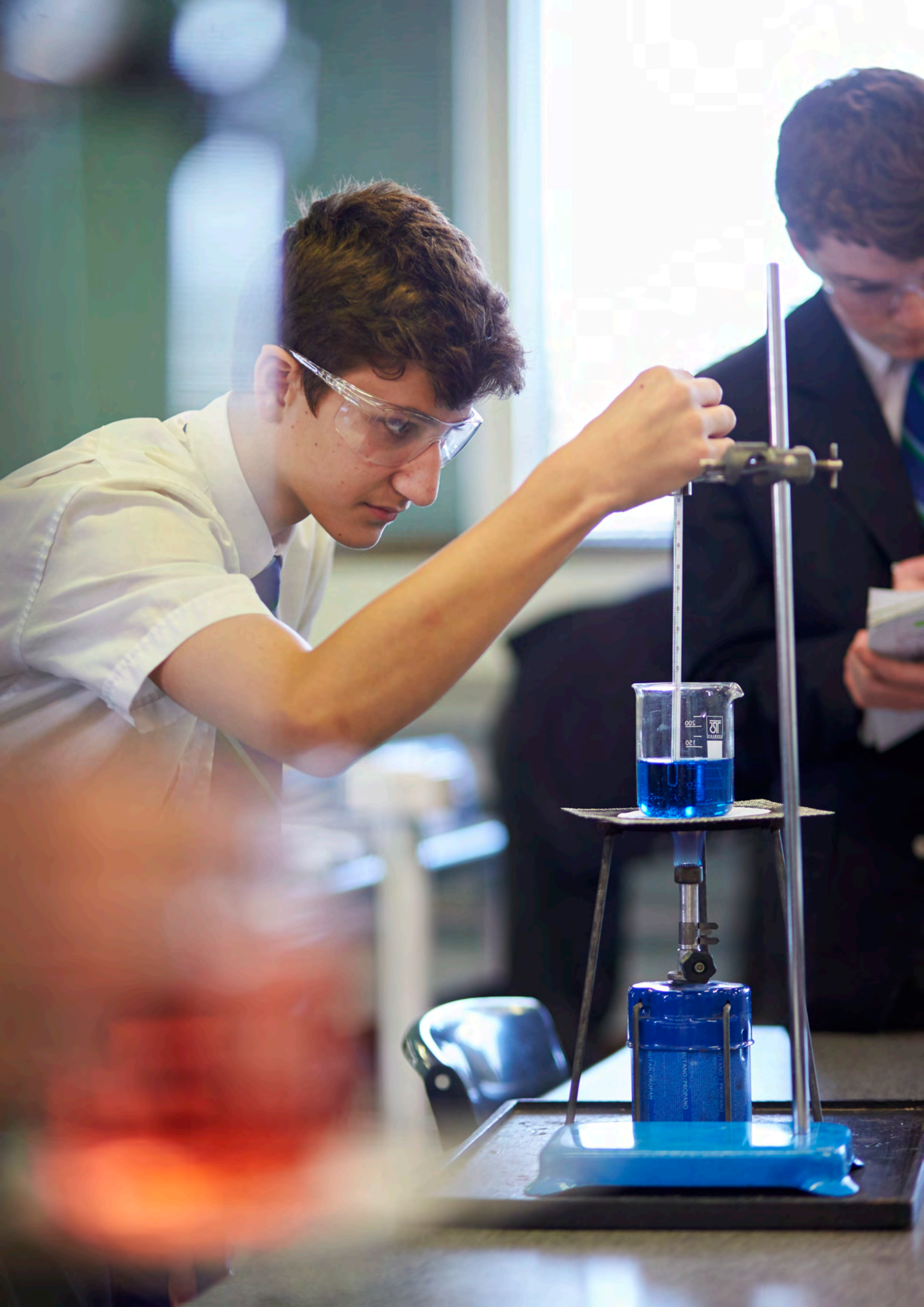
On average 94.5% of students attended each day in 2019. This is broken down in year groups as follows:

Year	Number of Students	Mean % Present
4	71	95.4
5	95	94.85
6	73	94.41
7	172	96.28
8	164	94.66
9	144	94.05
10	177	93.72
11	135	94.73
12	173	92.4

2019 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 2019	All Australian Schools Mean	Trinity Mean	% of students who achieved at or above the minimum standard
Year 5			
Reading	506	527	99%
Writing	474	487	100%
Grammar & Punctuation	499	516	99%
Spelling	501	512	100%
Numeracy	496	530	99%
Year 7			
Reading	546	568	99%
Writing	513	526	96%
Grammar & Punctuation	542	559	98%
Spelling	546	560	99%
Numeracy	554	599	99%
Year 9			
Reading	580	615	97%
Writing	549	591	95%
Grammar & Punctuation	573	600	95%
Spelling	582	610	97%
Numeracy	592	641	98%

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:

- A high demand for enrolment places exist at each year level.
- Exit interviews are held with each Year 12 student and the College Headmaster (which allows them to talk openly about the College).
- Various feedback surveys carried out with a selection of parents, staff and students – all contextual to aspects of the College.
- The high staff retention rate is indicative of the satisfaction that both teaching and support 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 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;

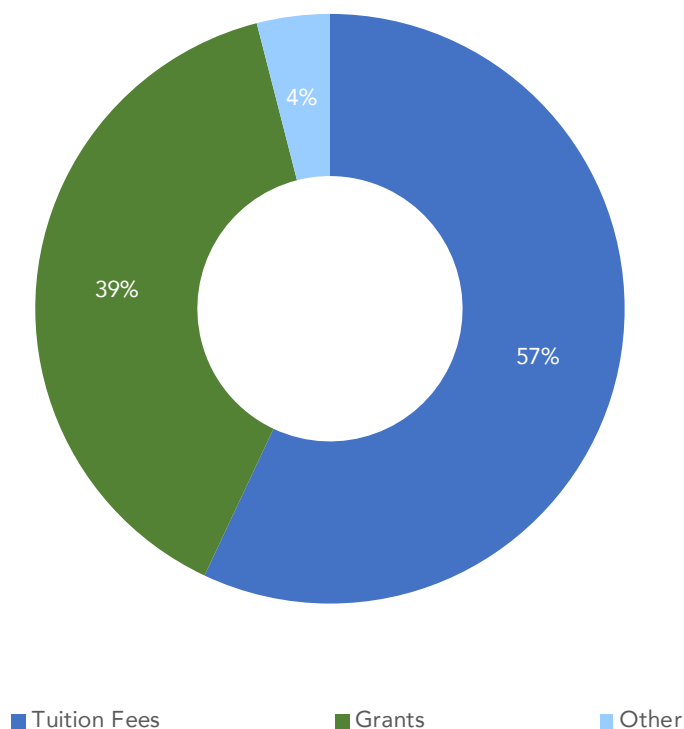
- The College also receives feedback, both formally and informally, in the following ways:
 - Parent Information Evenings and Carousels
 - Parent–Teacher–Student Interview Evenings
 - College Prefects and Student Leadership Teams
 - Staff Interviews and formal Staff Exit Interviews
 - College Advisory 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
 - College Auxiliary
 - College Parent Council
- 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. The formal implementation of a new College Strategic Plan in 2020 will reflect such improvement ambitions.

7. School Income

Funding was received as follows in 2019:



Further information can be found at the My School website: www.myschool.edu.au





8. Senior Secondary Outcomes

Summary

As a College, we would like to congratulate the Year 12 class of 2019 who performed strongly across the board in their academic studies. The success of our students is due to many factors that are all related such as:

- Hard work, consistent application, determination and perseverance of our students.
- Committed support of our parents.
- High-quality Teaching and Learning provided by a professional, dedicated and hardworking staff.
- A strong emphasis on providing a personalised and holistic education.
- A relentless focus on each individual where each student is challenged, encouraged, well known and cared for.
- Ensuring that students are engaged in all four pillars – spiritual, academic, cultural and sport.
- Individualised subject counselling for each student.

98.3% of our Year 12 students were awarded their WACE. 61% of our students obtained an Australian Tertiary Admission Rank (ATAR) of 80 or higher, which qualifies them for the vast majority of courses at all 5 of our local universities. Our median ATAR was 84.25, which is consistent with our average for the last number of years.

In the context of this broad base of achievement, many students returned particularly pleasing results. Three students each received a Subject Certificates of Excellence (awarded to students who are in the top 0.5% in a course). 16 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).

13 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 98.3% success rate for Secondary Graduation (achievement of the Western Australian Certificate of Education – WACE) for the 173 Year 12 students of 2019.

Western Australia	Number of Students	> 90	80–89	70–79	60–69	50–59	>49	Median
Trinity College	172 (125 ATAR students) 73% of cohort	39 (31%)	45 (36%)	23 (18%)	12 (10%)	2 (2%)	4 (3%)	84.2

ATAR Results

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 2019.

Comparative Data:

- 2018 – 98%
- 2017 – 98%
- 2016 – 98%
- 2015 – 100%

Percentage of students with 4 or more WACE course scores

73% of our Year 12 students were awarded an ATAR score in 2019.

Comparative Data:

- 2018 – 75%
- 2017 – 72%
- 2016 – 81%
- 2015 – 86%

Excellence in WACE courses

In 2019 we were acknowledged as being a leading school in 5 WACE Courses:

- Applied Information Technology
- Design
- Maths Methods
- Politics and Law
- Religion and Life

This compares to the acknowledgments in previous years:

- 2018 – 7 courses
- 2017 – 8 courses
- 2016 – 7 courses
- 2015 – 4 courses

Final Scaled Mark at least 5% above the State Average

- Drama – 12%
- Dance – 11%
- Computer Science – 7%
- Maths Applications – 6%
- Media Production – 6%
- Chemistry – 5%
- Design – 5%
- Phys Ed Studies – 5%
- Physics – 5%

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In 2019, 37% of our Year 12 ATAR students achieved an average scaled mark in the top third of ATAR students.

Comparative Data:

- 2018 – 41%
- 2017 – 42%
- 2016 – 41%
- 2015 – 34%

Vocational Education and Training

In 2019, 27% of Year 12 students completed a Certificate II or higher.

Comparative Data:

- 2018 – 25%
- 2017 – 28%

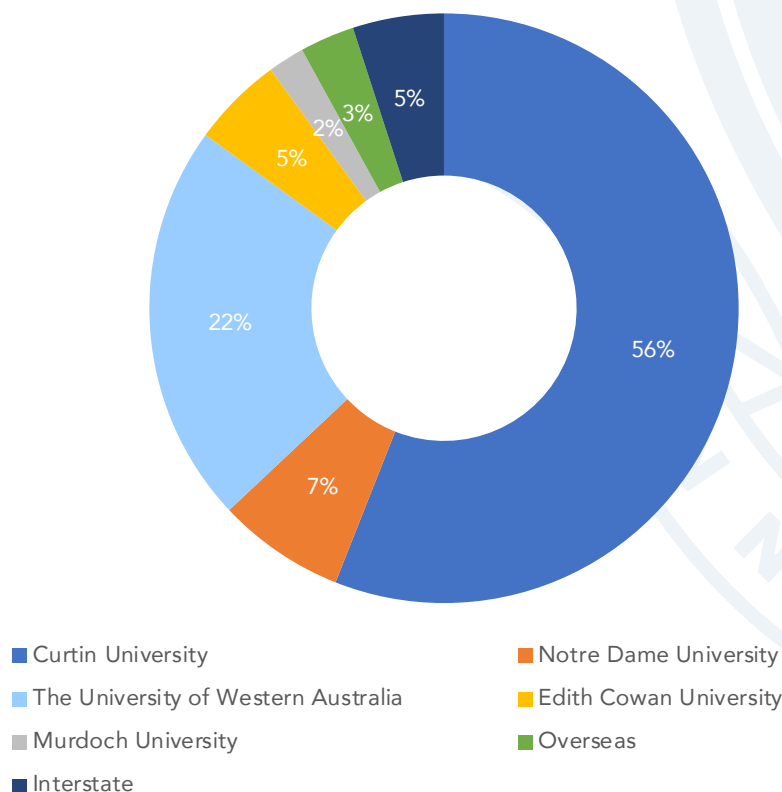
In previous years, the percentage of students to complete at least 220 nominal hours of VET;

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

9. Student Destinations: Year 12, 2019

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 and Engineering. Other popular courses included Science and Arts. 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. 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. In 2019, eleven students were awarded scholarships, many providing significant financial support while studying.

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	
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.	
2019 Goals and Actions: Goal 1.5: To embrace the College Evangelisation plan as a living document for students, staff and parents.	
Planned Actions:	Completed
<ul style="list-style-type: none"> Link New Trinity Evangelisation Plan to new College Strategic Plan – and as a goal within the Strategic Plan for 2020. 	Deferred
<ul style="list-style-type: none"> Principal and Key staff to attend the CEWA Evangelisation Plan Workshop in 2020. 	Deferred
<ul style="list-style-type: none"> Explore the possibility of an Evangelisation Plan Working Party to liaise and form a Trinity Evangelisation Plan throughout 2020. 	Deferred
<ul style="list-style-type: none"> Consider a long-term schedule for Staff Faith, Formation & PD that incorporates Faith & Knowledge components. 	✓
<ul style="list-style-type: none"> Given the completion of the Chapel refurbishments in 2019, we must increase the promotion of Friday Mass for staff, parents and students. 	✓

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.	
2019 Goals and Actions: Goal 2.5: To increase the awareness of all members of our school community in regard to environmental issues	
Planned Actions:	Completed
<ul style="list-style-type: none"> Communicate Objectives of a Focus on Environmental Issues at Trinity College 	
1. Include in the 2019 Market Plan	✓
2. Proposed Activities by TCEC	✓
3. College Actions over the year, e.g. building decisions, purchase decisions	✓
4. Allow for feedback and discussion on Social Media platforms	✓
5. Highlight established initiatives at the College: <ul style="list-style-type: none"> Solar pool Recycling Water fountains Investigate continued usage of the purple bins for recyclable bottles 	✓
6. Publish information regarding the new monitor screens which demonstrate water, gas and energy usage of the College.	x
<ul style="list-style-type: none"> TCEC Committee Actions: Refer the focus on initiatives to the TCEC 	
1. Examined increased water fountains and link to re-fill bottles for staff, parents & students.	✓
2. Improve recycling initiatives: <ul style="list-style-type: none"> Elimination of single use of plastic across the College Changing brands in the canteen/ staff room to recycled packaging Get paper and card recycling running across the College Conversion of canteen packaging / plates/ cutlery to compostable varieties and use of this at ALL College events 	✓
3. Implementation of a composting scheme for food waste utilising above noted compostable packaging etc	✓
4. Working towards being a Waste Wise School and Sustainable School WA	x
5. Working in conjunction with Greenbatch as part of Christian Service at the College (both for students and staff)	x
<ul style="list-style-type: none"> Learning Area Curriculum Focus 	
1. Challenge particular Learning Areas to have a Focus/ Task centered around the environment	x
2. Swan River Foreshore clean-up and redevelopment	✓
3. Promote Earth & Environmental Science	✓
4. The development of an elective for 2020 (Year 7 or 8) based on Sustainability and real-world problem solving	✓

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.

2019 Goals and Actions:

Goal 3.5: To instigate opportunities to allow members of our wider community, including parents and Old Boys, to be involved in planned Service activities expressing a commitment to Gospel values.

Planned Actions:	Completed
• To work with Trinity Fathers for Others to establish a dads and sons service activity.	x
• To work with Campus Ministry to establish parents/adults service activities.	✓
• To work with TOBA to create opportunities for old boys to be involved in organized service activities.	x
• To use our various social media platforms and College Newsletter to promote these activities to the wider College community.	✓

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.

2019 Goals and Actions:

Goal 4.5: To continue to initiate strategies for attracting, developing and recognizing quality staff.

Planned Actions:	Completed
• Develop a system of staff appraisal/ growth that promotes self-reflection on teaching practice through SURGE.	✓
• Continue to identify and promote staff to engage in endorsed leadership programs from EREA and CEWA.	✓
• Continue to offer staff bursaries for research and study relevant to their roles.	✓
• Continue to celebrate our successes/ initiatives through the different forms of media so that the good name of the College is communicated to the wider Community.	✓

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

As I reflect on my first year as Chair of the College Advisory Board, I feel privileged by the opportunity to lead a passionate and diligent board that care and share in the responsibility of ensuring the sustainable future of Trinity College.

It has been enjoyable working with and supporting a passionate Principal and I acknowledge Darren for his valuable contribution in his first year. In a unique period of the College's history, Darren has been open and engaging with all stakeholders and I know his unique leadership style, with the support of his new leadership team, will be valuable contributors to the wellbeing of Trinity College.

One of the highlights for me this year was attending the celebration of 125 years of Christian Brothers' education in Western Australia. To be present and observe the students and teachers marching with pride and distinction allowed me to feel the authentic love and gratitude the Old Boys have for the College. It's this rich history that motivates me to ensure Trinity College remains a unique Catholic college that continues to offer an environment that inspires our students to be their best, enabling lifelong friendships and become Men for Others.

In April this year, the Board, Executive Leadership Team and stakeholders met to start the planning and development for our new five-year strategic plan for the College. The strategic plan will be the primary focus in the short term and will be our guide for all future decisions as the College prepares itself for the many challenges that are present for independent schools. As Chair, I feel it's our responsibility to be open and innovative by exploring all possibilities and opportunities to improve the functionality and performance of the College. I acknowledge mistakes have been made, exposing the College to scrutiny from the community and external bodies. However, it's these experiences where we must acknowledge, feel the impact and respond openly and engagingly that allow us to improve. As an advisory board, we are responsible for making sure our decisions and behaviours are aligned to the College values and ensure we are role models for our future leaders.

I feel Trinity College is a real community that cares. The level of support offered to the College through auxiliary committees, coaching, supporters and volunteers demonstrates the qualities that make TC unique. There is a real interest in creating an environment that will not only benefit our sons today but also create a legacy for others to experience the TC Spirit. Thank you to everyone who offered their time and support to the College and for the valuable contribution you made to the College and each boy's experience.

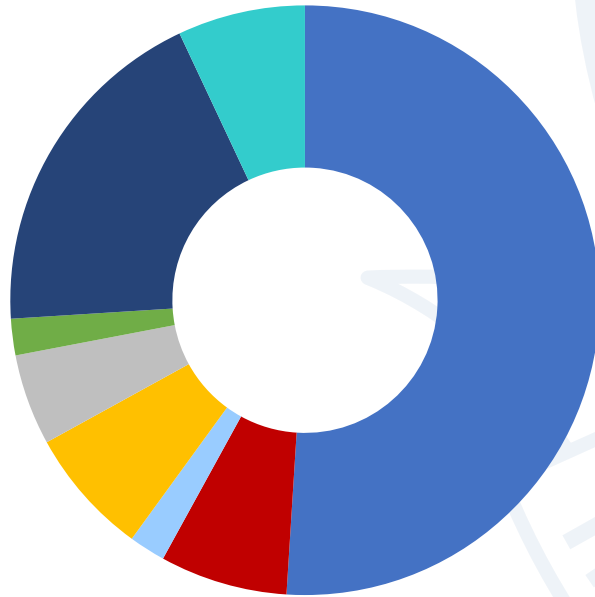
I look forward to be a part of an exciting chapter in Trinity College's history.

Mr Stephen Maloney

Chairman, Trinity College Advisory Board

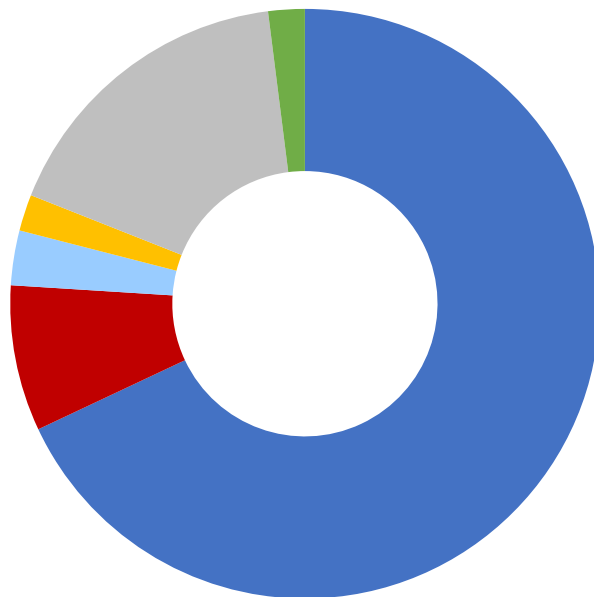
2. A statement of the provisional budget for the ensuing year

2019 Operating Expense



- Salaries – Academic
- Salaries – Other
- Insurance
- Grounds & Maintenance
- Superannuation
- Interest on Loans
- Other Administration
- Learning Area

2019 Operating Income



- Tuition Fees
- Resource Fees
- Comm Grant – General Recurrent
- Music Tuition
- State Grant – Per Capita
- Sundry Income



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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