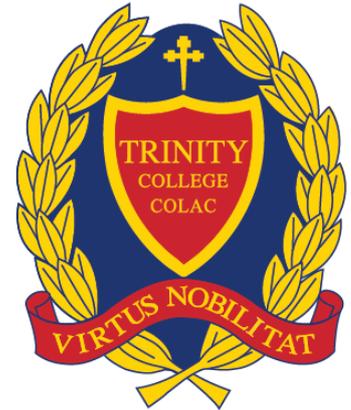


ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



TRINITY COLLEGE COLAC, 119 Hart Street, Colac.



Contents

Contact Details	2
Minimum Standards Attestation	2
Our College Vision	3
College Overview.....	4
Principal’s Report.....	5
Governing Authority Report	8
College Board Report.....	9
Catholic School Culture	10
Learning & Teaching	12
Wellbeing.....	15
Child Safe Standards	18
Leading & Stewardship.....	21
Community Engagement	23
School Performance Data Summary	25

Contact Details

ADDRESS	119 Hart Street Colac VIC 3250
PRINCIPAL	Mr Tim O'Farrell
PARISH PRIEST	Fr Michael O'Toole
SCHOOL BOARD CHAIR	Ms Anne Ditty
TELEPHONE	(03) 52339200
EMAIL	admin@tcc.vic.edu.au
WEBSITE	www.tcc.vic.edu.au
E NUMBER	E2072

Minimum Standards Attestation

I, Tim O'Farrell, attest that Trinity College Colac is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

6th May 2019

Our College Vision

CORE VALUES

We value our Catholic ethos. In the spirit of our Founders, Edmund Rice and Catherine McAuley and with Jesus Christ as our friend and brother, we celebrate our tradition in word and action.

We value our Community. In accepting and respecting all, we offer a genuine welcome and encourage all to contribute to our College in a positive way with a sense of belonging, tolerance and care for self and others.

We value our Learning. In forming life-long learners, we cultivate a thirst for knowledge and a quest for understanding so all will strive to be their best.

We value Social Justice. In accepting the call of Jesus, we act with hope and love to bring about a socially just world.

VISION

Trinity College is a vibrant learning community where our students are inspired to reach their potential in a happy and supportive environment.

MISSION

- To nurture students in a Christ-centred community.
- To challenge students to bravely and passionately undertake the explorative journey of self-awareness as learners now and in the future.
- To inspire the individual to develop a sense of justice, respect, wonder and empowerment.

As a child safe school, in line with Ministerial Order 870, Trinity College Colac is committed to the implementation and ongoing maintenance of child safe standards.

College Overview

Trinity College Colac is a Catholic co-educational college for students in Years 7 to 12. Our vision is that Trinity College will be a vibrant learning community where our students are inspired to reach their potential in a happy and supportive environment. The core values of Trinity College Colac are that we value our Catholic ethos, we value our Community, we value our Learning and we value Social Justice.

In 1967 Trinity College commenced as a secondary school for boys by the Christian Brothers, and in 1983 the amalgamation with St Joseph's College run by the Sisters of Mercy was finalised. Together with our Catholic ethos and the charism of its founders, Edmund Rice (Christian Brothers) and Catherine McAuley (Mercy Sisters), Trinity College, as a Christ-centred community, espouses the Gospel values of faith, hope and love.

Learning for our students is facilitated in modern, well-resourced facilities, utilising a curriculum that caters to students' individual needs and interests. We take our responsibility for the wellbeing of students seriously using an effective pastoral care system. The College has a highly-regarded academic and extra-curricular program and our top students consistently achieve ATAR scores in the 90s. We have a well-developed transition program for students entering the College at Yr 7 who are supported in their own area of the school. Our middle school students are involved in a range of activities including the Yr 9 Experiential Learning Program and the Yr 10 Camp and Work Experience Program. At the senior years we offer over 40 VCE, VET and VCAL subjects, working with local businesses to offer a range of vocational programs and career pathways for our students. A body of committed, caring and qualified staff, working in a friendly and supportive environment, makes Trinity College an attractive option for post-primary schooling.

Trinity College offers students many extra-curricular opportunities such as music, bands, College Production, performing arts, chess, robotics, debating and public speaking, retreats, local and interstate excursions and camps, social gatherings and a comprehensive sports program.

As a Catholic College, our community is ever mindful that God is central to our being and to our actions. We endeavour, through practical action, to be true to our Core Values and to the teachings of Jesus Christ.

Principal's Report

Earlier in the year, I read an article regarding the value of a school motto. The article questioned if a motto remains relevant or understood, particularly those which continue to be written in Latin. Our motto, *Virtus Nobilitat*, was used by St. Joseph's College prior to the amalgamation with Trinity College in 1979. The article was a timely reminder of the significance of our motto and the need to continue to educate our College community about its importance.

I wrote in our 2013 College Magazine about the theme for the year. In that year our motto, *Virtus Nobilitat* was our theme. My words five years ago were as follows;

A simple translation of our motto is 'virtue ennobles'. One would define virtue as 'moral excellence, goodness or righteousness' and ennobles as 'to make honourable or excellent'. Hence, our motto means 'goodness to make excellent' or more simply and, at a personal level, 'doing good things makes you a better person'. We have been fortunate this year to be able to reflect upon our Trinity College motto and I firmly believe that our school has grown in the knowledge and a greater understanding of Virtus Nobilitat.

There is great richness in *Virtus Nobilitat* and I encourage you to reflect on it as you read this account of our school year. I am sure you will agree that our students, staff and parents have given witness to its meaning.

We are all better people as a result of doing good things and this has been achieved with Jesus as our inspiration. I thank each member of our Trinity College community who, through their actions, has answered the question about relevance through their noble and good actions.

We welcomed three new faces to our Trinity College Leadership Team in 2018, which was comprised of our Deputy Principal Mrs Cheryl Pefanis, newly appointed Business Manager Mr David Testa, Director of Learning Mrs Libby Ryan, newly appointed Director of Students, Mrs Leanne Eastman, Director of Faith and Mission Ms Anne Hughes and newly appointed Communications and Development Leader Mr Steve O'Dowd. I thank each member of the Leadership Team for the support shown to our students, staff, parents and for the fine support shown to me. I wish to acknowledge David, Leanne and Steve for the way in which they have embraced our Trinity College Colac Core Values, Vision and Mission.

I wish to acknowledge and thank our outgoing College Captains, Emmesyn Hassett and Ben Vicary, who were well supported by our College Vice Captains, Chloe Gardner and Tom O'Farrell, as well as our other Student Leaders, for the contribution they have made to Trinity College. Our Student Leaders were formally commissioned into their leadership roles on Founders' Day in 2017 and they have flourished since that time in their leadership and support to other students and to the staff of Trinity. I wish them every success for the future.

I thank our teaching staff for their work in providing wonderful learning opportunities, pastoral care and support for our students over the year. Our staff continue to grow and adapt to present 21st century learning opportunities for our students. At Trinity College these learning opportunities are not limited to the pursuit of academia but also address the emotional, spiritual and physical growth that our students must undergo as they are formed as holistic individuals who understand their obligation to contribute to the good of all. I also thank the members of staff who do not have a teaching load, our support staff, who provide a nurturing and caring environment for all members of our College community.

Once again, our hardworking executive Parents and Friends Association, led by President Julie Demasi, has organised wonderful support for members of our school community via the Foodbank which offers some support to families in our College community who have needed a little extra assistance in times of

difficulty. The Annual Car Raffle continues to be the major fundraiser for the College, and I thank the organising committee, led by Michelle Jamieson, the many parents, guardians, students, staff and friends of the College who purchased and sold tickets. Congratulations to all the prize winners especially to Mr Rob Barnett who continues to drive his new car!

School Community Feedback Sessions were held each term throughout the year. These sessions allowed parents and guardians to meet and discuss a range of issues including: The Master Plan, ICT devices, the change of day and timetable structure for 2019 and provided a forum for questions and answers.

There was a change in the governance structure of Trinity College in March this year when Br Peter Richardson, and the Christian Brothers, stepped out of governance of our school. This change in governance concluded our formal association with the Christian Brothers. We continue however with our strong links to the Christian Brothers tradition as an Associate School of Edmund Rice Education Australia (EREA). I thank the Christian Brothers for the dedication, service, support, and care shown to the young people of Colac and District and their families over the past fifty-one years. We continue to remain indebted to our Founding Orders, the Christian Brothers and the Sisters of Mercy and to the parish of St. Mary's Colac, for their service to God and people of Colac through the provision of education.

Fr Michael O'Toole continues to provide strong governance and strategic advice to the College and is supported in his work by the Trinity College Colac Board. I am thankful to Fr Michael and to the parent members of the College Board who have contributed to the stewardship of the College in a positive manner, consistent with the ethos of a Catholic school. I also wish to thank and acknowledge the support of Bill Slatter the Secondary Education Consultant of the Catholic Education Office Ballarat. After many years of service to Catholic education and ten years as consultant in the Diocese and ten years of 'attendance' at Trinity College Colac Board Meetings, Bill has decided to retire. I thank Bill for his contribution to Trinity College and wish him every joy as he now moves into the next exciting phase of his life.

I thank the Board Chair, Ms Anne Ditty, for her strong support and enthusiasm for the College and for Catholic education. I take this opportunity to expand my thanks to Anne Ditty. Anne has been a Member of the College since 2010 and she will conclude her tenure in March 2019. In that time Anne has served as a Member of the College Board for eight years including four years as Chair. Anne has steered the Board through a challenging period over the past months and I acknowledge her leadership, courage, strength and unfailing commitment to the Catholic ethos of our College. In addition to sitting on various subcommittees of the Board including the Finance Committee, the Facilities and Resources Committee and the Education and Curriculum Committee, Anne has also been a parent representative on the Ballarat Diocesan School Advisory Committee. This body provides advice to the Bishop on educational matters across the Ballarat Diocese. Anne truly understands the value of Catholic education and is a wonderful role model for other parents and leaders in our educational community. The College has continued to flourish under Anne's leadership. Anne, on behalf of our College community and from myself both personally and professionally, I thank you.

I often speak of the strong partnership that is essential to afford a quality education and that, at Trinity College, we ought to be proud of the achievements of our students as a result of this partnership and the efforts of all those involved.

Towards the end of the year the St. Joseph's Wing (Library) was demolished and construction began on a Resource Centre, designed to enhance learning in the 21st century. This centre is expected to be opened late in 2019.

Also, towards the end of the year, Fr Michael, informed the College community of my intention to take Leave in the second half of 2019 and to then conclude my tenure as Principal of Trinity College Colac after ten years as Principal.

This year has been a wonderful year of innovation and learning at Trinity College Colac and I look forward to leading the community in the first half of 2019 as we continue to improve learning outcomes for our students.

Virtus Nobilitat



Tim O'Farrell B.Sc., Grad. Dip. Ed., M.Ed (Educational Leadership)



Governing Authority Report

A grandfather is talking with his grandson and he says there are two wolves inside of us which are always at battle. One is a good wolf which represents things like kindness, bravery and love.

The other is a bad wolf, which represents things like greed, hatred and fear. The grandson stops and thinks about it for a second, then he looks up at his grandfather and says: "Grandfather, which one wins?". The grandfather quietly replies:

"The one you feed".

Trinity College bears a wonderful name. It is a name of God, the life-giver. God who is the creator God; God who became flesh in the very person of Jesus; God whose very life is present and active in those whose hearts and minds are open to God's spirit.

But, 'Trinity College' is not a building; nor is it an open space bounded by Hearn Street and Pound Road. Trinity College is a community of people who live in relationship of respect, of compassion and love.

Over these later days of 2018 Victoria has been coming to terms with the death in Bourke Street of Sisto Malaspina. This tragic and senseless death of a famous restaurateur has brought us to a deeper understanding of the 'two wolf story'.

The tributes given by people of all backgrounds has brought us to a new understanding of the dignity and influence of a good human being.

Tributes from the Governor: Sisto had 'a charming customer service'. His son David: 'For customers who came in on a daily basis, dad did not consider them customers, but friends. Dad had an ability to make everyone feel special; it was his love of people. He had an ability to lift one's spirits with a greeting and a big smile.'

Finally, from Rev. Greg Bennett: 'Like Sisto, Melbourne will continue to be warm, generous and friendly. In the midst of the shadow that has befallen his family and those who loved him, Sisto's life has shone like a light'.

I have great confidence in the dignity and quality of our Trinity College community. Every year we commission graduates of Trinity College to bring gifts of compassion, friendship and justice to our world. I appreciated this prayer for our 2018 graduates on a recent college newsletter:

Lord, we ask your blessing on all year 12 students as they move on from our college in to work or study as part of their future lives.

We give thanks for their contribution to the college and to each other.

We pray that they will take from our college a sense of your presence in their lives and a desire to live lives that reflect the gospel values which underpin our Mercy and Christian Brothers traditions.

We also pray for all parents of year 12 students that they will realise the value of their own efforts in bringing their children to this point in time.

We ask this through Jesus Christ, friend of all.

Amen.

Fr Michael O'Toole
P.P. St Mary's Colac
Governor of Trinity College

College Board Report

On a shelf in our kitchen, in between recipe books and programs for Trinity productions past, there is a series of Yearbooks starting at 2009, the year our first-born, Oscar, was in Year 7. This Yearbook, the one you're reading now, will be the tenth volume added to this series, each one a sort of time capsule of our family's time at Trinity College. Every year as we open the pages to check out all the activities of the school year, it's great to remember the highlights and celebrate the many and varied achievements of our students. It's also a good opportunity to give thanks to all the people who make such achievements possible: To the teachers who nurture in their students a love of learning and who model this through their own continued learning, and through all the work they do outside the classroom to improve the learning experience of each student;

To the non-teaching staff who contribute in multiple and diverse ways to providing a stable, safe and pleasant learning environment where students can flourish;

To the Principal, Mr Tim O'Farrell, the Vice-Principal, Ms Cheryl Pefanis, and the leadership team who work tirelessly to keep Trinity College contemporary, relevant and future-ready; and not least, to the families who encourage and support their sons and daughters in so many ways by sharing in the life of this community.

Attending performances, barracking at sports competitions, serving up lunches at the canteen, selling raffle tickets, helping with homework, coming to PTS interviews, joining in discussion at information nights, keeping in touch through PAM and the newsletter. These are just some of the ways we can get involved and show our teenagers that we value education by 'turning up'.

One group of people who've demonstrated their belief in the importance of a Trinity education are the members of the College Board. I offer my thanks to them all, and particularly acknowledge outgoing members, Mr Steve O'Dowd and Ms Mandy Murnane. In 2018 we welcomed new members, Ms Sandra Darwin, Dr Anne McGuane and Ms Michelle Carmody. 2018 saw the withdrawal of the Christian Brothers from direct governance of the College. I offer my thanks to Fr Michael O'Toole, now sole Governor, for his ongoing guidance and support.

I wish to especially thank Mr Bill Slatter, CEOB education consultant and long-time friend of the College who is retiring at the end of 2018. Bill's presence at Board meetings, his wise counsel, educational expertise and warm personal approach will be sorely missed. We wish him all the very best. The Board continues its strategic oversight of financial, policy, curriculum and infrastructure development within the College and we look forward to the start of construction of the new Resource Centre to replace the current library over the summer break.

As you peruse this Yearbook – perhaps laughing at a picture of a daggy swim sports costume, or contemplating how “suddenly” our kids grow up when they're dressed in their finest for a school social – I urge you to treasure what you hold in your hands, this time capsule of College life in 2018. Maybe find a place for it on the bookshelf. One thing for sure is, that if you've still got it in 20 years' time your family will laugh out loud at the fashions and haircuts, and hopefully remember what a great place Trinity College was – is – to go to school.

Thank you

Anne Ditty
Chairperson

Catholic School Culture

Goals & Intended Outcomes

The College's 2018 Annual Action Plan was implemented, with a focus on the following three priorities which were identified in our 2016 School Improvement Framework and which will be addressed during 2016-2019.

- To strengthen our Catholic identity, we will develop a shared understanding of the Gospel and Catholic Social Teaching and demonstrate this in our school and wider community.
- To maximise the learning of each student, we will ensure at least one year's gain for each student each year.
- To build staff capacity as leaders and as team members, we will develop a shared understanding of leadership and embed team-based practices.

In line with Diocesan guidelines for the SIF the annual action plans draws upon strategies which concentrate on the following areas:

- Catholic School Culture
- Learning and Teaching
- Wellbeing
- Leadership and Stewardship
- Community Engagement

The monthly Principal's report to the College Board is aligned to the five areas of the SIF and shares how the College is addressing the five areas on a regular basis. A review report of the Annual Action Plan is provided to the College Board.

Achievements

- Staff formation: encouragement of staff to participate in formation programmes offered by Mercy Education and Edmund Rice Education Australia (EREA). All staff participated in a professional learning day focussed on *Spirituality & the Seasons of our Lives*.
- Documented units of work within the RE learning area were rewritten and placed on the College intranet. Staff were actively involved in the opportunity to provide feedback for the New Awakenings programme.
- Continued whole school focus on Caritas projects through Project Compassion and student leaders launching Project Compassion at parish masses. This included a staff Lenten produce table where staff can purchase goods donated by other staff and funds raised are donated to Caritas
- The development of a school-based St. Vincent de Paul Junior Conference with a teacher support person as part of the Social Justice Group.
- Opportunities for Year 8 classes to visit Mercy Place aged care to assist residents in the dementia unit and Year 9 students to support Anam Cara.
- The exploration of signage & recognition for the general public and around the College focussing upon our Catholic identity and the tradition of our founders and in support of indigenous reconciliation: as part of 50-year celebrations 2017/2018, a plaque to recognise support of Indigenous Reconciliation was installed, with a view to continue exploring in 2018 the signage and recognition of Catholic identity and tradition of our founders.
- The Introduction of a 'Community Service' component for all students of the College, with the hours being recorded on student reports.

In 2018 Trinity College Colac undertook many activities to promote community culture. A sample of what the College has offered in 2018 is listed below. Many of these activities have been reported in more detail in the weekly school newsletter or Annual school magazine distributed to all families.

- Yr 7 Camp
- Yr 11 & 12 Retreats
- Yr 10 Camp
- Yr 9 Beechy Rail Trail Hike
- Yr 9 Melbourne Experience
- Yr 8 Camp
- Top End Tour (available to Yr 10)
- Ski Trip (available to Yr 11)
- Immersion Tour for Yr 12 graduates - Tanzania
- Musical and Vocal Tuition
- College Production of *'Footloose'*
- Pi Day
- ANZAC Day Commemoration Service
- Catholic Education Week celebrations
- Founders' Day Celebrations
- Liturgies
- Sporting Life at Trinity
- Senior Ball, Year level Socials
- Debating and Public Speaking Opportunities
- Work Experience/ Job Placements/ Mindshop Excellence
- Robotics
- Chess
- Student Leaders Training Camp
- Library open until 5.00 pm Monday – Thursday
- Student participation in RDA (Colac), Mercy Place, Do Care, Homework Club.
- Special Ministers of the Eucharist: Nursing Homes and parishes
- Student participation in parish Social Justice events and Trinity Sunday

Learning & Teaching

Goals & Intended Outcomes

The College's 2018 Annual Action Plan was implemented, with a focus on the following three priorities which were identified in our 2016 School Improvement Framework and which will be addressed during 2016-2019.

- To strengthen our Catholic identity, we will develop a shared understanding of the Gospel and Catholic Social Teaching and demonstrate this in our school and wider community.
- To maximise the learning of each student, we will ensure at least one year's gain for each student each year.
- To build staff capacity as leaders and as team members, we will develop a shared understanding of leadership and embed team-based practices.

Achievements

- The first main focus was to review the timetable structure through the engagement of a consultant to review and present alternate structures. Alternative proposals were presented to staff for discussion, feedback was discussed and a desired model proposed and then to the new timetable was implemented ready for 2019.
- The second main focus in our Learning and teaching in 2018 was to infuse digital technologies into the learning experience of our students. To attain this aim, staff were upskilled in the use of *Office 365* and *OneNote* with staff at various stages of expertise to begin but all familiar with and using Teams and aware of the uses of OneNote for staff collaboration by the completion of the year. Presentations were given to each year level to effectively implement the use of devices.
- A third major focus was the development of Year 9 Project Based Learning through dedicated curriculum development time with our Learning Consultant. A comprehensive new learning structure was developed including purpose-built curriculum for Trinity College students based on the 21CLD learning platform and using digital notebooks for students across Year 9.
- Improved use of SIMON/PAM reporting and online feedback in a timely manner. For each assessment task, staff provide two sentences directed to students regarding their learning displayed in the task and an area for future improvement.
- The ongoing use of *Educator Impact* as a tool for our teachers to get feedback from students, observers as well as self-reflect. Staff received feedback to check their progress against their individual SMART goals and then self-reflection on goals to complete the year.
- A major component of our year's work was to develop and then educate staff in the new documentation procedure for curriculum. Using units from the Understanding by Design (UBD) tool previously used in 2017, curriculum is now being documented in OneNote through staff team digital notebooks. Formal assessment and class tasks remain on SIMON.
- Upskilling of staff in the use of devices and Office 365 and the Microsoft Suite including OneNote including training of key staff as Microsoft Innovative Educators.
- Learning Leaders have allowed for in-depth analysis of learning and use of data: staff were able to utilise data (NAPLAN, PATR & PATM) to determine strengths and growth opportunities for our individual students. Staff continue to gain proficiency in this area. Learning Leaders have been assigned to individual Learning Areas to assist with curriculum development and documentation.
- Curriculum Committee has worked with staff to audit capabilities used in each learning area and ensured compliance in reporting for the capabilities in 2018 and beyond.
- Educator Impact using student data, collegial observation and focused teacher reflection to improve teaching practice.

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	95.0	90.5	-4.5	91.3	0.8
YR 07 Numeracy	98.3	100.0	1.7	96.1	-3.9
YR 07 Reading	97.4	97.4	0.0	98.4	1.0
YR 07 Spelling	96.7	95.7	-1.0	90.6	-5.1
YR 07 Writing	90.1	92.3	2.2	87.4	-4.9
YR 09 Grammar & Punctuation	94.4	92.7	-1.7	97.4	4.7
YR 09 Numeracy	100.0	98.4	-1.6	100.0	1.6
YR 09 Reading	99.1	92.8	-6.3	99.1	6.3
YR 09 Spelling	92.6	93.5	0.9	91.5	-2.0
YR 09 Writing	90.7	81.3	-9.4	81.9	0.6

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	583.2
Year 9 Numeracy	603.2
Year 9 Reading	583.8
Year 9 Spelling	579.3
Year 9 Writing	534.6

Wellbeing

Goals & Intended Outcomes

The College's 2018 Annual Action Plan was implemented, with a focus on the following three priorities which were identified in our 2016 School Improvement Framework and which will be addressed during 2016-2019.

- To strengthen our Catholic identity, we will develop a shared understanding of the Gospel and Catholic Social Teaching and demonstrate this in our school and wider community.
- To maximise the learning of each student, we will ensure at least one year's gain for each student each year.
- To build staff capacity as leaders and as team members, we will develop a shared understanding of leadership and embed team-based practices.

Achievements

- Consolidation of the referral system introduced to support student wellbeing
- Continued emphasis on a whole school approach to wellbeing through the MindMatters initiative, with members of the Wellbeing team leading staff MindMatters meetings.
- Review the current practice for student behaviour management and implement Positive Behaviour expectations across the school. Be Respectful, Be Responsible, Be Positive, Be Punctual. In December 2017 teaching staff explored 'expectations of learners at Trinity' and will further this work in 2018. A set of no more than six expectations for our learners will be developed and promulgated to our school community.
- Investigate a framework for enhancing the relationship building capacity of staff and students. Staff will work with David Vinegrad over the course of the year.
- Our YLCs are confident in the use of Restorative Practices and, when dealing with behaviour, will be using restorative processes.

A broad range of activities offered by the school to support Student Wellbeing include:

- Yr 7 Camp, which has the transition of new students as its primary aim.
- Yr 8 Camp to the Great Ocean Road Area
- Yr 9 Experiential programmes, which include the Beechy Rail Trail Hike and the Melbourne Experience
- Yr 10 Camp, which focusses on teamwork and skills development
- Pastoral care and Literacy Periods
- Student Leaders Training Camp
- Brainstorm Productions
- Fishing club
- Robotics team
- Chess team
- Sport activities
- Student Voice:
 - Insight SRC Student Voice Forums (Class Captains)
 - YLead (Yr 9) Leadership Day
 - Respectful Relationships – Student Voice Day

STUDENT SATISFACTION

The students at Trinity College Colac, as per other schools within the Diocese of Ballarat, are surveyed for their opinion on a number of matters. The survey was conducted by Insight SRC on behalf of the Catholic Education Office Ballarat in 2017 and again in 2018.

According to the 2018 School Improvement data, the areas of strength identified by the students was in classroom behaviour, their learning confidence, teacher empathy and stimulating learning. Students rate their relationships with their teachers as important to them and while engagement in learning did not score as highly as the 2017 data, each of these areas still scored well. The student data regarding Classroom Behaviour and Stimulating Learning ranked Trinity in the top 25% of Victorian Secondary Schools in these areas.

STUDENT ATTENDANCE

Non-attendance at school is managed in the following manner:

The procedure for parent notification of a student absence includes the following:

- When students are absent, the parent/guardian receives a SMS text to advise the family of the student's absence and to provide an explanation for the absence.
- In addition, the school operates a dedicated 'student absence' phone line and email address and parent/guardians are requested to notify the College of any student absence via this phone line. Parents/guardians may also provide a written explanation of any student absence in the student planner.
- Parents receive a summary of each child's absence on the end-of-semester report.

The procedures for following up student absences are as follows:

- The homeroom teacher of each class is primarily responsible for monitoring student absences in each class. Should a student have been absent for more than three days, the homeroom teacher informs the Year Level Coordinator and, after consultation, either the Homeroom teacher or the Year Level Coordinator contacts home to enquire the reason for the absence. This follow-up is imperative in maintaining student engagement with the school.
- The Homeroom teacher is able to set the attendance record on SIMON to search for trends in the classroom attendance, the results which inform the teacher as to which students' attendances to monitor.
- Subject teachers are required to discuss any concerns about student attendance with the Year Level Coordinator in order to monitor whether the cause of absence is subject-related.
- Should there be an ongoing absence by a student, a parent meeting is established to discuss how best to support the student in attending school. These strategies may include counselling support by the school's Wellbeing Officers, an incremental return to the school day, assistance by external agencies and mediation and restorative meetings if these are necessary.
- Trinity College supports a programme called *Ignition Points* at Laver's Hill School which has, as its ultimate aim, the re-engagement of a student with the student's school community.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	93.6
Y08	90.1
Y09	90.8
Y10	92.0
Overall average attendance	91.6

Child Safe Standards

Goals and Intended Outcomes

Following the release of the final report into the Betrayal of Trust enquiry examining the handling of child abuse allegations within organisations, a new set of Child Safety Standards has been established for Victoria. These standards have far-reaching implications for all schools in the State and their purpose is to improve the way that organisations, which provide services to children, prevent and respond to child abuse.

The focus of the standards is to help organisations drive cultural change, so that protecting children from abuse is embedded into everyday thinking and practice. These standards represent a radical shift in child protection in Victoria. They shift the focus from a series of obligations and tasks mandated by law (for example mandatory reporting and Working with Children Checks) to an all-encompassing, culturally-driven approach. The latter is designed to ensure that protecting children from abuse is embedded in the everyday thinking and practice of leaders, staff and volunteers.

The ultimate aim of all these recommendations is to ensure that, as Catholic schools:

- we are committed to upholding the primacy of the safety and wellbeing of children and young people.
- we are empowering families, children, young people and staff to have a voice and raise concerns.
- we are implementing rigorous risk-management and employment practices.

Our Compliance Officers, Mrs Jenny Keast and our Deputy Principal Mrs Cheryl Pefanis are our school's nominated Child Protection Officers. Their role is to ensure that the correct policies and procedures are followed should a concern ever be raised.

At Trinity College, we already have many of these practices and processes in place; however, we will continue to ensure that we put processes in place to protect our students so that they feel safe at school. It is important that we ensure that child safety is a priority in our school and that there is zero tolerance to child abuse right throughout the community.

Achievements

The following lists the ways that Trinity College has met the seven standards, as identified by Ministerial Order 870:

Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.

- Strategies to embed an organisational culture of child safety through effective leadership arrangements, have been developed by our leadership and the governing authority in the development and implementation of a culture of child safety
- Trinity College Colac has a Mission and Vision statement that includes a specific reference to child safe and cultivates an awareness in all activities, both in the school environments and outside of school hours (including online school environments)
- Our school has designated staff with the responsibility for leading the development of a culture of child safety. These include our school's designated Child Protection Officers, our Director of

Students and our Wellbeing team. All teachers are reminded of their responsibilities to cultivate a culture of child safety in our school. In addition, a designated email address (safety@tcc.vic.edu.au) is available for confidential reporting by members within our community.

Standard 2: A child safety policy or a statement of commitment to child safety in the school.

The College Board has reviewed, ratified and implemented a child safety policy which includes a statement of commitment to child safety in the school. The school governing authority has informed the school community about the policy or statement and has made the policy or statement publicly available by regular communication with the community: website, letters, parent consent form, staff meeting and induction sessions.

Standard 3: A Child Safety Code of Conduct

Trinity College has a Child Safe Code of Conduct approved Code of Conduct. All staff, volunteers and CRTs must sign the Child Safe Code of Conduct and a presentation on Child Safe is part of the induction process for all volunteers and new staff.

Standard 4: School staff selection, supervision and management practices for a child-safe environment

Trinity College bases its school staff selection and supervision and management practices for a child-safe environment in accordance with the requirements as specified by Catholic Education Office Ballarat. This includes clear statements setting out job requirements, duties and responsibilities regarding child safety, induction of new staff into school's policies, roles, practices and procedures for ensuring child-safety and monitoring and assessing ongoing suitability for job. These documents have been approved and are available on the following CECV website.

<http://www.cecv.catholic.edu.au/>

Standard 5: Procedures for responding to and reporting allegations of suspected child abuse

Trinity College's governing authority has a clear procedure for responding to suspected child abuse. The school governing authority ensures that the procedure is sensitive to the diversity of the community; made publicly available and is accessible to children, school staff and wider community.

- A detailed reporting procedure is available to staff in the Staff Handbook.
- All staff members are required to annually complete the updated Mandatory Reporting Obligations and eLearning Module
- Our Compliance Officer monitors the Department of Education portal PROTECT for updates and arranged the for the necessary implementation as required.

Standard 6: Strategies to identify and reduce or remove risks of child abuse

Many strategies have been implemented at Trinity College to identify and reduce or remove risks of child abuse: these include policies, guidelines, information, communications, open and visible areas around the school, information sessions with students, excursion risk assessments.

Standard 7: Strategies to promote child empowerment and participation

To equip students with knowledge to empower them, the following programmes are offered by the school:

- Anti-bullying sessions with resources supported by initiatives such as MindMatters (Be You)
- Surveys of students concerning their safety in the grounds and school environments
- Trinity College is currently a partner school in the Respectful Relationships programme. To this end, various programmes are presented in classes, especially as part of the HPE and RE Curricula and the iLeap programme.
- The implementation of CEOB released Behaviour Guidelines
- The use of Restorative Practice in working with staff and students

Leading & Stewardship

Goals & Intended Outcomes

The College's 2018 Annual Action Plan was implemented, with a focus on the following three priorities which were identified in our 2016 School Improvement Framework and which will be addressed during 2016-2019.

- To strengthen our Catholic identity, we will develop a shared understanding of the Gospel and Catholic Social Teaching and demonstrate this in our school and wider community.
- To maximise the learning of each student, we will ensure at least one year's gain for each student each year.
- To build staff capacity as leaders and as team members, we will develop a shared understanding of leadership and embed team-based practices.

Achievements

- Staff in various Positions of Leadership were involved in various professional development and team-based activities to enhance their skills in delivering their responsibilities. Three staff underwent the *Leading for Learning in the Catholic Educational Context* programme, which involved a research project, culminating in a Year 9 Project based learning programme being implemented at our College.
- Targeted leaders attended various Faith Formation programmes to enhance their understanding of the charisms of Trinity College Colac.
- Our support staff accessed programmes to upskill them in the implementation of their roles: these included *Managing Front Office Conversations*, *Practical Tools for Teaching & Supporting Students with Dyslexia*, various modules on the *Disability Standards for Education* as well as a number of investigative opportunities to prepare for our new Resources Centre.
- Learning Leaders and the Project-based learning team continued to develop their leadership and management skills as they worked with a consultant from *Collective Education* in the implementation of the Year 9 project-based learning programme.
- Year Level Coordinators presented Positive Psychology sessions as part of the Mind Matters meetings to further develop the skillset of staff members in building positive relationships with students and with their colleagues. Consultant Greg Mitchell presented *Behaviour Matters* training at a whole staff PD Day which reinforced the Mind Matters sessions. Professional Learning for YLCs and Wellbeing Officers included, amongst others, *Mental Health First Aid Course*, *Wellbeing of Young People*, *Understanding, Treading & Managing School Refusal*.
- All teaching staff participated in the *Educator Impact* process with a focus on individual professional learning. This involved student feedback, collegial observations and the development of a SMART goal for the year by each teacher. This programme was linked to the Annual Review Meeting process for each teacher.
- Teaching staff attended many content-based curriculum seminars and courses to further enhance their teaching pedagogy and thus improve the learning outcomes for our students.
- A review of the Master Plan of the buildings and facilities of the College is ongoing, given the completion of the Jubilee Centre (Performing Arts building) and the multi-sport synthetic oval. The current library precinct has been demolished, with plans for the newly built Resource Centre which will meet contemporary learning. This space will include areas for library and technology resources, a careers centre, an open room for student access to technology equipment, study areas, a classroom, a media space as well as meeting rooms for students.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

NUMBER OF STAFF WHO PARTICIPATED IN PL	All Staff
AVERAGE EXPENDITURE PER STAFF MEMBER FOR PL	\$1,502.29

STAFF SATISFACTION

The staff at Trinity College Colac, as per other schools within the Diocese of Ballarat, are surveyed for their opinion on several matters. This is done using the School Improvement Framework. The staff survey was conducted in 2017 and again in 2018.

The 2018 data provided feedback which shared that the staff consider our areas of strength to be in role clarity and student behaviour both classroom and school as well as the area of appraisal & recognition. The 2017 data provided feedback which shared that the staff consider our areas of challenge are based around team based practice some aspects of teaching and learning. It is pleasing to note that the 2018 data showed an improvement in the area of team based practice and in the student motivation section of teaching and learning. Areas of challenge that were identified by staff through the survey are the partnerships we share with our parents on the work demands and individual distress experienced by the staff.

The challenge areas are aspects which continue to be addressed through our three key priorities of 2016-2020.

Community Engagement

Goals & Intended Outcomes

The College's 2018 Annual Action Plan was implemented, with a focus on the following three priorities which were identified in our 2016 School Improvement Framework and which will be addressed during 2016-2019.

- To strengthen our Catholic identity, we will develop a shared understanding of the Gospel and Catholic Social Teaching and demonstrate this in our school and wider community.
- To maximise the learning of each student, we will ensure at least one year's gain for each student each year.
- To build staff capacity as leaders and as team members, we will develop a shared understanding of leadership and embed team-based practices.

Achievements

- We hosted major events in our new Jubilee Centre including a sell-out season of Footloose – The Musical and for the first time we were able to host our House Athletics Sports on the new synthetic oval and running track.
- Trinity College was honored to welcome many guests and more of this is detailed in the College's reports.
- A continued focus on the MindMatters initiative (also addressed in the Wellbeing section of this report).
- Increased use of the Parent Access Module (PAM) by parents/guardians.
- Community Feedback sessions, under the leadership of Parents & Friends, held once a term, to which all parents are invited to attend and discuss school matters.
- Participation in many sporting activities on a local, regional and state level.
- Hosting of exchange students.
- Refugee Week Celebrations.
- A continuation of our Tanzanian Immersion program and related social justice initiatives.
- Increased communication with families via PAM and Facebook.
- Other achievements as listed in the Value-Added section below.

The following are a sample of activities that connected our school students with their local community:

- Mercy Place – Students socialise with aged care patrons.
- Corangamarah Aged Care – Students participate in Pastoral care, Communion and socialise with aged care patrons.
- Riding for Disabled – Students assist with clients that participate in the programme.
- CFA and Life Saving Victoria – Students volunteer to assist in these programmes.
- Parish Assistance – Students launch of Project Compassion in the parish. Students are Eucharistic Ministers and read at weekend Masses.
- Student Participation in community events such as the Colac ANZAC Day commemoration.
- Do Care – provide support for socially isolated frail aged people with visits and activities.
- Young Vinnies participation.
- Performing Arts Concert – music and drama.

PARENT SATISFACTION

The parent community at Trinity College Colac, as per other schools within the Diocese of Ballarat, are surveyed every second year for their opinion on several matters. This is done using the School Improvement Framework. The parent opinion survey was conducted in 2017 and again in 2018.

The 2018 data provided feedback which shared that the parent community consider our areas of strength to be peer relations including the development of social skills and student connectedness to peers and in the learning opportunities that are provided to our students. The parent community still views aspects of reporting and partnerships with parents and behaviour management as an areas of challenge for the College.

The data indicates that the parent community as a whole was very satisfied with the College.

School Performance Data Summary

E2072 Trinity College Colac Inc., Colac
--

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	71.2%

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.4%

TEACHER QUALIFICATIONS	
Doctorate	3.3%
Masters	11.7%
Graduate	41.7%
Graduate Certificate	0.0%
Bachelor Degree	88.3%
Advanced Diploma	18.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	73
Teaching Staff (FTE)	63.1
Non-Teaching Staff (Headcount)	41
Non-Teaching Staff (FTE)	43.8
Indigenous Teaching Staff (Headcount)	1

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28
VCE Completion Rate	100%
VCAL Completion Rate	88%