

## **COLLEGE COUNCIL REPORT**

From a governance perspective, the last year at Trinity College can only be described as “hectic”. The Federal government is seeking more and more details of the operations of the College and, as our principal source of funding, compliance is, of course, mandatory. The funding supplied under the “Building the Education Revolution” has seen a massive acceleration of our capital development program and much construction at all schools. Finally, we had the exceedingly important task of seeking a successor to Mr. Thomson as Head of the College.

The Operational Plan continues to focus on the quality of education delivered in the classroom and I’m sure everyone will have noticed the increase in transparency of your child’s educational progress. Please take an active interest in all of these developments, as an interested parent is one of the fundamental tenants of a successful student.

The College Council, itself, set its own strategic development program in order to further enhance its role, the efficiency with which it conducts its business and the mechanisms used to define and refine governance policy and decision making.

As indicated above, the Federal Government injected around \$12M in BER funding that was spread across the four R-10 Schools. The funding has enabled Blakeview to consolidate its school into a well defined area and North School to replace some of the original classrooms that were passed their “use by” date. South School and Gawler River have each built magnificent gymnasias with adjoining classrooms that will be of significant benefit to them. The College is indebted to the Facilities Manager, Mr. Ian Dale who has ensured maximum use is made of the funding supplied and kept the tight building program on track and on budget.

The latter half of 2009 saw our Head, Mr. Luke Thomson, accept a prestigious appointment as the Head of Pembroke School. Although being sorely missed, the whole College community congratulates Mr. Thomson on this achievement and wishes him well in this new role. This development triggered the College Council into its most important function, that of appointing a new Head. From an impressive list of applicants, the Council appointed Mr. Nick Hatley as the Head to replace Mr. Thomson at the beginning of Term 2, 2010. We all look forward to working with Mr. Hatley as he commences this new challenge in his career.

Early in 2010, the Federal government launched the “MySchool” website. Mr. Thomson had gone to considerable lengths to explain to the College community the background to the information presented on this website about Trinity College and the dangers of comparisons using such a small set of criteria when our College provides so much more than just the 3R’s. The very nature of independent education and many of the Aims of this College which we consider paramount in the development of young people, are so far not factored into the “worth” of a school according to this website. Nevertheless, the educational performance of all the Trinity Schools was impressive and, through the efforts of the current Operational Plan, is set to improve even further.

I would like to take this opportunity to congratulate and thank the staff of the College for their superlative efforts in delivering an excellent educational program in an environment that is not only safe, but nurturing and caring. It is the staff of the College that are principally responsible for the quality outcomes generated by the College and, consequently, the long-term success and viability of the College.

I would also like to thank the members of the College Council, who, as volunteers, contribute so much to maintaining the fabric of the College, ensuring that it remains the place that you are excited to have your children attend. Trinity College is an outstanding educational institution that is breaking down the stereotypes of the Northern area of Adelaide and making a real difference to the opportunities of so many young people.

**RAY OERMANN, Chair, Trinity College Council**

## **HEAD'S REPORT**

### **Operational Plan**

As you are aware much of the work of the College is guided by the five year operational plan. This plan is focussed on improving our student performance and covers all range of areas in relation to that goal. There are a number of initiatives and goals that have been undertaken this year in relation to the plan.

The most impressive, although not exclusive literature to help support our plan is Professor John Hattie's: *Visible Learning*. This is a remarkable piece of research which includes a meta-analysis of international research available relating to improving student performance. The study includes a synthesis of over 800 meta-analyses of studies involving 200 million students across the world. While we remain sensibly critical of aspects of the research we have also found it remarkably useful to open dialogue in relation to student performance and to have a point of reference and comparison to measure our own attempts to improve it.

In 2009 all schools explored the quality of "feedback" as a key variable to improve student performance. We had a whole College PD on the matter and then all schools developed the issues arising from the PD for them. The most important lesson we have all learnt from our exploration is that feedback traditionally understood as feedback from "teacher to student" through comments on work, reports etc is only part of the story. Feedback from "students to teachers" is just as crucial as is feedback from "parent to student" and "student to parent". Our capacity to increase the quality of feedback directly relating to learning across all these areas will help us improve our student performance.

### **Curriculum**

Curriculum, assessment and reporting have taken on a renewed significance while we are tackling issues relating to teaching and learning. The key matters that have been attended to in 2009 include: producing annotated work exemplars across all subjects to demystify quality achievement for students and staff; to increase our internal grade reliability across the College by improving our internal summative and formative assessment models; making time on Show Day to discuss, analyse and develop common understanding of grade levels and student work quality; supporting the Maths and English faculty by employing external exam setters to work with the faculties to help develop an exam writing and production platform that ensures our curriculum breadth and depth can be measured as effectively as possible.

All schools have a school performance team made up of key curriculum leaders. In 2009 these teams continued to refine their skills in student data analysis. It was pleasing in 2009 to see schools beginning to set concrete plans in response to aspects of their analysis of student data to ensure that both student strengths and weaknesses were attended to on the ground. Some of the actions in place have included: further staff PD, trialling different forms of Junior school numeracy teaching, increasing 'at school' homework opportunities, increasing the link between co-curricula and academic performance through the development of the college-wide "targeting talents team", tightening the link between our pastoral care for students and their academic performance by making information on student academic progress available to Heads of House and Tutors – amongst many other actions.

2009 also saw the finalisation of Stage 1 of the New SACE. Trinity College Senior has managed the transition admirably and flexibly. Their flexibility was in evidence when last minute changes were needed to be made with regard to Year 11 student subject choice as a consequence of less choice equating to a potential disadvantage to students entering certain university courses. Unfortunately all schools across the State and the Senior Secondary Board of South Australia are somewhat at the whim of university entry requirements and these were particularly difficult to predict for all schools through the implementation phase of the New SACE.

The Federal Government placed two additional demands on our College during 2009. The first was the development of the My School website and the other the construction of the Australian Curriculum.

While the My School website was essentially an issue demanding clear communication from the College in relation to how we understood the use and potential misuse of information, we were in a very good position to manage it because our College has been analysing NAPLAN, and WALNA data before it, for many years. This did not stop us from cautioning against simplistic conclusions to be drawn from it.

The Australian Curriculum demands a much greater drain on our resources however. Our Director of Studies, Mr Ian Rossotti has been tracking its development carefully and as I write we are just beginning to recommend to our teachers to provide feedback on the published draft curriculum. This all takes time and the time we have is limited and under some pressure from a range of demands. We are fortunate to have teachers who remain committed to achieving the highest level of input into all curricula, assessment and reporting initiatives and I thank them for their continued commitments.

### **Staff Survey**

In Term 4 2009, all of our teaching staff contributed to a staff survey exploring the inhibitors and enablers to student academic progress in the classroom at each school at Trinity College. This survey used some of Hattie's research in relation to the most significant variables the research uncovers in relation to student performance. The survey was completed and it was analysed by Professor Stephen Dinham and his staff from the Australian Council for Educational Research (ACER). The results of this survey are being shared and analysed with all staff during 2010 and will provide yet another rich source of information to feed into our efforts to meet the goals of the operational plan.

An additional benefit of the survey has been an emerging relationship with key educational research bodies within and beyond Australia. The College has developed an additional staff professional development fund as a consequence of a strategic initiative from the operational plan from which staff are able to draw, through an application process, to explore, innovate and develop initiatives directly supporting the aims of the plan. This fund has already supported some fascinating work in relation to teaching junior numeracy.

In all it is hoped that Trinity College will emerge as a College not just receiving educational research wisdom but making telling contributions to educational debate.

### **College Developments**

The completion of buildings at Blackham, signage at all schools at the College, the Foundation Dinner, increasing and administering general excellence scholarships and the 25<sup>th</sup> year celebrations were the key matters occupying the work of the Development Office in 2009.

The team in the Development Office lead by Ms Kim Delaney continues to add enormous value to the life of the College in an unassuming way. The celebrations in relation to the 25<sup>th</sup> year of the College were a highlight of the year. Trinity Open Day exceeded all expectations. A wonderfully moving and smooth ceremony directly celebrating the life of the College was exceptional. The celebration included the naming of the Hewitson Theatre, the Gordon Building, and the Kinsman Technology Centre. In addition the musicians showcased an original "Hymn to Trinity" written by Mr Bruce Raymond and performed by a collection of musicians and singers from across the College. The event was attended by the Minister for Education, Mrs Jane Lomax-Smith who was simply astounded by the progress, talent and energy of the College. All schools looked fabulous on the day showing off their own history in relation to the 25 years.

In keeping with the 25<sup>th</sup> year (Silver Jubilee theme) the Foundation Dinner was a great evening and successful fundraising event. We were all entertained by the talents of students performing in the

College production of *Anything Goes* and the many guests and supporters of the evening gave generously to the College. I sense the continuing progress and success of our Foundation Dinners as a key community function, augurs well for 2010 and beyond. I extend my thanks to Ms Delaney and her team in the Development Office for their continued efforts in 2009.

### **Enrolments**

2009 continued to see increasing and strong enrolments across the College. Our targeted marketing plan contributes to a growing understanding of the College and what it has to offer. We have tracked the use of our website during 2009 and will continue to do so. We have experienced a dramatic increase in external traffic to the website exploring the opportunities to enrol and be part of the College. Our waiting lists are growing steadily and continue to grow particularly at Reception, Year 7 and Year 8.

An area of continuing concern for our parents is the availability of public transport for our students and the burden of the costs associated with privately funded transport costs. The College has been making consistent representations on the matter to local and state politicians to try and increase access and accessibility of public transport infrastructure to students at all of our schools. It is hoped that these representations will have some impact in the 2010 state and federal election cycles.

The College Council has discussed in depth the South Australian 30 year plan. There are many potential strategic opportunities and challenges for Trinity College associated with the plan. The College Council strategic plan has targeted a range of matters that will be discussed in 2010 and beyond to ensure that the College is in the best possible position to manage the predicted school age population growth in the area, and the development of significant population growth in close regional towns.

### **Capital Developments**

The federal government Building Education Revolution initiative defined our capital development programme for 2009 and did so in doubly quick time as part of its fiscal stimulus in response to the global financial crisis. As members are aware, the College applied for and received grants totalling 12 million dollars across our four R-10 schools. We chose to build two multipurpose Halls with additional classrooms at Gawler River and South school; rebuild the Junior school at Blakeview and several of the older Junior school buildings at North school. I am able to report that they are moving ahead at a good pace and will, at this stage of writing, be delivered on time and within budget. The deadline for completion of all BER projects is December 2010.

In addition to the BER buildings in 2009 we completed the change-rooms adjacent to STARplex, began the construction of the Trade Training Centre adjacent to the Agriculture area at Gawler and the shelter and ablutions blocks at Blackham.

There was also targeted “school pride” and “P21” money from the federal government that has been utilised to complete more subsurface water drips for the main oval, the library pitch, and the Gawler River small oval. To maintain our commitment to water-wise policies we have also redeveloped our water storage capacity and recycling at Gawler River school. All sites have been fitted with solar technology that is contributing stored power to the electrical grid.

I would like to take this opportunity of thanking Mr Ian Dale, Ms Donna Brand, Mr Stephen Rosier and Mr Wayne Smith and all the school Principals who have all managed the progress of this huge programme of work extremely well.

### **STARplex**

2009 has been another successful year for STARplex. The focus of the year has been the continuing fulfilment of its strategic plan but also the development of a comprehensive marketing and communication plan. The marketing and communication plan was designed with the support of Brand Partners who undertook extensive consultation in relation to all aspects of the operation of STARplex.

The plan has led to a review of the branding of STARplex to create a reinvigorated brand and message that encapsulates its role and function within and beyond the community. STARplex: Fitness Wellness Performance and Seriously Healthy Fun and various off shoot phrases allow the centre to advertise and market itself more completely. There is an overall coordination of STARplex publications that are developed under the direction of a marketing committee which allows a much greater level of coordinated imagery, advertising and synergy between the centre and the College as a whole.

In 2009 there has been much greater attention paid to the continuing benefits of the centre to existing students and old scholars of the College. This has led to a variety of programmes and initiatives being offered to maintain fitness, and cooperative enterprises with the growing number of sporting teams who wish to maintain their fitness levels and use the outstanding facilities the centre provides.

STARplex has also been busy preparing for celebrations in 2010 which will mark its 10<sup>th</sup> anniversary. What a wonderful addition to the life of the College STARplex has been and long may it be so. It is rightly the envy of schools across the country. I thank Dale Martin and his team and the Business Operations Committee for their continued efforts to keep STARplex relevant and exciting.

### **Parents and Friends'**

I would like to thank all parents who give their time freely and in particular those who are office bearers within each P and F. All our schools are welcoming and in no short measure this is because parents and friends are a strong and positive influence at each of them.

In 2009 many of the projects undertaken by each P and F were focussed directly on supporting each school to build a spirit of community ownership and enterprise. P and F's are there, supporting parents on the first and last day of school and during the year encouraging participation.

We are all indebted to the ongoing work of the P and F at each school. They raise much needed funds to support student life at the College, they also engage with staff and students in joint activities that enrich the life of each school.

### **The Montessori Preschool**

The Montessori preschool continues to flourish and provide a very strong preschool educational alternative for people in the Gawler Region. It has a strong enrolment base with strong enrolments in 2009.

In 2009 the senior staff at Montessori was increasingly involved in advocacy work around the merits of the new proposed early childhood legislation. One of the dangers facing all early childhood education facilities is that the increased demands being made on staffing and curriculum need greater acknowledgement through increased government funding support. Not to do so will continue to place cost pressures on student fees.

The Montessori preschool continues to provide excellent early childhood educational opportunities for our community.

### **Sport**

The sporting programme at Trinity College is instrumental to providing rich and rewarding opportunities for children. More than that, student participation in the sporting programme is fundamental to a holistic education that is equally disposed to exercising the mind, body and spirit of a child.

In 2009 Trinity College teams had a range of successes, all of which is thoroughly chronicled in newsletters, sports newsletters, the College website and local newspaper articles. There have been additional successes in the development of the equestrian programme, boot camp fitness programmes, and allied activities in STARplex.

There is a palpable buzz at the College with the possibilities of improving our facility base even further through the advent of multi-purpose halls at Gawler River and South, and the lighting of Main and Waldeck ovals to a standard that will allow night football, all being well.

The particular success of our Netball, Swimming, Hockey, Basketball and Softball clubs in 2009 is to be commended and the re-emergence of our Football and Cricket teams as increasing forces to be reckoned with is a good sign as are the numbers committing to Soccer. I am sure that we are just beginning to realise our potential as a College in the sporting arena; great historical teams and individuals aside. Trinity offers the largest sporting programme for children in the North across many teams and sports all year around. The management of this is a major task and I would like to thank Mr Richard Bednall, Mrs Christine Murray and all the heads of sports and coaches, team managers and support staff for their continued commitment to the programme.

#### **OHSC**

Increasingly the demands placed on our working families mean that they need to access additional care and support for their children before and after school each day and during holiday time. The increase of our OHSC services to include an expanded centre at Gawler River has helped to continue to provide a quality service to all our parents who require it.

Michelle Duncan has continued to lead our OHSC services admirably in 2009 and if the pressure for places is any guide, the services are well used by our parents and successful.

#### **Old Scholars**

2009 was in my opinion a breakthrough year for our Old Scholars. There is a much greater momentum in relation to Old Scholar involvement in sporting clubs, 10 year reunions, committees of College Council, the Foundation and P and F's.

I, along with many colleagues, watched the Trinity College Old Scholars Football Club compete in the A and B grade preliminary final day. It was a day that attracted a crowd of nearly 1,000 people; it was hosted by the TOSFC at the College on Main oval. It was a carnival atmosphere with current students from the Copperfield Estate and other areas of Gawler/Elizabeth watching the game and kicking the footy on the oval at intervals in both games. In short, it was a sign of the future and it will be a very exciting future.

Again, I witnessed throughout 2009 Old Scholar Hockey, Cricket and Football teams training at the College during mid week evenings under lights and in the Big Shed. I see Old Scholars using the Back Road Oval for Athletics training. I am thrilled to think that the multi-purpose facilities at South and Gawler River will add to our facilities pool to support our Old Scholars.

There were a greater number of Old Scholars attending the Foundation Dinner and the 25<sup>th</sup> anniversary celebrations on Trinity Open Day. And, of course, I met many Old Scholars as prospective parents on College tours. I enjoy their commentary on what is now available compared to when they were at the College and what has changed.

We also continue to benefit from the employment of Old Scholars across the College in all sorts of occupations including teaching, coaching, administration, child care, STARplex, consulting, trades amongst other areas. It is a thrill to meet and encourage our Old Scholars and an area that will blossom in the coming years to the benefit of the College as a whole.

#### **The Arts**

2009 was a year that consolidated the improvements of the previous three years. The music programme continued to flourish and the band performances at individual schools and across the

College was very good. Attending all Speech Days at the end of the year gives me a unique opportunity to gauge the improvement in the programme at all schools. The standard of the music at the Trinity Open Day was a highlight of 2009 for me.

The College-wide musical in 2009 was excellent. It not only showcased the singing, dancing and acting talents of our students but the combined musical ensemble supporting the show included parents, old scholars, friends of Trinity and current students.

Each school had Drama performances that were fantastic. There are many talented students at the College and no more so than in the performing Arts.

There continued the tradition of having a Visual Arts display of student work across all art and design disciplines at the school. While the Year 12 Art Show is a highlight of the year I enjoyed the Year 10 Art show which has now occurred for three years and the increased display of student art work throughout the College and particularly in "The Common" remains an excellent advertisement of our students' talents.

### **School Performance Information**

It is important that all in the community appreciate that while the measures noted have a useful place in an analysis of the progress of our College, it is also the case that those that have been selected by the Commonwealth government are a small snap shot of many other indicators that should and may be used to determine performance. I would caution against simplistic conclusions, be they positive or negative, drawn from the information. I hope that we have provided enough information to allow all who access the information to use it knowledgably.

<b>Professional Engagement Measures College-wide Data</b>			
<b>Staff Attendance</b> <i>The average attendance rate</i>	Teaching Staff 98.29% Non-Teaching Staff 98.7%		
<b>Staff Retention</b> <i>The proportion of permanent teaching staff retained in a year from the previous year</i>	Teaching Staff 89.8%  Please note that the reasons for non-retention can include any of the following: parenting responsibilities, retirements, family movements, new positions at other schools and unsatisfactory performance.		
<b>Staff Retention</b> <i>The proportion of permanent non-teaching staff retained in a year from the previous year</i>	Non-Teaching Staff 95.6%  Please note that the reasons for non-retention can include any of the following: parenting responsibilities, retirements, family movements, new positions at other schools and unsatisfactory performance.		
<b>Expenditure and Teacher participation in professional learning</b>	<table border="1"> <tr> <td> <p>Expenditure:</p> <p>The College expended \$1097 per full time equivalent teaching staff, for 2009.</p> <p>Please note this does not include staff costs for the four student free professional development days.</p> </td> <td> <p>Outline of professional learning undertaken:</p> <p>All staff at the College have access to professional learning opportunities to enhance their professional learning and standing and to add value to the programmes at the College.</p> <p>These opportunities include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Individual professional development based on subject and school programme expertise,</li> <li>• Attendance at workshops,</li> <li>• Involvement in further study,</li> <li>• Structured professional reading,</li> <li>• School visits et al.</li> </ul> </td> </tr> </table>	<p>Expenditure:</p> <p>The College expended \$1097 per full time equivalent teaching staff, for 2009.</p> <p>Please note this does not include staff costs for the four student free professional development days.</p>	<p>Outline of professional learning undertaken:</p> <p>All staff at the College have access to professional learning opportunities to enhance their professional learning and standing and to add value to the programmes at the College.</p> <p>These opportunities include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Individual professional development based on subject and school programme expertise,</li> <li>• Attendance at workshops,</li> <li>• Involvement in further study,</li> <li>• Structured professional reading,</li> <li>• School visits et al.</li> </ul>
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<b>Key Student Outcomes College-wide Data</b>			
<b>Student Attendance</b> <i>The average College-wide across all year levels</i>	94.10%		

## NAPLAN 2009

### *Proportion of students College-wide meeting NAPLAN's national minimum standards in 2009*

	<b>Reading</b>	<b>Writing</b>	<b>Numeracy</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>
<i>Year 3</i>	97%	99%	98%	98%	97%
<i>Year 5</i>	99%	97%	99%	96%	97%
<i>Year 7</i>	98%	96%	98%	96%	99%
<i>Year 9</i>	97%	97%	100%	95%	96%

## Year 12 Results - 2009

238 students attempted to complete their SACE by the end of 2009.

Of these students:

- 96 were boys (40%)
- 142 were girls (60%)
- Over 99% gained their SACE <sup>#1</sup>
  - 100% of boys
  - 99% of girls
- 84% gained a TER <sup>#1</sup>
  - 81% of boys
  - 87% of girls
- 69% gained a Unrestricted TER <sup>#1</sup>
  - 60% of boys
  - 75% of girls
- The median Unrestricted TER was 73 <sup>#4</sup>
- 4 students gained Merits (“20s”) <sup>#2</sup>
- 150 students applied to university and 91% were successful <sup>#3</sup>
- 47 students applied to TAFE through SATAC and 66 % were successful <sup>#3</sup>

### #1 A Comparative Table of SACE/TER Achievements over the past seven years

Year	% Achieving SACE	% Achieving a TER	
		Total	Unrestricted
2009	99+	84	69
2008	98	84	64
2007	96	83	72
2006	95	84	78
2005*	92	80	~70
2004	91	84	
2003	93	83	

\* The Open Learning Centre students have been fully incorporated back into the mainstream Year 12 student group since 2005.

### #2 The following four students gained Merits in the subjects listed.

Brooke Barrowcliffe	Maths Methods
Alicia Hurkmans	Vocational Studies B
Julia Lees	Biology
Elizabeth Smith	Psychology

### #3 Tertiary Applications - 2002 to 2009

As may be **seen in the table below**, the total number of students who applied for University in 2009 was just up on last year, but well down on earlier years, reflecting a greater number of Trinity students in the year who were not interested in making formal applications to TAFE or University through SATAC. Of the 40 plus who did not apply for a Tertiary place, the majority are continuing/commencing apprenticeships, traineeships, are entering the defence/police forces or have commenced full time work.

Year	Student Numbers	Choice - Uni Offers					Choice - TAFE Offers				
		1st	2nd	3rd+	Total	None	1st	2nd	3rd+	Total	None
2009	150 - Uni 47 - TAFE <b>197 - Total</b>	<b>61%</b>	<b>12%</b>	<b>18%</b>	<b>91%*</b>	<b>9%</b>	<b>52%</b>	<b>2%</b>	<b>12%</b>	<b>66%</b>	<b>34%</b>
2008	130 - Uni 64 - TAFE <b>194 - Total</b>	55%	18%	<b>17%</b>	90%	10%	<b>60%</b>	15%	4%	86%	14%
2007	150 - Uni 57 - TAFE <b>207 - Total</b>	55%	23%	13%	91%	9%	74%	2%	7%	83%	17%
2006	164 - Uni 55 - TAFE <b>219 - Total</b>	55%	14%	15%	84%	16%	60%	9%	11%	80%	20%
2005	150 - Uni 63 - TAFE <b>213 - Total</b>	58%	13%	11%	83%	17%	51%	8%	11%	70%	30%
2004	164 - Uni 48 - TAFE <b>212 - Total</b>	51%	20%	16%	87%	13%	42%	8%	8%	58%	42%
2003	146 - Uni 58 - TAFE <b>214 - Total</b>	45%	23%	14%	82%	18%	40%	8%	16%	63%	38%
2002	125 - Uni 35 - TAFE <b>160 - Total</b>	49%	15%	10%	74%	26%	46%	3%	3%	52%	48%

\* 2<sup>nd</sup> & 3<sup>rd</sup> round Uni offers will further increase this %

Again, the vast majority of students have been successful in their applications to University courses. 2009 saw the highest percentage of students successfully apply to University to date. Also, a record percentage of students achieved their first preference, indicating sensible/realistic choice of university courses. It is interesting to note that the trend of increasing numbers of students applying to TAFE was reversed, while the numbers applying to university increased markedly over the previous year. The overall decrease in the proportion of students applying to tertiary institutes in 2009 reflects an increase in the number of students who have lower academic expectations, over previous years.

The trend of a majority of “university applicant students” applying for courses at the University of South Australia has continued, as may be **seen in the table below**. It is interesting to note that the proportion applying to the University of Adelaide has risen slightly, perhaps due to the university’s recognition of socially/ economically disadvantaged Trinity students in their revamped Fairway Equity Bonus Points system. Students who applied to Adelaide achieved the highest proportion of first preferences.

## To Which Universities have the students successfully applied?

University	2003	2004	2005	2006	2007	2008	2009
<b>Uni SA</b>	51%	61%	53%	45%	59%	61%	<b>55%</b>
<b>Adelaide</b>	39%	32%	35%	42%	35%	32%	<b>35%</b>
<b>Flinders &amp; Others</b>	10%	7%	12%	13%	6%	7%	<b>10%</b>

### #4 TER Distributions

The Median TER was 73, which is down slightly on last year and well down on the record high of 2007. This again partly reflects the considerable proportion of students who did not have great academic ambitions in 2009.

Year	2001	2002	2003	2004	2005*	2006	2007	2008	2009
Median TER	71	72	74	76	73	74.5	78	74	73

The proportion of students achieving an unrestricted TER of over 80 was well below the previous two years, as can be seen in the table below.

### Cumulative Percentage Distribution of Unrestricted TERs

Rank	>90	>80	>70	>60	>50
2009	15	36	59	79	96
2008	20	39	57	82	89
2007	18	40	52	73	83
2006	11	32	61	77	89
2005*	13	27	46	58	69
2004	19	41	57	79	90
2003	19	41	57	79	90
2002	13	36	53	64	76

\* The Open Learning Centre students have been fully incorporated back into the mainstream Year 12 student group since 2005.

### Grade Distribution

At the top end of the distribution there has been a marked decrease in the percentage of “20s” and As relative to the state average, **as may be seen in the table below**. At the bottom end of the distribution the shortening of the “tail” has continued, with very few Es. While the latter trend is encouraging, it is imperative that we continue to explore new policies to greater motivate the less academically inclined students, of whom, in 2009, there was a large proportion. It is important to note that while most of our able/motivated students did do well, we certainly need to develop strategies to further extend them.

## Year 12 Results – Trinity Grade Percentage Distribution with State Comparison

Year		20s	A	B	C	D	E	RNM
2009	School	<b>0.3</b>	<b>14.0</b>	<b>40.8</b>	<b>34.7</b>	<b>9.4</b>	<b>1.0</b>	<b>0</b>
	State	1.3	20.5	36.0	27.1	10.7	4.0	0.3
2008	School	<b>0.8</b>	<b>16.0</b>	<b>33.8</b>	<b>34.8</b>	<b>12.4</b>	<b>2.1</b>	<b>0</b>
	State	1.4	18.5	34.8	25.1	10.4	4.0	0.3
2007	School	<b>0.7</b>	<b>20.7</b>	<b>38.8</b>	<b>27.8</b>	<b>9.8</b>	<b>2.3</b>	<b>0</b>
	State	1.5	20.5	35.8	27.9	10.8	4.2	0.3
2006	School	<b>1.2</b>	<b>20.1</b>	<b>36.1</b>	<b>30.1</b>	<b>9.3</b>	<b>4.4</b>	<b>0.4</b>
	State	1.4	20.6	34.8	27.2	11.1	6.3	0.8
2005*	School	<b>1.7</b>	<b>20.3</b>	<b>34.4</b>	<b>28.3</b>	<b>11.7</b>	<b>5.0</b>	<b>0.3</b>
	State	1.5	21.3	34.4	26.8	11.3	5.7	0.6
2004	School	<b>1.9</b>	<b>27.5</b>	<b>41.4</b>	<b>24.1</b>	<b>5.5</b>	<b>1.5</b>	<b>0.2</b>
	State	1.6	20.7	34.4	26.7	11.3	6.9	0.9
2003	School	<b>2.8</b>	<b>24.2</b>	<b>41.1</b>	<b>25.6</b>	<b>6.5</b>	<b>2.3</b>	<b>0.1</b>
	State	1.8	20.3	33.5	26.6	12.0	7.8	1.1
2002	School	<b>1.3</b>	<b>21.2</b>	<b>37.4</b>	<b>27.8</b>	<b>9.4</b>	<b>4.1</b>	<b>0</b>
	State	1.7	19.7	34.0	26.5	12.0	7.8	1.1

### Class/State Grade Averages

An analysis of individual Year 12 class results, their averages and percentage of each grade, in comparison to the State results for a particular subject, has been made in some detail.

Overall, only 45% of the 2009 Year 12 classes achieved results at or above the state average in “As”. This is well below most previous years. The vast majority of classes are below the state averages for “Ds & Es”, which is encouraging.

A continuation of the more rigorous procedures in advising students on their most appropriate subject selection, combined with the addressing of some specific issues in certain subject areas is required. Staff development continues to be one of the keys to success in increasing the number of “As”.

### Gender Issues

In 2009, girls seem to have out-performed the boys in most academic results, although a closer look at the TER distribution clearly show that in the 80+ range the boys have achieved well above their proportion. Boys again form a majority of those who achieved their SACE, but did not need/wish to gain a TER for university entrance; i.e. a greater proportion of the boys aimed to head for TAFE courses, apprenticeships/ traineeships or wished to join the workforce. The 100% pass rate for the boys is unprecedented!

### Conclusion

It has been pleasing to note the reduction in the size of the “tail”, an increase in the proportion of students who have achieved their SACE and the continuation of the trend of an increased number of students who have been successful in their Tertiary applications in 2009. The challenge for 2010 will be to ensure that students tackle subjects most suited to their needs/abilities and to further extend/motivate all students to achieve higher grades in their chosen subject areas, particularly the more able students.

## VET Analysis 2009

178 Year 11/12 students at Trinity Senior completed a VET course in 2009.

This represents approximately 30% of the student cohort. These figures are up from previous years and reflect:

- increased interest in VET courses due to media coverage of skill shortages
- a political push towards VET in schools in the trades
- the nature the student cohort
- perceived flexibility and accessibility of VET to students of Trinity College Senior
- the tendency for siblings to undertake VET

Of the total VET student cohort:

- 156 students were enrolled in an external VET course.
- 22 students commenced or completed a school based traineeship which incorporated VET. The uptake of school based apprenticeships has reduced in 2009 due to tightening of regulations, and in particular, the requirement for trainees to undertake Certificate III level training rather than Certificate II.
- 122 students undertaking VET were in Year 11.
- 58 students undertaking VET were in Year 12.
- 76 undertaking VET were boys
- 102 students undertaking VET were girls

Of the VET courses

- 43 students (42 boys and 1 girl) completed a traditional trade VET course e.g. automotive, plumbing, metal fabrication, building and construction, butchery, electro-technology.
- 113 students (24 boys and 89 girls) completed general VET courses in hair and beauty, hospitality, information technology, equine studies, animal studies retail, business, arts, health, photography or fashion design).
- 16 students completed VET Certificates through a School Based Traineeship. The majority of these were in retail, with one in butchery and one in veterinary nursing.

Of those students who completed external VET courses through Trinity College Senior

- 94 VET students completed a full VET qualification

Of these students:

- 63 students completed Certificate 1
- 21 students completed Certificate II
- 10 students completed Certificate III

*Note: All VET courses accessed by students were delivered external to the school apart from metal fabrication was delivered at Trinity College in a partnership with ATEC. The College pays the VET course fees for students and these average approximately \$1000 per student. All students, apart from school based trainees, undertake work-placement facilitated by the College.*

## Comparison table of VET uptake 2006 to 2009

<b>2006</b>	147	78	69	36	72	39
<b>2007</b>	151	91	50	46	82	33
<b>2008</b>	141	50	94	31	91	22
<b>2009</b>	178	76	102	43	113	22

### Conclusion

VET continues to be a popular choice for students planning a TAFE or employment pathway. The few VET students wanting a TER tended to undertake courses in fitness or police studies which were available out of school hours or through on-line study.

More girls than boys undertook a VET course in 2009. This may reflect the higher proportion of girls to boys the 2009 senior student cohort. Boys are still over represented in the trades, although this year one girl completed an automotive course and obtained an apprenticeship as a result.

Retention of students to Year 12 continues to be a positive outcome of the VET Pathway Program at Trinity College, with 35 Year 11 VET students electing to return to Trinity Senior for Year 12. From the information available 13 Year 11 leavers obtained apprenticeships and 6 obtained employment. VET provided direction for many of these students who may have left school at the end of Year 10 or through their senior schooling without the opportunity for a VET option.

Another positive outcome was that a high proportion of school leavers who undertook a VET course secured an apprenticeship or traineeship in an allied industry area or accessed further education and training through TAFE or private training organization.

### Thanks

This is my last AGM report for the College and the ninth I have completed. May I take this opportunity to thank all at the College for their support of the Thomson family over the last nine years. It has been a magnificent opportunity and one that I am grateful for. I have felt challenged and nurtured by this large institution made up of a vast array of talented and diverse people. I have come to believe passionately in the work of the College and the extraordinary difference it makes. I can only see a positive future and on this point I wish Nicholas, Melinda and their family all the very best for their time here. They will be well supported and for this they will in turn be very grateful.

I must make a special vote of thanks to Mr Ray Oermann and the Trinity College Council who have been a wonderful support to me and the College. They have managed the important transition of Head tactfully, gracefully and with a sense of responsibility for all concerned. May I also pay special thanks to Mr Wayne Smith who provides such wonderful and loyal service to College Council and to the Head, and has himself become somewhat of a "guru" in the financial administration of large low fee schools.

Clearly the Head of such a large organisation cannot but rely on the ability and support of a range of operational managers. To the Principals, members of COG, administration staff, teaching staff, non-teaching staff, and volunteers, thank you for your support for the College and its Head. In the beginning and in the end we do what we do to make the life of students as good as it can be and I would like to encourage all students to take the opportunities up and flourish. I would like to thank parents for their support of the Head. Your positive contributions to the life of the College make a remarkable difference, and if you are ever unsure that that be the case, then imagine a school without parent support.

All the very best

**LUKE THOMSON**

**Head of Trinity College**

May 2009