2016 – ANNUAL REPORT  
(based on the 2015 School Year)

The Queensland State Government has required that all schools (State and Independent) report to their school communities in mid-year. The information that follows is in the form required by the State Government and while much of it has already been presented to parents at various times, it is interesting to see the information collected in this way in the one place.

Trinity Anglican School (TAS) is an Independent school governed by a School Board comprised of Directors of a Company Limited by Guarantee.

School sector: Independent

School address: The school is located on two campuses –
- 200-212 Progress Road, White Rock  Q  4868
- 4 Poolwood Road, Kewarra Beach  Q  4879

Postal address: PO Box 110E, Earlville, Cairns  Q  4870

Total enrolments: 910 students\(^1\) (excluding Kindergarten)
- Senior School – White Rock: 405 students
- Junior School – White Rock: 267 students
- Junior School – Kewarra Beach: 238 students

Kindergarten
- White Rock: 44 students\(^1\)
- Kewarra Beach: 22 students\(^1\)

Year levels offered:
- White Rock Campus: Kindergarten to Year 12
- Kewarra Beach Campus: Kindergarten to Year 6

Co-educational or single sex: Co-educational

Characteristics of the student body\(^1\):
- Senior School – White Rock: 218 Boys (6 Indigenous) 187 Girls (2 Indigenous)
- Junior School – White Rock: 149 Boys (2 Indigenous) 118 Girls (0 Indigenous)
- Junior School – Kewarra Beach: 135 Boys (0 Indigenous) 103 Girls (1 Indigenous)
- Kindergarten – Kewarra Beach: 10 Boys (0 Indigenous) 12 Girls (1 Indigenous)

\(^1\) as at 27 February 2015
Distinctive curriculum offerings:

TAS has well developed programs in Technology, Outdoor Education, Learning Enrichment and Gifted and Talented. Science, University Chemistry, Mathematics, Robotics, Music, Humanities and Business Education are among the particular strengths of the Senior School academic program. An example of distinctive curriculum offerings are listed below:

- University Chemistry – Griffith University First Year Chemistry Certificate of Completion as a timetabled subject for Years 11 and 12
- Science, Technology, Engineering and Mathematics (STEM) Extension
- Extension Science – Years 9 and 10
- Extension Mathematics – Years 9 and 10
- Westpac Problem Solving – Mathematics
- BHP Billiton Science Awards
- AIC Titration Competition
- ESL (English as a Second Language) Years 7 – 12
- CREST (CREativity in Science and Technology) Awards – Physics, Chemistry and Biology in both Silver and Bronze categories
- Certificate II in Outdoor Recreation – in cooperation with TAFE and offered to Year 10 and 11 students
- Transition Program – Year 7
- Pastoral Care (Years 7, 8 and 9)
- Pathways Education – Year 10
- Culinary Challenge
- Gifted and Talented
- Learning Enrichment (Years 7 – 10)
- Rotary Youth Driver Awareness (RYDA) Program
- TAS Jump Start Program – Preparatory
- Bounce Back

Implicit to the delivery of curriculum in the Junior School is the personalisation of learning. Standardised Junior School testing at the beginning of Term Four each year in Mathematics, Reading, Grammar and Punctuation, and Spelling indicates to teachers where student achievements are and what next steps are needed to ensure high expectations and successful outcomes for every student. This entails targeted attention to specific students’ needs. Essentially, classroom curriculum offerings are differentiated by core support and extension. Clear scope and sequence charts are developed in curriculum mapping software, ATLAS.

Analysis of NAPLAN (National Assessment Program – Literacy and Numeracy) and ACER (Australian Council for Educational Research) PAT (Progressive Achievement Tests) data together with school-wide testing results contributes to the setting of strategic school targets and the changing of learning behaviours.

Opportunities afforded to academically able students in the Junior School include Australian Mathematical Olympiads; ACER Certificates in Literacy and Numeracy; Cairns Independent Schools’ Public Speaking; Cairns Independent Schools’ Student Leadership Forums; Code.org Computer Coding; Children’s Book Council of Australia Readers Cup; Great Barrier Reef Marine Park Authority Leader’s Eco Challenge; Chess and the Opti-MINDS Creative Sustainability Challenge. The Junior School hosts the Young Masterminds, Bright Sparks and BRAINways Academicus programs and actively fosters a close affiliation with these organisations.

To support students experiencing difficulty with their learning, opportunities include Fast Forward, Multi-Lit, Support A Reader, Support A Writer and Rainbow Reading.

Project based and enquiry learning is implemented in Humanities and Social Sciences with the intention of moving students’ good achievements to great.
Extra-curricular activities:

TAS students encounter a broad range of experiences beyond the classroom. We give our students the opportunity to develop skills in cultural, music, performing arts, sporting and outdoor education activities that foster personal attributes such as confidence, self-expression and team spirit.

The school is a full member of the Round Square Association and sends and receives students on exchange programs all over the world. Student Leadership programs (such as Duke of Edinburgh International Award and the TAS Outdoor Education program) involve large numbers of students at Junior and Senior levels. The school has an outstanding Aquatic Centre, which is a focus of school and community life.

There are TAS Sporting Clubs (community based) for Football, Rugby, Netball, Hockey, Swimming and Triathlon with the majority of the clubs involving more than 100 students.

Some of the extra-curricular activities offered are –

- Activities Program
- Chess
- Community Service
- Debating
- Duke of Edinburgh International Award
- Round Square Conferences & Exchanges
- Young Round Square Conference
- Young Round Square Service Trips
- Sailing
- World Challenge Expeditions to developing countries
- Royal Lifesaving Society Bronze Medallion
- Sports
  - Hockey, Football, Rugby, Netball, Basketball, Swimming, Volleyball, Cricket, Touch Football, Triathlon
- Lions Youth of the Year
- Bond University Moot Court Competition
- Constitutional Convention
- Rostrum Public Speaking
- NASA Space Camp
- G'Day USA Program
- Japan Trip
- Biennial Ski Trip
- School Musical
- Business Liaison Organisation Business Plan Competition
- Music Program Ensembles, Orchestra, Choir, TAS Jazz, Rock Bands

The social climate of the school:

TAS is a Kindergarten to Year 12 co-educational school which nurtures each student to reach their potential.

The school has a very well developed system of pastoral care with Heads of House and Tutors for small groups of vertically streamed students. Students are placed in one of four House groups which becomes their extended family. Students in Years 7 to 9 experience a Pastoral Care program and those in Year 10 experience a Pathways program – each based on our pastoral care goals. Students in Years 11 and 12 have CAVE (Christian and Values Education).

The school has a Chaplain to support students and staff. The pastoral care framework provides an effective basis that fosters a positive school ethos which focuses on care and respect for others.
Strategies employed to respond to bullying will vary depending on whether incidents occur in the Junior School – where time-out, group discussion, parent involvement, guided reflection and mediation and counselling are employed – and the Senior School where the school’s Anti-Bullying Policy outlines four pathways ranging from open discussion, formal interview involving victim and perpetrator/s; parents of students involved, class teachers, Heads of House and punitive action, through to suspension and ultimately exclusion.

In the Junior School, coordinators work closely with the Heads of Junior School, Chaplain and outside agencies to ensure the wellbeing of students. The Junior School is a Kidsmatter School, acknowledging that the promotion of student achievement only comes with supported social and emotional learning. You Can Do It and Bounce Back are the resiliency training programs implemented in the Junior School. These programs involve the explicit teaching of strategies to assist students to develop positive social skills. Bravehearts and School Performance Tours present educational performances about protective behaviours and anti-bullying.

TAS is an E-Smart school.

Pastoral care staff work closely with individual students who may need support and also liaise with parents, as necessary.

An effective Employee Assistance Service contributes to staff welfare.

Parental involvement:

Parents are welcome to the school and the school has a strong web of formal and informal measures for enlisting parent support. The Parents & Friends Association, for example, does most of its work at the class group level with teams of parents working on projects directly supporting the learning of their own children. Parents work in a voluntary capacity in other ways such as the canteen, Friends of TAS Music, sporting teams, tree planting projects, the Support-a-Reader programs and in-class learning projects. There are also Parent Community Groups which support new parents to the school and that meet regularly at both campuses.

The school runs programs for parents as well as regular parenting partnership sessions with guest speakers on educational topics or presentations relevant to raising children. This is a vibrant, exciting community where each individual is encouraged consistently to achieve their personal best.

Some parental involvement activities are –

- Multi-lit Program (Support-a-Reader)
- Parents & Friends Association
- Co-curricular sporting programs and TAS sporting clubs after hours
- There is parent representation on the School Board and parents sit on sub-committees of the School Board
- TAS Swimming Club
- Friends of TAS Music
- Parent Community Groups (White Rock Junior and Kewarra Beach)
- Sawpit Gully Rejuvenation Project
Parent, student, teacher satisfaction:

TAS undertakes a variety of engagement strategies to seek feedback, input and to gauge satisfaction regarding the school’s education initiatives, workplace environment, products and services. Some of these strategies include:

- Online surveys where parents, staff and students are asked to provide feedback on a wide range of school initiatives (for example, homework survey).
- The Principal’s annual Welcome Reception and other information evenings and events where parents are provided the opportunity to give input and feedback to school staff in a less formal atmosphere.
- Year 12 Perceptions Survey conducted at the conclusion of each year by Year 12 students to provide feedback on their education experience at TAS.
- In the interests of developing the best possible educational environment for our students, periodically, parents are invited to complete a Survey of the School Community where respondents are asked questions covering (but not limited to) the following areas –
  - Improving Student Performance
  - Teaching and Learning
  - Learning Environment
  - Engagement
  - School Staff
  - Financial and Physical Resources
  - Interacting with the School Community

STAFFING INFORMATION

The staff development priorities for the year included an emphasis on Australian Curriculum design and implementation, maintaining currency with the direction of the Australian Curriculum and diagnostic use of NAPLAN data to develop approaches to teaching across all subject areas. Staff have also been involved in Professional Learning Communities (PLCs) as well as the Teachers as Life-long Learners (TALL) program.

Staff composition, including Indigenous staff:

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>Non-teaching</td>
<td>34</td>
<td>23</td>
</tr>
<tr>
<td>Non-teaching (Indigenous)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Staff</strong></td>
<td><strong>110</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

Qualifications of all teachers:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage of classroom teachers and school leaders at the school who hold this qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1%</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>14%</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>78%</td>
</tr>
<tr>
<td>Diploma</td>
<td>7%</td>
</tr>
<tr>
<td>Certificate</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**Expenditure on and teacher participation in professional development:**

**Teacher Participation in PD**

<table>
<thead>
<tr>
<th>Description of PD Activity</th>
<th>Number of Teachers Participating in Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>85</td>
</tr>
<tr>
<td>Conferences/Seminars</td>
<td>17</td>
</tr>
<tr>
<td>First Aid – In-House</td>
<td>85</td>
</tr>
<tr>
<td>Total number of teachers participating in at least one activity in the program year</td>
<td>85</td>
</tr>
</tbody>
</table>

**Expenditure on Teacher PD**

<table>
<thead>
<tr>
<th>Total Number of Teachers</th>
<th>Total Expenditure on Teacher PD (as recorded in Financial Questionnaire)</th>
<th>Average Expenditure on PD per Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>85</td>
<td>$135,326</td>
<td>$1,592</td>
</tr>
</tbody>
</table>

- The total funds expended on teacher professional development in 2015 were $135,326.
- The major professional development initiatives were as follows –
  - Workshops/Conferences/Seminars/Forums (Anti-bullying & Cyber-bullying, Gifted & Talented, Learning Support, Timetabling, Curriculum, Literacy & Numeracy, Australian Curriculum, Positive Schools, Teacher Effectiveness, School Improvement, Middle Management Leadership Programs, Vocational Education Training, Pastoral Care/Student Well-being)
  - In-House (NAPLAN, Literacy & Numeracy, Australian Curriculum, Learning Management System, Teacher Effectiveness, School Improvement, Duke of Edinburgh Orientation)
  - First Aid
  - Staff and Student Well-being
- The involvement of the teaching staff in professional development activities during 2015 was 100%.

**Proportion of teaching staff retained from the previous year:**

<table>
<thead>
<tr>
<th>Number of permanent teaching staff at end of previous year</th>
<th>Number of these staff retained in the following year (the program year)</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>65</td>
<td>77%</td>
</tr>
</tbody>
</table>

- From the end of 2014, 77% of staff was retained for the entire 2015 school year.

**Average staff attendance for the school, based on unplanned absences of sick and emergency leave period of up to 5 days:**

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th>Number of School Days</th>
<th>Total Days Staff Absences</th>
<th>Average Staff Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>144</td>
<td>197</td>
<td>1,011</td>
<td>96%</td>
</tr>
</tbody>
</table>

- For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2015.
KEY STUDENT OUTCOMES

Any apparent anomalies in numbers may be explained by the fact that we count ALL students who attend TAS throughout the academic year, whether they are here for the full year or whether they only attend for some fraction of the academic year.

Average student attendance rate (%) for the whole school:

<table>
<thead>
<tr>
<th>Number of School Days in Program Year</th>
<th>Total Number of All Students</th>
<th>Total Number of All Student Absences</th>
<th>Average Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>183</td>
<td>910</td>
<td>8,907</td>
<td>94.65%</td>
</tr>
</tbody>
</table>

• The average attendance rate as a percentage in 2015 was 94.65%.

Average student attendance rate for each year level:

<table>
<thead>
<tr>
<th>Number of School Days in Program Year</th>
<th>Total Number of Students in a Particular Year Level</th>
<th>Total Number of Student Absences in a Particular Year Level</th>
<th>Average Attendance Rate for a Particular Year Level %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prep 66</td>
<td>576</td>
<td>95.23</td>
</tr>
<tr>
<td></td>
<td>Year 1 56</td>
<td>473</td>
<td>95.30</td>
</tr>
<tr>
<td></td>
<td>Year 2 88</td>
<td>897</td>
<td>94.42</td>
</tr>
<tr>
<td></td>
<td>Year 3 67</td>
<td>548</td>
<td>95.53</td>
</tr>
<tr>
<td></td>
<td>Year 4 85</td>
<td>771</td>
<td>95.04</td>
</tr>
<tr>
<td></td>
<td>Year 5 71</td>
<td>614</td>
<td>95.27</td>
</tr>
<tr>
<td></td>
<td>Year 6 72</td>
<td>713</td>
<td>94.58</td>
</tr>
<tr>
<td></td>
<td>Year 7 67</td>
<td>791</td>
<td>93.54</td>
</tr>
<tr>
<td></td>
<td>Year 8 44</td>
<td>444</td>
<td>94.48</td>
</tr>
<tr>
<td></td>
<td>Year 9 77</td>
<td>766</td>
<td>94.56</td>
</tr>
<tr>
<td></td>
<td>Year 10 71</td>
<td>874</td>
<td>93.27</td>
</tr>
<tr>
<td></td>
<td>Year 11 71</td>
<td>633</td>
<td>95.12</td>
</tr>
<tr>
<td></td>
<td>Year 12 75</td>
<td>807</td>
<td>94.12</td>
</tr>
</tbody>
</table>

A description of how non-attendance is managed by the school:

Non-attendance on a regular basis is not an issue faced by TAS. Where concerns do arise, the school works closely with parents and also with community/health support groups as appropriate and wherever necessary. On a daily basis, the school sends a text message to the parents/guardians of students who are absent asking for verification and the reason for the absence.
BENCHMARK DATA 2015

NAPLAN Results

The National Assessment Program – Literacy and Numeracy (NAPLAN) – Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy results in 2015 for Years 3, 5, 7 and 9 are available via the MySchool website – http://www.myschool.edu.au.

Apparent Retention Rates:\(^3\):

<table>
<thead>
<tr>
<th></th>
<th>Year 10 Base 2013</th>
<th>Year 12 2015(^3)</th>
<th>Retention Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>78</td>
<td>75</td>
<td>96.15</td>
</tr>
</tbody>
</table>

The Year 12 student enrolment as a percentage of the Year 10 cohort is 96.15%.

Year 12 Outcomes:

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 Cohort 2015</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded a Senior Education Profile</td>
<td>67</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement</td>
<td>1</td>
</tr>
<tr>
<td>Number of students who received an Overall Position (OP)</td>
<td>66</td>
</tr>
<tr>
<td>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications</td>
<td>20</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12</td>
<td>59</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD)</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of Year 12 students who received an OP1-15 or an IBD</td>
<td>86.36%</td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer</td>
<td>96.5%</td>
</tr>
</tbody>
</table>

Tertiary Opportunities:

*Griffith University Chemistry Pathways Program*

TAS is presently the only school in the region that offers the first year Chemistry module as delivered at Griffith University.

\(^3\) as at 27 February 2015
Griffith Chemistry is a two year program and is conducted across Years 11 and 12. The program is designed to complement the school's Chemistry curriculum. When completed over the two years with a satisfactory result or better, students will be awarded a formal Certificate of Completion by Griffith University. They will then be eligible for a credit for a first semester Griffith University Chemistry course providing that course is a core requirement in the degree.

**Computer Use:**

Information and Communications Technology (ICT) has a priority across the curriculum and an integrated approach leads to a high level of technological sophistication. Laptop computers and tablets are used as tools to assist students to become competent, creative and productive users of ICTs in many learning contexts. The integration of on-line learning activities is intrinsic to the curriculum. The school has introduced a Learning Management System that will increasingly facilitate on-line learning; flipped learning and more efficient and clearer communication. The school has also developed a clear ICT vision based on the SAMR (Substitution, Augmentation, Modification or Redefinition) model of delivery.

Tasks involving digital media productions are realised on a regular basis and there is an increased learning capability due to the incorporation of specialist software packages. Students conduct experiments and research using a wide range of data-logging probe-ware, which facilitates precision and scientific analysis when coupled with powerful software. Organisation and publication of digital information encourages students to work independently and collaboratively in a variety of leaning situations.

**POST-SCHOOL DESTINATION INFORMATION FROM THE NEXT STEP SURVEY**

**Background information on how the Next Step survey was conducted:**

The Next Step survey is conducted by the Department of Education and Training and is a state-wide destination study of all students who completed Year 12 and gained a Senior Statement in each given year. TAS supports this survey and assists the Department by distributing correspondence to students and by outlining the purpose of the survey and encouraging their participation when the Department makes contact with them.

It should be noted that completion of the Next Step survey is voluntary and entirely at each student’s discretion and that for the 2015 year, 73% of the cohort responded.

**School response rate to the survey:**

<table>
<thead>
<tr>
<th>Number of Students who completed Year 12 in 2015</th>
<th>Number of Respondents</th>
<th>Response Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>54</td>
<td>73</td>
</tr>
</tbody>
</table>

*4 as at 20 November 2015*
Definitions of main destinations:

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the state-wide report at www.education.qld.gov.au/nextstep.

Summary of findings in relation to main destinations of students:

<table>
<thead>
<tr>
<th>School Year 2015</th>
<th>Number of Students in Each Category</th>
<th>Percentage of Students in Each Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor (Degree)</td>
<td>32</td>
<td>59.3%</td>
</tr>
<tr>
<td>VET total (Cert I-II/other, Cert III, Cert IV+, apprenticeship, traineeship)</td>
<td>7</td>
<td>13.1%</td>
</tr>
<tr>
<td>Working full-time</td>
<td>4</td>
<td>7.4%</td>
</tr>
<tr>
<td>Working part-time/casual</td>
<td>8</td>
<td>14.8%</td>
</tr>
<tr>
<td>Seeking work</td>
<td>2</td>
<td>3.7%</td>
</tr>
<tr>
<td>NILFET (Not in education or training, not working and not seeking work)</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td><strong>Total Year 12 Respondents</strong></td>
<td><strong>54</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Chart showing main destinations of students completing school in 2015:
SCHOOL INCOME AND EXPENDITURE:

School Income by Funding Source:

More detailed information regarding the funding source of the school's income is available via the MySchool website – [http://www.myschool.edu.au](http://www.myschool.edu.au).

PRESENTATION OF INFORMATION:

[www.tas.qld.edu.au](http://www.tas.qld.edu.au)

Enquiries:

For further information about Trinity Anglican School and its policies, please contact:

Mrs Margaret Kennedy  
Acting Principal  
Trinity Anglican School  
Telephone: +61 7 4036 8111  
Facsimile: +61 7 4036 8222