



ANNUAL REPORT

2017

(based on the 2016 School Year)



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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 – <ul style="list-style-type: none">▪ 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 enrolments¹:	830 students (excluding Kindergarten) <ul style="list-style-type: none">▪ Senior School – White Rock: 370 students▪ Junior School – White Rock: 249 students▪ Junior School – Kewarra Beach: 211 students <p><i>Kindergarten</i></p> <ul style="list-style-type: none">▪ White Rock: 44 students▪ Kewarra Beach: 15 students
Year levels offered:	<ul style="list-style-type: none">▪ 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 body¹:	<ul style="list-style-type: none">▪ Senior School – White Rock: 198 Boys (1 Indigenous) 172 Girls (2 Indigenous)▪ Junior School – White Rock: 140 Boys (3 Indigenous) 109 Girls (3 Indigenous)▪ Junior School – Kewarra Beach: 117 Boys (0 Indigenous) 94 Girls (0 Indigenous)▪ Kindergarten – White Rock: 21 Boys (0 Indigenous) 23 Girls (0 Indigenous)▪ Kindergarten – Kewarra Beach: 7 Boys (0 Indigenous) 8 Girls (0 Indigenous)

Distinctive curriculum offerings:

TAS has well developed programs in Technology, Outdoor Education, Learning Enrichment and Gifted and Talented Education. 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 subject for Years 11 and 12
- Science, Technology, Engineering and Mathematics (STEM) Extension
- Literature Extension
Years 9 and 10
- ICAS Science, Mathematics, English
Years 7 – 12
- BHP Billiton Science Awards
- AIC Titration Competition
- Learning Enrichment
Years 7 – 10
- 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
- Pathways Education
Year 10
- Pastoral Care
Years 7 – 9
- Bounce Back
- OptiMINDS / Masterminds
- Rotary Youth Driver Awareness (RYDA) Program

Implicit to the delivery of curriculum in the Senior and Junior School, is the personalisation of learning. Standardised testing each year in Mathematics, Reading, Grammar and Punctuation, and Spelling, using ACER (Australian Council for Educational Research) PAT (Progressive Achievement Tests) testing, 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 aligned to the Australian Curriculum are developed in curriculum mapping software, ATLAS.

Analysis of NAPLAN (National Assessment Program – Literacy and Numeracy) and ACER PAT data, together with analysis of spelling and reading 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 English as a Second Language, Fast Forward, Multi-Lit, Support A Reader, Support A Writer, Rainbow Reading and Oz Box: Learning Through Literacy Program.

In conjunction with the Junior School Meeting Potential Project: A Whole School Approach to Critical and Creative Thinking, project-based and inquiry learning is implemented in Humanities and Social Sciences with the intention of further developing 21st Century skills of collaboration, communication, critical and creative thinking; and 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
- Young Round Square Conference
- Young Round Square Service Trips
- Round Square Conferences & Exchanges
- Round Square International Service (RSIS) Projects
- 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
- Japan Trip
- Biennial Ski Trip
- Sailing
- Business Liaison Organisation
Business Plan Competition
- Music Program – including 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 be the best they can be.

The school has a very well developed system of pastoral care with Heads of House and Tutors for small groups of vertically arranged 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).

Aspects of these programs are based on school values and the Round Square IDEALS. The pastoral care framework at TAS provides an effective basis that fosters a positive school ethos which focuses on care and respect for others.

The school endeavours to employ a Chaplain to support students and staff.

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 steps 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, pastoral care is implemented through classroom-based programs and Growth Mindset strategies. Classroom teachers work with the Heads of Junior School and P – 6 Coordinators to ensure students' social and emotional wellbeing is embedded in the ethos of each classroom environment. 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.

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 raising funds for TAS as well as hosting selected events.. 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 to develop initiatives and strengthen the school community.

The school runs events and forums for parents as well as 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 –

- › Parents & Friends Association
- › Mothers' Day and Fathers' Day Activities
- › Parent Community Group Projects (White Rock Junior and Kewarra Beach)
- › Co-curricular sporting programs and TAS sporting clubs after hours
- › TAS Swimming Club
- › Friends of TAS Music
- › Art in the Yard
- › Attendance at Chapels and Assemblies
- › Information Evenings
- › Sawpit Gully Rejuvenation Project
- › Attendance at Interhouse sporting activities and special celebrations
- › Parent representation on the School Board

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.
- Principal's Forums are held twice per year at each campus.
- 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:

	<i>Full-Time</i>	<i>Part-Time</i>
Teaching	64	13
Non-teaching	33	27
Non-teaching (Indigenous)	1	1
	98	41
Total Staff	139	

Qualifications of all teachers:

<i>Qualification</i>	<i>Percentage of classroom teachers and school leaders at the school who hold this qualification</i>
Doctorate	1%
Masters Degree	14%
Bachelor Degree	80%
Diploma	5%
Certificate	Nil

Please refer to the school's website <http://tas.qld.edu.au/contact-us/useful-contacts/> for useful contact information regarding staff.

Expenditure on and teacher participation in professional development (PD):

Teacher Participation in PD

Description of PD Activity	Number of Teachers Participating in Activity
Workshops	77
Conferences/Seminars	31
First Aid – In-House	77
Total number of teachers participating in at least one activity in the program year	77

Expenditure on Teacher PD

Total Number of Teachers	Total Expenditure on Teacher PD (as recorded in Financial Questionnaire)	Average Expenditure on PD per Teacher
77	\$69,737	\$905
<ul style="list-style-type: none"> The total funds expended on teacher professional development in 2016 were \$69,737. Please note that this amount does not include professional development paid for through funds associated with Great Teachers = Great Results Funding. The major professional development initiatives were as follows – <ul style="list-style-type: none"> 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 2016 was 100%. 		

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	Retention Rate
85	74	87%
<ul style="list-style-type: none"> From the end of 2015, 87% of staff was retained for the entire 2016 school year. 		

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

Number of Staff	Number of Paid School Days	Total Days Staff Absences	Average Staff Attendance Rate
139	197	846	97%
<ul style="list-style-type: none"> For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2016. 			

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:

Number of School Days in Program Year	Total Number of All Students ²	Total Number of All Student Absences	Average Attendance Rate
180	830	7,665	94.87%
† The average attendance rate as a percentage in 2016 was 94.87%.			

Average student attendance rate for each year level:

Number of School Days in Program Year	Total Number of Students in a Particular Year Level <small>(as at 15 November 2016)</small>		Total Number of Student Absences in a Particular Year Level	Average Attendance Rate for a Particular Year Level %
180	Prep	48	450	94.79
	Year 1	58	487	95.33
	Year 2	61	525	95.21
	Year 3	73	674	94.87
	Year 4	67	571	95.26
	Year 5	80	686	95.23
	Year 6	73	655	95.01
	Year 7	62	490	95.60
	Year 8	65	576	95.07
	Year 9	41	470	93.63
	Year 10	73	811	93.82
	Year 11	65	664	94.32
	Year 12	64	606	94.74

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.

² as at 17 November 2016

BENCHMARK DATA 2016

NAPLAN Results

The National Assessment Program – Literacy and Numeracy (NAPLAN) – Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy results in 2016 for Years 3, 5, 7 and 9 are available via the *MySchool* website – <http://www.myschool.edu.au>.

Apparent Retention Rates:

	Year 10 Base 2014	Year 12 2016 ³	Retention Rate %
Number of Students	72	65	90.28

The Year 12 student enrolment as a percentage of the Year 10 cohort is 90.28%.

Year 12 Outcomes:

Outcomes for our Year 12 Cohort 2016	
Number of students awarded a Senior Education Profile	64
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	63 *
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	22
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	63
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	92.06%
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	98.5%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	100%

Note: In the 2016 year, one student was OP ineligible.

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 17 November 2016

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.

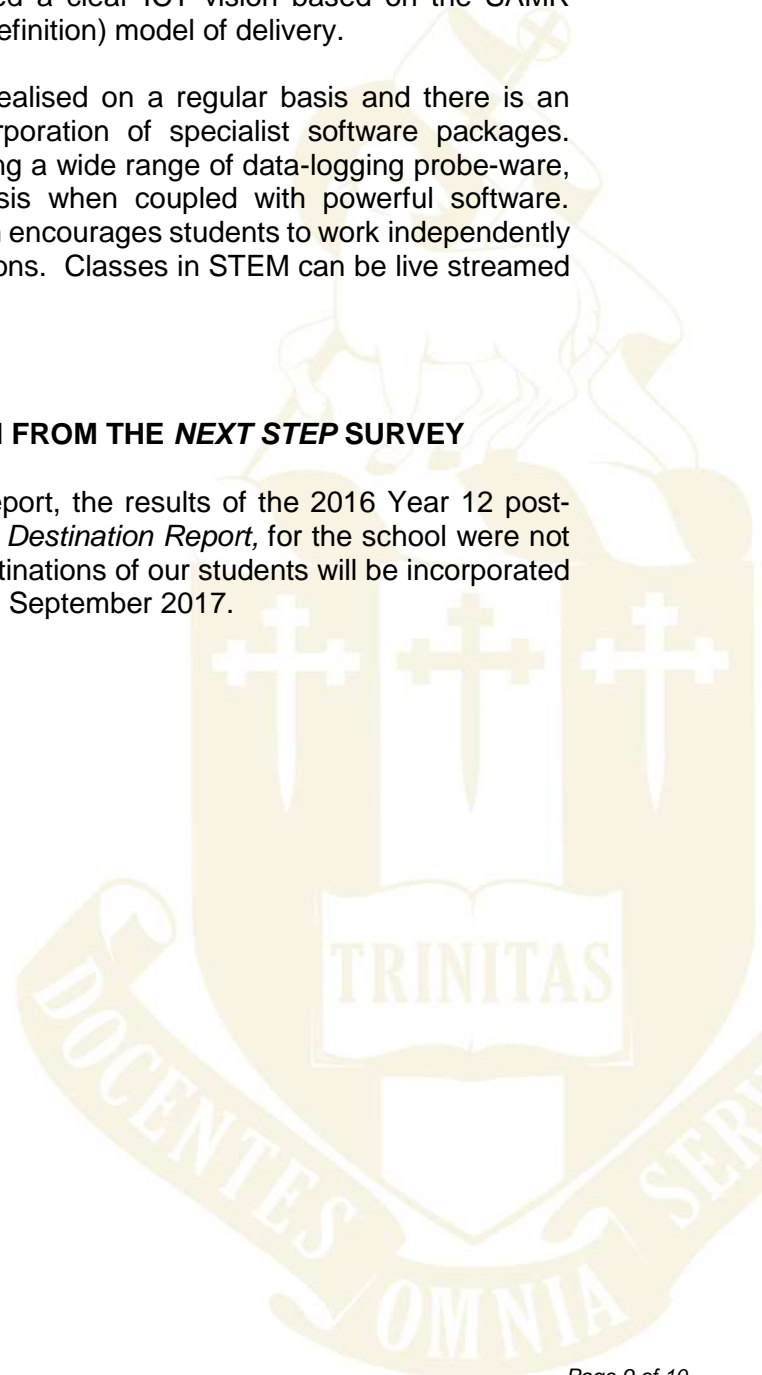
Computer Use:

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 (TASS) 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 learning situations. Classes in STEM can be live streamed to students who are absent from class.

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

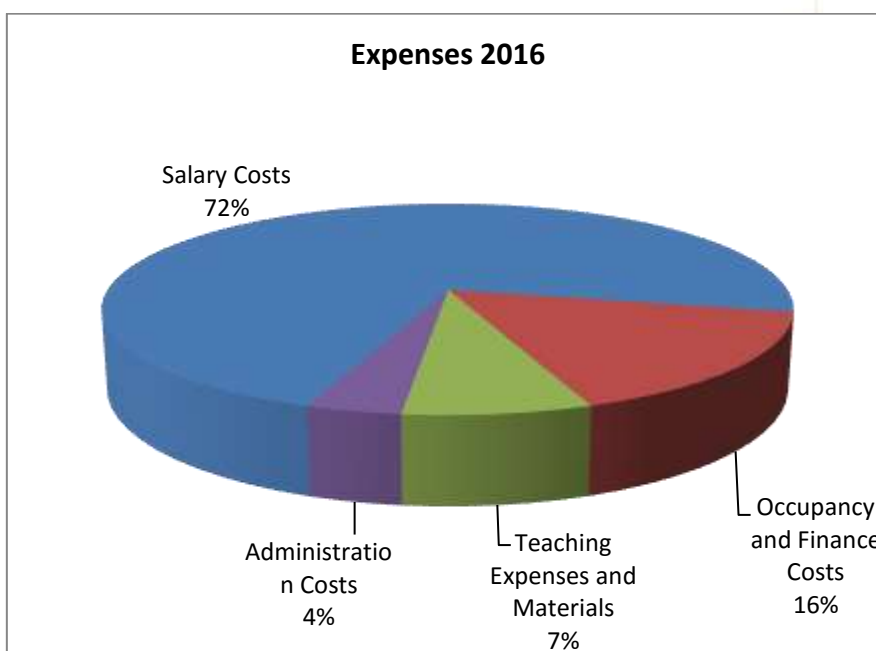
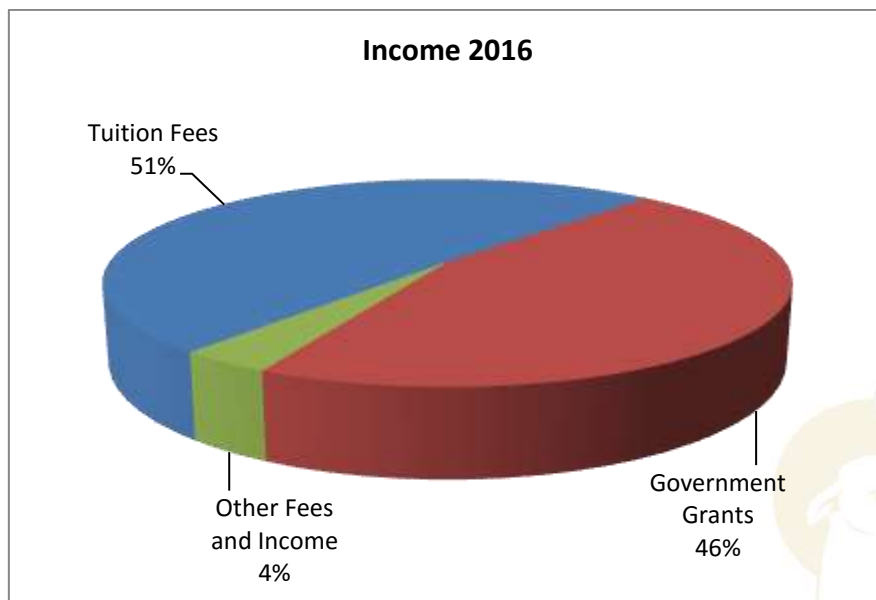
At the time of publishing this School Annual Report, the results of the 2016 Year 12 post-school destinations survey, *Next Step – Student Destination Report*, for the school were not available. Information about the post-school destinations of our students will be incorporated into this Report after release of the information in September 2017.



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> .



PRESENTATION OF INFORMATION:

www.tas.qld.edu.au

Enquiries:

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

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