



# ANNUAL REPORT

## 2018

(based on the 2017 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.

<b>School sector:</b>	Independent
<b>School address:</b>	The school is located on two campuses – <ul style="list-style-type: none"><li>▪ 200-212 Progress Road, White Rock Q 4868</li><li>▪ 4 Poolwood Road, Kewarra Beach Q 4879</li></ul>
<b>Postal address:</b>	PO Box 110E, Earlville, Cairns Q 4870
<b>Total enrolments<sup>1</sup>:</b>	777 students (includes 1 exchange student / excludes Kindergarten) <ul style="list-style-type: none"><li>▪ Senior School – White Rock: 352 students</li><li>▪ Junior School – White Rock: 246 students</li><li>▪ Junior School – Kewarra Beach: 179 students</li></ul> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"><li>▪ White Rock: 40 students</li><li>▪ Kewarra Beach: 18 students</li></ul>
<b>Year levels offered:</b>	<ul style="list-style-type: none"><li>▪ White Rock Campus: Kindergarten to Year 12</li><li>▪ Kewarra Beach Campus: Kindergarten to Year 6</li></ul>
<b>Co-educational or single sex:</b>	Co-educational
<b>Characteristics of the student body<sup>1</sup>:</b>	<ul style="list-style-type: none"><li>▪ Senior School – White Rock: 164 Boys (1 Indigenous) 188 Girls (1 Indigenous)</li><li>▪ Junior School – White Rock: 135 Boys (3 Indigenous) 111 Girls (3 Indigenous)</li><li>▪ Junior School – Kewarra Beach: 90 Boys (0 Indigenous) 89 Girls (0 Indigenous)</li><li>▪ Kindergarten – White Rock: 20 Boys (0 Indigenous) 20 Girls (0 Indigenous)</li><li>▪ Kindergarten – Kewarra Beach: 9 Boys (0 Indigenous) 9 Girls (0 Indigenous)</li></ul>

<sup>1</sup> as at 17 November 2017

### **Distinctive curriculum offerings:**

TAS has well developed programs in STEM (Science, Technology, Engineering, Mathematics), Digital Technologies, Outdoor Education, and Learning Enrichment. University Chemistry, Robotics, Music, Literature 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
- Tutoring and Assistance Program  
Years 7 – 12
- EAL/D  
(English as an Additional Language/Dialect)  
Years 4 – 12
- 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
- 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; 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.

To support students experiencing difficulty with their learning, opportunities include English as an Additional Language and/or Dialect, Multi-Lit, Support A Reader, Support A Writer, Rainbow Reading and Oz Box: Learning Through Literacy Program.

A whole school approach to critical and creative thinking and Project-Based 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
- Robotics & Coding (Roco) Club

### **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 encourage and promote positive relationships will vary depending on whether incidents occur in the Junior School – where time-out, group discussion, parent involvement, guided reflection, mediation and counselling are employed – and the Senior School where policies and procedures relating to positive relationships outline the four-step approach involving students, parents, class teachers and Heads of House and where restorative action is taken.

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 positive relationships.

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
- Attendance at Chapels and Assemblies
- Information Evenings
- Attendance at Interhouse sporting activities and special celebrations
- Parent representation on the School Board
- Friends of TAS Music

### Parent, student, teacher satisfaction:

TAS undertakes a variety of engagement strategies to seek feedback and input regarding the school's performance with respect to education programs, opportunities, well-being, communication and services. These include:

- Annual, online satisfaction surveys of (i) staff and (ii) parents.
- Principal's Forums (twice yearly), one of which provides an opportunity to discuss the survey findings in detail.
- The Principal's annual Welcome Reception and other information evenings and events throughout the year.
- Year 12 exit survey – conducted at the conclusion of each year by Year 12 students to provide feedback on their educational experience at TAS.
- Parents & Friends Association and Parent Community Groups hold regular meetings which provide an opportunity for parents to give feedback.
- Secondary student morning teas, held every two years, where the Principal meets with each house tutor group for morning tea. This provides a forum for students to provide feedback directly to the Principal.
- Weekly meetings with student leaders.

### STAFFING INFORMATION

The staff development priorities for the year included an emphasis on Australian Curriculum design and implementation, preparing for the transition to the "new" QCE system in senior secondary in 2019, 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	69	9
Non-teaching	30	26
Non-teaching (Indigenous)	1	1
	<b>100</b>	<b>36</b>
<b>Total Staff</b>	<b>136</b>	

#### 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	10%
Bachelor Degree	81%
Diploma	8%
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*

<b>Description of PD Activity</b>	<b>Number of Teachers Participating in Activity</b>
Workshops	78
Conferences/Seminars	15
First Aid – In-House	61
Total number of teachers participating in at least one activity in the program year	78

#### *Expenditure on Teacher PD*

<b>Total Number of Teachers</b>	<b>Total Expenditure on Teacher PD (as recorded in Financial Questionnaire)</b>	<b>Average Expenditure on PD per Teacher</b>
78	\$88,614	\$1,136
<ul style="list-style-type: none"> <li>• The total funds expended on teacher professional development in 2017 were \$88,614. Please note that this amount does not include professional development paid for through funds associated with Great Teachers = Great Results Funding.</li> <li>• The major professional development initiatives were as follows –                             <ul style="list-style-type: none"> <li>- Workshops/Conferences/Seminars/Forums (Anti-bullying &amp; Cyber-bullying, Gifted &amp; Talented, Learning Support, Timetabling, Curriculum, Literacy &amp; Numeracy, Australian Curriculum, Positive Schools, Teacher Effectiveness, School Improvement, Middle Management Leadership Programs, Vocational Education Training, Pastoral Care/Student Well-being)</li> <li>- In-House (NAPLAN, Literacy &amp; Numeracy, Australian Curriculum, Learning Management System, Teacher Effectiveness, Active Shooter, School Improvement, Duke of Edinburgh Orientation)</li> <li>- First Aid</li> <li>- Staff and Student Well-being</li> </ul> </li> <li>• The involvement of the teaching staff in professional development activities during 2017 was 100%.</li> </ul>		

**Average staff (where staff means permanent and temporary classroom teachers and school leaders) attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:**

<b>Number of Staff</b>	<b>Number of Paid School Days</b>	<b>Total Days Staff Absences</b>	<b>Average Staff Attendance Rate</b>
78	197	217	99%
<ul style="list-style-type: none"> <li>• For permanent and temporary classroom teachers and school leaders, the average staff attendance rate was 99% in 2017.</li> </ul>			

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

<b>Number of permanent teaching staff at end of previous year</b>	<b>Number of these staff retained in the following year (the program year)</b>	<b>Retention Rate</b>
74	62	84%
<ul style="list-style-type: none"> <li>• From the end of 2016, 84% of staff were retained for the entire 2017 school year.</li> </ul>		



## 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 <sup>2</sup>	Number of Possible Attendance Days	Total Number of All Student Absences	Total Attendance
179	777	139,083	8,959	130,124
† The average attendance rate for the whole school as a percentage in 2017 was 93.56%.				

### Average student attendance rate for each year level:

Number of School Days in Program Year	Total Number of Students in Each Year Level <sup>2</sup>		Number of Possible Attendance Days for Year Level	Number of Days Absent by Students for Year Level	Total Attendance	Average Attendance Rate for Year Level (%)
179	Prep	53	9,487	687	8,800	92.76
	Year 1	43	7,697	461	7,236	94.00
	Year 2	58	10,382	518	9,864	95.00
	Year 3	52	9,308	410	8,898	95.60
	Year 4	71	12,709	735	11,974	94.22
	Year 5	67	11,993	700	11,293	94.16
	Year 6	81	14,499	1,786	12,713	87.68
	Year 7	66	11,814	685	11,129	94.20
	Year 8	57	10,203	446	9,757	95.63
	Year 9	61	10,919	717	10,202	93.43
	Year 10	34	6,086	481	5,605	92.10
	Year 11	69	12,351	632	11,719	94.88
Year 12 <sup>3</sup>	65	11,635	701	10,934	93.97	

### 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.

<sup>2</sup> as at 24 November 2017

<sup>3</sup> as at 17 November 2017



## BENCHMARK DATA 2017

### NAPLAN Results

The National Assessment Program – Literacy and Numeracy (NAPLAN) – Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy results in 2017 for Years 3, 5, 7 and 9 are available via the *MySchool* website – <http://www.myschool.edu.au>.

### Apparent Retention Rates<sup>4</sup>:

	Year 10 Base 2015	Year 12 2017	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 2017	
Number of students awarded a Senior Education Profile	65
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	28
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	59
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	80.95%
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	90.70%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	100%

\* Note: In the 2017 year, two students were 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.

<sup>4</sup> as at 17 November 2017

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.

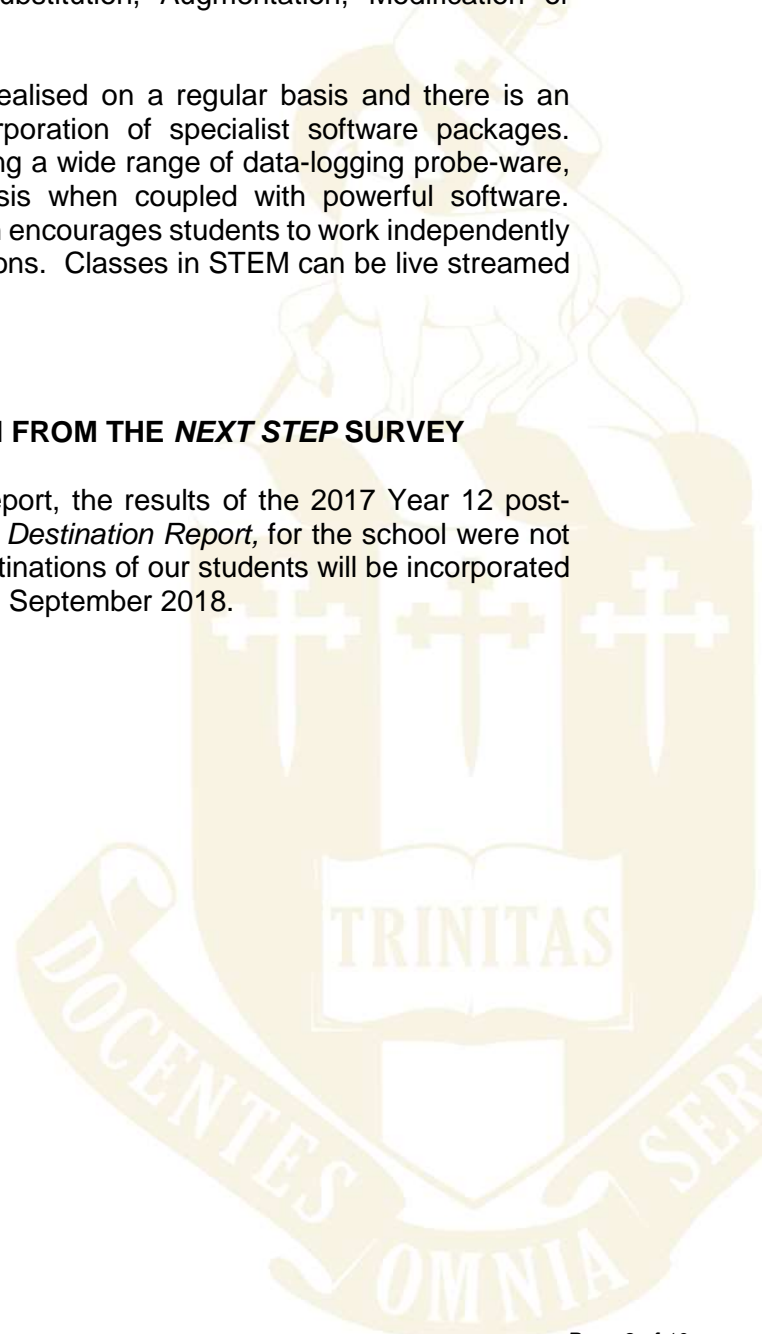
### **Computer Use:**

Digital Technologies (DT) 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 Digital Technologies in many learning contexts. The integration of on-line learning activities is intrinsic to the curriculum. The school has continued to expand the use of a Learning Management System (TASS) that increasingly facilitates on-line learning; flipped learning and more efficient and clearer communication. The school has also developed a clear Digital Technologies 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**

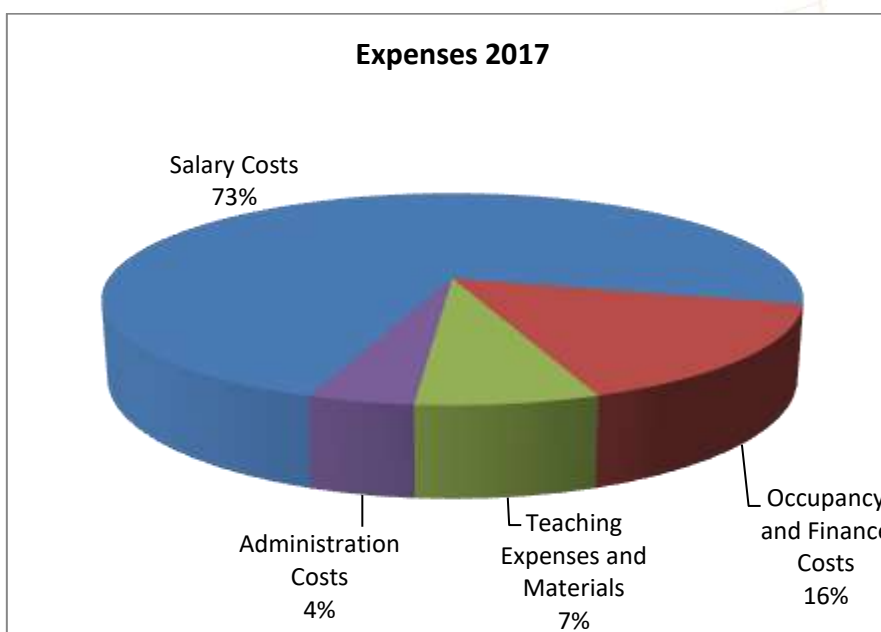
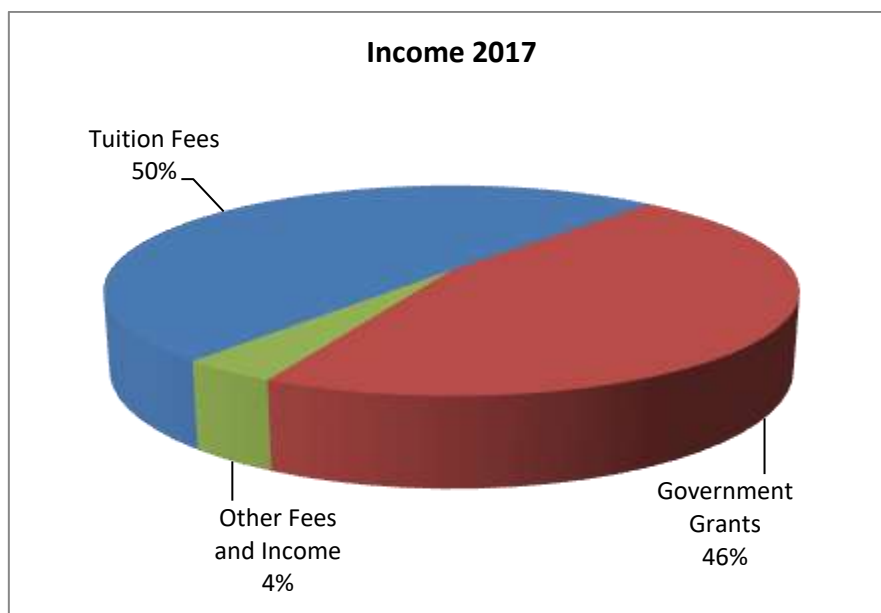
At the time of publishing this School Annual Report, the results of the 2017 Year 12 post-school destinations survey, *Next Step – Student Destination Report*, for the school were not available. Information about the post-school destinations of our students will be incorporated into this Report after release of the information in September 2018.



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

### Enquiries:

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

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