



TRINITY ANGLICAN SCHOOL

ANNUAL REPORT 2021

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TAS
TRINITY ANGLICAN SCHOOL



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(BASED ON THE 2020 SCHOOL YEAR)

The Queensland State Government has required all schools (State and Independent) to report to their school communities each 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 Company Limited by Guarantee.

SCHOOL SECTOR:	Independent	
CO-EDUCATIONAL OR SINGLE-SEX:	Co-educational	
YEAR LEVELS OFFERED:	White Rock Campus: Kindergarten to Year 12 Kewarra Beach Campus: Kindergarten to Year 6	
SCHOOL ADDRESS:	The school is located on two campuses <ul style="list-style-type: none">200-212 Progress Road, White Rock Q 48684 Poolwood Road, Kewarra Beach Q 4879	
POSTAL ADDRESS:	PO Box 110E, Earlville, Cairns Q 4870	
TOTAL ENROLMENTS:	688 students (includes 0 exchange students / excludes Kindergarten) <ul style="list-style-type: none">Secondary School – White Rock: 331 studentsPrimary School – White Rock: 214 studentsPrimary School – Kewarra Beach: 142 studentsWhite Rock <i>Kindergarten</i>: 35 studentsKewarra Beach <i>Kindergarten</i>: 35 students	
CHARACTERISTICS OF THE STUDENT BODY:	Secondary School – White Rock: <ul style="list-style-type: none">162 Boys (2 Indigenous)169 Girls (3 Indigenous) Primary School – White Rock: <ul style="list-style-type: none">119 Boys (3 Indigenous)95 Girls (3 Indigenous) Kindergarten – White Rock: <ul style="list-style-type: none">9 Boys (0 Indigenous)17 Girls (2 Indigenous) ELC – White Rock: <ul style="list-style-type: none">2 boys (0 Indigenous)7 girls (0 Indigenous)	Primary School – Kewarra Beach: <ul style="list-style-type: none">82 Boys (0 Indigenous)60 Girls (0 Indigenous) Kindergarten – Kewarra Beach: <ul style="list-style-type: none">14 Boys (0 Indigenous)11 Girls (0 Indigenous) ELC – Kewarra Beach: <ul style="list-style-type: none">5 boys (0 Indigenous)5 girls (0 Indigenous)



CONTENTS

DISTINCTIVE CURRICULUM OFFERINGS	4
Secondary	4
EXTRA-CURRICULAR ACTIVITIES	5
THE SOCIAL CLIMATE OF THE SCHOOL	6
PARENTAL INVOLVEMENT:	6
PARENT, STUDENT, TEACHER SATISFACTION:	7
STAFFING INFORMATION	8
Staff composition, including indigenous staff	8
Qualifications of all teachers	8
Expenditure on and teacher participation in professional development (PD):	8
Expenditure on teacher PD:	8
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:	9
The proportion of teaching staff retained from the previous year:	9
KEY STUDENT OUTCOMES	10
Average student attendance rate (%) for the whole school	10
The average student attendance rate for each year level:	10
A description of how non-attendance is managed by the school:	10
BENCHMARK DATA 2020	11
NAPLAN results	11
Apparent retention rates:	11
Year 12 outcomes:	11
Computer use:	11
Post-school destination information from the next step survey	11
SCHOOL INCOME AND EXPENDITURE	12
School income by funding source:	12



DISTINCTIVE CURRICULUM OFFERINGS

Secondary

TAS has well-developed programs in STEM (Science, Technology, Engineering, Mathematics), Digital Technologies, Outdoor Education, and Learning Enrichment. Robotics, Music, Literature and Business Education are among the particular strengths of the Secondary School academic program. Examples of distinctive curriculum offerings are listed below:

- Science, Technology, Engineering and Mathematics (STEM) Extension
- Literature Elective Years 9 and 10
- ICAS Science, Mathematics, English Years 7 – 12
- BHP Billiton Science Awards
- AIC Titration Competition
- (TAP) Tutoring and Assistance Program Years 7 – 12
- ASC E-Sports Competition
- Robo Cup Robotics Competition (QSITE)
- Pathways Education Year 10
- Pastoral Care Years 7 – 9
- Digital Technologies
- Rotary Youth Driver Awareness (RYDA) Program
- Outdoor Recreation – Personal and Leadership Development Program
- ESL (English as a Second Language) Years 3 – 12
- Reader's Cup Competition

Implicit to the delivery of curriculum in the Secondary and Primary School is the personalization of learning. Standardised testing each year in Mathematics, English and Science, 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.

Academic Awards are presented at the end of each semester as part of the Principal's List Awards. These results are based on rankings of students calculated from the 4 core areas in Years 7 – 10 (English, Mathematics, Science and Humanities)

Primary

Opportunities afforded to academically able students in the Primary School include Australian Mathematical Olympiads; ACER Certificates in Literacy and Numeracy; ICAS Assessment; Children's Book Council of Australia Readers Cup; Great Barrier Reef Marine Park Authority Leader's Eco-Challenge; Chess; the Opti-MINDS Creative Sustainability Challenge; Da Vinci Decathlon and the use of online collaboration tools in the Microsoft Suite which builds technology skills as well as 21st-century skills. To support students who are experiencing difficulty with their learning, opportunities include English as a Second Language, Multi-Lit, Support A Reader, Rainbow Reading, differentiated curriculum and programs.

A Primary School approach to critical and creative thinking and Project-Based Learning is implemented in Humanities and Social Sciences to further develop 21st-century skills such as collaboration, communication, critical and creative thinking.



EXTRA-CURRICULAR ACTIVITIES

TAS students encounter a broad range of experiences beyond the classroom for academic extension or enrichment. 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 the Duke of Edinburgh International Award and the TAS Outdoor Education program, involve large numbers of students at Primary and Secondary 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 major 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
- Biennial World Challenge Expeditions to developing countries
- Royal Lifesaving Society Bronze Medallion
- Hockey, Football, Rugby, Netball, Basketball, Swimming, Volleyball, Cricket, Touch Football, AFL, Triathlon
- Lions Youth of the Year
- Bond University Moot Court Competition
- Constitutional Convention
- Rostrum Public Speaking
- Biennial Ski Trip
- Sailing
- Business Liaison Organisation Business Plan Competition
- Music Program – including Ensembles, Orchestra, Choir, TAS Jazz, Rock Bands
- Year 6 Radford Exchange
- Robotics & Coding (Roco) Club
- Sports



THE SOCIAL CLIMATE OF THE SCHOOL

TAS is a Kindergarten to Year 12 co-educational, independent 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 who manage small groups of vertically arranged students in Secondary. 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 is based on our pastoral care goals. Students in Years 11 and 12 study CAVE (Christian and Values Education). Programs such as Care and Connect in Primary provide a terrific framework for enhancing student well-being.

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 an independent school ethos that focuses on care and respect for others.

The school employs a Chaplain and a Counsellor to support students and staff. Strategies employed to encourage and promote positive relationships will vary depending on whether incidents occur in either the Primary School (where time-out, group discussion, parent involvement, guided reflection, mediation, and counselling are employed) or the Secondary 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 Primary school, pastoral care is implemented through behaviour management Guidelines, Peer Support Program, Care and Connect Program, Buddy Program, classroom-based programs, and Growth Mindset strategies. Classroom teachers work with the Heads of Primary School and Prep to Year 6 Coordinators to ensure the social and emotional wellbeing of students is embedded in the ethos of each classroom environment. The Primary school is a Kidsmatter School, acknowledging that the promotion of student achievement only comes with supported social and emotional learning. The Peer Support Program is a resiliency training program implemented in the Primary school that involves the explicit teaching of strategies to assist students to develop positive social skills. Braveheart's 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 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. Parents work in a voluntary capacity in areas such as the Tuck Shop, sporting teams, student events (such as Chess tournaments), and tree planting projects.

There are Parent Community Groups at each Primary school that provide support to new parents to the school and meet regularly at both campuses to fundraise, 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 relevant to raising children. TAS is a supportive and engaging community where each individual is encouraged consistently to achieve their personal best.

Some parental involvement activities are:

<ul style="list-style-type: none">• Mothers' Day and Fathers' Day Stalls and Activities• Parent Community Group Projects (White Rock and Kewarra Beach)	<ul style="list-style-type: none">• Attendance at Chapels and Assemblies• Information Evenings• Attendance at Interhouse sporting activities and special celebrations• Parent representation on the School Board
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<ul style="list-style-type: none">• Co-curricular sporting programs and TAS sporting clubs after hours• TAS Swimming Club• Fundraising through catering for school events• Supervising some Prep to Year 3 electives and Year 4 to Year 6 electives	<ul style="list-style-type: none">• Events such as Rock Under the Stars, Carols, and Star Gazing• Running student activities such as Craft Club during break times
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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.
- Parent Community Groups hold regular meetings which provide an opportunity for parents to give feedback.
- Secondary student morning teas are 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 upon the ongoing use of the cognitive verbs in teaching and learning programs in the QCE/SATE system in senior secondary in 2020, and the diagnostic use of NAPLAN/PAT Test 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

	FULL-TIME	PART-TIME
TEACHING	59	8
NON-TEACHING	24	32
NON-TEACHING (INDIGENOUS)	1	0
TOTAL STAFF	84	40
	124	

Qualifications of all teachers

QUALIFICATION	PERCENTAGE OF CLASSROOM TEACHERS AND SCHOOL LEADERS AT THE SCHOOL WHO HOLD THIS QUALIFICATION
DOCTORATE	2%
MASTER'S DEGREE	25%
BACHELOR'S DEGREE	61%

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

Teacher Participation in PD

DESCRIPTION OF PD ACTIVITY	NUMBER OF TEACHERS PARTICIPATING INACTIVITY
WORKSHOPS	38
CONFERENCES/SEMINARS	3
FIRST AID – IN-HOUSE	10
TOTAL NUMBER OF TEACHERS PARTICIPATING IN AT LEAST ONE ACTIVITY IN THE PROGRAM YEAR	51

Expenditure on teacher PD:

TOTAL NUMBER OF TEACHERS	TOTAL EXPENDITURE ON TEACHER PD (AS RECORDED IN FINANCIAL QUESTIONNAIRE)	AVERAGE EXPENDITURE ON PD PER TEACHER
67	\$35,646.46	\$532
<ul style="list-style-type: none"> The total funds expended on teacher professional development in 2020 was \$35,646.46. 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, Active Shooter, School Improvement, Duke of Edinburgh Orientation) First Aid Staff and Student well-being 		



- The involvement of the teaching staff in professional development activities during 2020 was 100%.

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:

NUMBER OF STAFF	NUMBER OF PAID SCHOOL DAYS	TOTAL DAYS STAFF ABSENCES	AVERAGE STAFF ATTENDANCE RATE
70	202	378	97%
<ul style="list-style-type: none"> For permanent and temporary classroom teachers and school leaders, the average staff attendance rate was 97% in 2020. 			

The 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
70	63	90%
<ul style="list-style-type: none"> From the end of 2019, 90% of staff were retained for the entire 2020 school year. 		

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	NUMBER OF POSSIBLE ATTENDANCE DAYS	TOTAL NUMBER OF ALL STUDENT ABSENCES	TOTAL ATTENDANCE
183	688	125,904	8,578	117,326
<ul style="list-style-type: none"> The average attendance rate for the whole school as a percentage in 2020 was 93.19%. 				

The average student attendance rate for each year level:

NUMBER OF SCHOOL DAYS IN PROGRAM YEAR	TOTAL NUMBER OF STUDENTS IN EACH YEAR LEVEL 2		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 (%)
183	Pre	43	7869	62	7245	92.07
	Year 1	51	9333	712	9621	92.37
	Year 2	37	6771	439	6332	93.51
	Year 3	56	10248	830	9418	91.90
	Year 4	56	10248	786	9462	92.33
	Year 5	59	10797	860	9937	92.03
	Year 6	55	10065	821	9244	94.84
	Year 7	56	10248	448	9800	95.62
	Year 8	52	9516	452	9064	95.25
	Year 9	58	10614	714	9900	93.27
	Year 10	55	10065	723	9342	92.81
	Year 11	50	9150	511	8639	94.41
	Year 12	60	10980	685	10295	93.76

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

Regular non-attendance 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. The school sends a text message to the parents/guardians daily of students who are absent asking for verification and the reason for the absence.



BENCHMARK DATA 2020

NAPLAN results

The National Assessment Program – Literacy and Numeracy (NAPLAN) – Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy Program was postponed in 2020 due to COVID-19.

Apparent retention rates:

	YEAR 10 BASE 2018	YEAR 12 2020	RETENTION RATE %
NUMBER OF STUDENTS	61	60	98.36

The Year 12 student enrolment as a percentage of the Year 10 cohort is 98.36%

Year 12 outcomes:

OUTCOMES FOR OUR YEAR 12 COHORT 2020	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	53
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an ATAR	56
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	6
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an ATAR 90 or above	36%
Percentage of Year 12 students who are completing or completed an SAT or were awarded one or more of the following: QCE, IBD, VET qualification	93%
Percentage of tertiary applicants receiving an offer	92%

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 online learning activities is intrinsic to the curriculum. The school has continued to expand the use of a Learning Management System (TASS) that increasingly facilitates online learning, particularly via the Microsoft Teams platform. This was particularly effective during school closure in 2020 due to COVID-19.

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 released regularly 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 the STEM building and the re-developed C & D Blocks can be live-streamed to students who are absent from class.

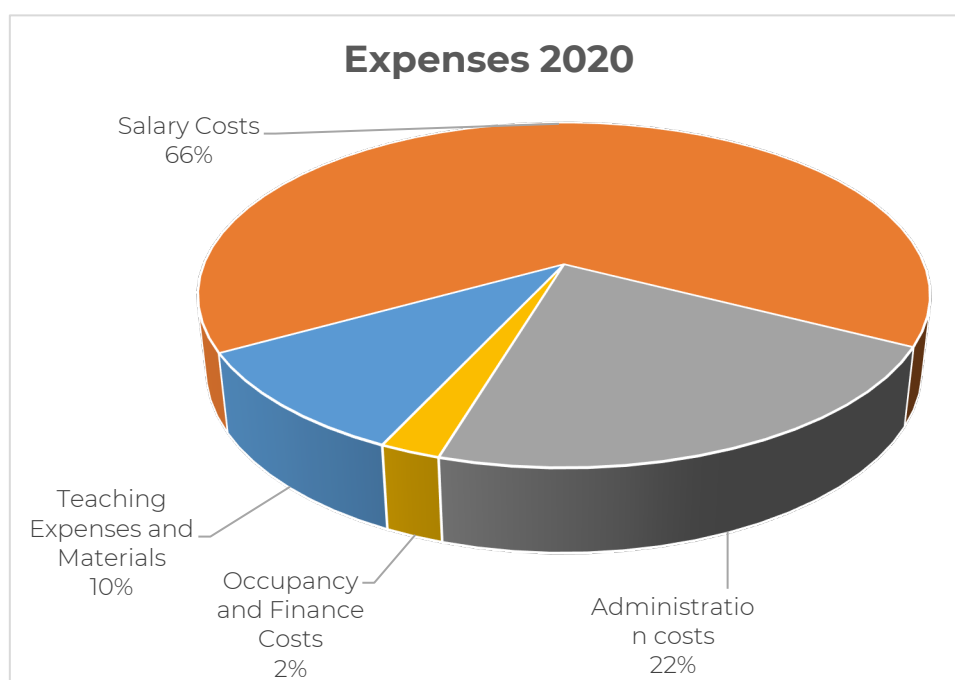
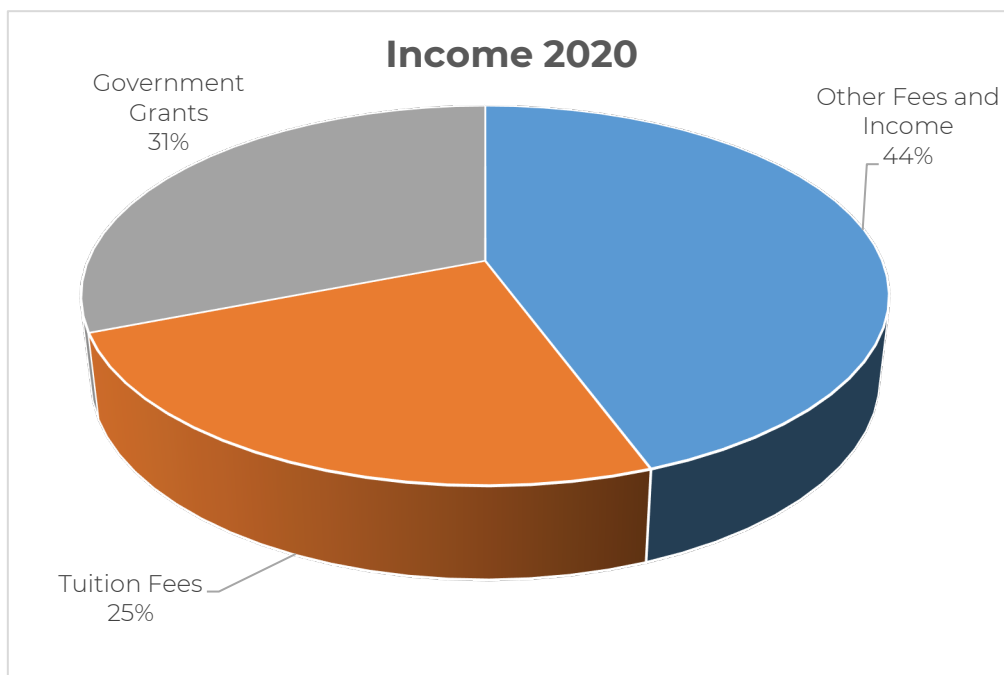
Post-school destination information from the next step survey

At the time of publishing this School Annual Report, the results of the 2020 Year 12 post-school destinations survey, Next Step – Student Destination Report, were not available. Information about the post-school destinations of our students will be incorporated into this Report after the release of the information in September 2021.

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>





ENQUIRIES

For further information about Trinity Anglican School and its policies, please contact Mr Paul Sjogren, Principal Trinity Anglican School.

W: www.tas.qld.edu.au

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