TRINITY ANGLICAN SCHOOL

# ANNUAL REPORT 2022

CRICOS Provider No.00770B
TRINITY ANGLICAN SCHOOL TLD ABN 69 090 630 149

TAS
TRINITY ANGLICAN SCHOOL

# TRINITY ANGLICAN SCHOOL ANNUAL REPORT 2021

(BASED ON THE 2021 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<br>**Kewarra Beach Campus:** Kindergarten to Year 6 | |
| School Address: | The school is located on two campuses<br>• 200-212 Progress Road, White Rock Q 4868<br>• 4 Poolwood Road, Kewarra Beach Q 4879 | |
| Postal Address: | PO Box 110E, Earlville, Cairns Q 4870 | |
| Total Enrolments: | 807 students (includes 0 exchange students / excludes Kindergarten)<br>• Secondary School – White Rock: 333 students<br>• Primary School – White Rock: 271 students<br>• Primary School – Kewarra Beach: 203 students<br>• White Rock *Kindergarten:* 35 students<br>• Kewarra Beach *Kindergarten:* 37 students | |
| Characteristics of the Student Body: | Secondary School – White Rock:<br>• 164 Boys (2 Indigenous)<br>• 169 Girls (4 Indigenous)<br><br>Primary School – White Rock:<br>• 142 Boys (3 Indigenous)<br>• 129 Girls (9 Indigenous)<br><br>Kindergarten – White Rock:<br>• 15 Boys (2 Indigenous)<br>• 20 Girls (1 Indigenous) | Primary School – Kewarra Beach:<br>• 116 Boys (1 Indigenous)<br>• 87 Girls (0 Indigenous)<br><br>Kindergarten – Kewarra Beach:<br>• 21 Boys (0 Indigenous)<br>• 16 Girls (0 Indigenous) |

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## 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 (when not affected by COVID 19 restrictions).

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
- 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
- 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. We also run a wellbeing and citizenship curriculum through our Cosmos program (Year 7 & 8 and 11 & 12 in 2022, expanding to Years 7 – 12 in 2023), in which students rotate through units focusing on social and emotional development, digital citizenship, careers, ethics, and Aboriginal and Torres Strait Islander studies. We are also trialling the Resilience Project's GEM Program and Resilient Youth Survey as tools to better understand and respond to the wellbeing needs of our students at Years 7 – 9. 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. 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 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:

- Mothers' Day and Fathers' Day Stalls and Activities
- Parent Community Group Projects (White Rock and Kewarra Beach)
- 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
- Attendance at Chapels and Assemblies
- Information Evenings
- Attendance at Interhouse sporting activities and special celebrations
- Parent representation on the School Board
- Events such as Rock Under the Stars, Carols, and Star Gazing
- Running student activities such as Craft Club during break times

**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 2021, 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 | 60 | 15 |
| Non-teaching | 28 | 38 |
| Non-teaching (indigenous) | 1 | 0 |
| Total staff | 89 | 53 |
| | 142 | |

### Qualifications of All Teachers

| Qualification | Percentage of classroom teachers and school leaders at the school who hold this qualification |
|---|---|
| Doctorate | 2.5% |
| Master's Degree | 20.5% |
| Bachelor's Degree | 80.7% |

### Expenditure on and Teacher Participation in Professional Development (PD):

Teacher Participation in PD

| Description of PD Activity | Number of Teachers Participating in Activity |
|---|---|
| Workshops/Conferences/Seminars | 41 |
| First Aid – In-house | 59 |
| Total number of teachers participating in at least one activity in the program year | 67 |

### Expenditure on Teacher PD:

| Total Number of Teachers | Total Expenditure on Teacher PD (as recorded in financial questionnaire) | Average Expenditure on PD per Teacher |
|---|---|---|
| 75 | $37,916.07 | $505.54 |

- The total funds expended on teacher professional development in 2021 was $37,916.07.
- 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, ISQ Big Ideas Conference, Microsoft, ClickView, Learning Analytics)
  - 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 2021 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 |
|---|---|---|---|
| 75 | 195 | 480.67 | 97% |
| • For permanent and temporary classroom teachers and school leaders, the average staff attendance rate was 97% in 2021. | | | |

**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 | 60 | 86% |
| • From the end of 2020, 86% of staff were retained for the entire 2021 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 |
|---|---|---|---|---|
| 179 | 807 | 144,453 | 7806 | 136647 |
| • The average attendance rate for the whole school as a percentage in 2021 was 94.59%. | | | | |

**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 (%) |
|---|---|---|---|---|---|---|
| 807 | Prep | 85 | 15215 | 850 | 14365 | 94.41 |
| | Year 1 | 57 | 10203 | 534 | 9669 | 94.76 |
| | Year 2 | 65 | 11635 | 582 | 11053 | 94.99 |
| | Year 3 | 56 | 10024 | 391 | 9633 | 96.09 |
| | Year 4 | 76 | 13604 | 678 | 12926 | 95.01 |
| | Year 5 | 66 | 11814 | 628 | 11186 | 94.68 |
| | Year 6 | 69 | 12351 | 603 | 11748 | 95.11 |
| | Year 7 | 56 | 10024 | 677 | 9347 | 93.24 |
| | Year 8 | 57 | 10203 | 708 | 9495 | 93.06 |
| | Year 9 | 58 | 10382 | 599 | 9783 | 94.23 |
| | Year 10 | 63 | 11277 | 493 | 10784 | 95.62 |
| | Year 11 | 52 | 9308 | 664 | 8644 | 92.86 |
| | Year 12 | 47 | 8413 | 399 | 8014 | 95.25 |

**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 2021

## NAPLAN Results

### Progress

The percentage of students at the school who achieved above average progress, compared to students of a similar background and who had the same starting score on their previous NAPLAN test.

| | Year 3-5 | Year 7-9 |
|---|---|---|
| Reading | 10.4 | 4.9 |
| Writing | 11.8 | 12.1 |
| Numeracy | 20.9 | 1.0 |

The average NAPLAN score for all students at the school in domain, compared to the average score of students in Australia for that domain.

| **Reading** | Year 3 | Year 5 | Year 7 | Year 9 |
|---|---|---|---|---|
| Average Score (School) | 454 | 538 | 585 | 598 |
| Average Score (National) | 437 | 511 | 542 | 577 |

| **Writing** | Year 3 | Year 5 | Year 7 | Year 9 |
|---|---|---|---|---|
| Average Score (School) | 448 | 499 | 548 | 591 |
| Average Score (National) | 425 | 480 | 522 | 577 |

| **Spelling** | Year 3 | Year 5 | Year 7 | Year 9 |
|---|---|---|---|---|
| Average Score (School) | 419 | 530 | 580 | 590 |
| Average Score (National) | 421 | 504 | 542 | 580 |

| **Grammar and Punctuation** | Year 3 | Year 5 | Year 7 | Year 9 |
|---|---|---|---|---|
| Average Score (School) | 437 | 529 | 576 | 601 |
| Average Score (National) | 433 | 503 | 533 | 573 |

| **Numeracy** | Year 3 | Year 5 | Year 7 | Year 9 |
|---|---|---|---|---|
| Average Score (School) | 427 | 520 | 601 | 610 |
| Average Score (National) | 403 | 495 | 550 | 588 |

**Apparent Retention Rates:**

| | Year 10 Base 2018 | Year 12 2021 | Retention Rate % |
|---|---|---|---|
| Number of Students | 49 | 47 | 95.91% |

The Year 12 student enrolment as a percentage of the Year 10 cohort is 95.91%.

**Year 12 Outcomes**

| Outcomes for our Year 12 Cohort 2021 | |
|---|---|
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 45 |
| Number of students awarded a Queensland Certificate of Individual Achievement | 0 |
| Number of students who received an ATAR | 47 |
| Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT) | 1 |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications | 5 |
| Number of students awarded an International Baccalaureate Diploma (IBD) | 0 |
| Percentage of Year 12 students who received an ATAR 90 or above | 36.7% |
| 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 | 95.7% |
| Percentage of tertiary applicants receiving an offer | 90% |

**Computer Use**

Digital technologies (DT) continue to be 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 & 2021 due to COVID-19. In 2021 Trinity Anglican School initiated the process of becoming an incubator Microsoft Showcase School. This process includes meeting specific objectives towards achieving showcase status. These include a focus upon upskilling staff via the Microsoft Educator site.

Trinity Anglican School have commenced using Microsoft Surface products across the school and will continue this as part of our strategic priority of seeing 'Technology as an Enabler'.

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.

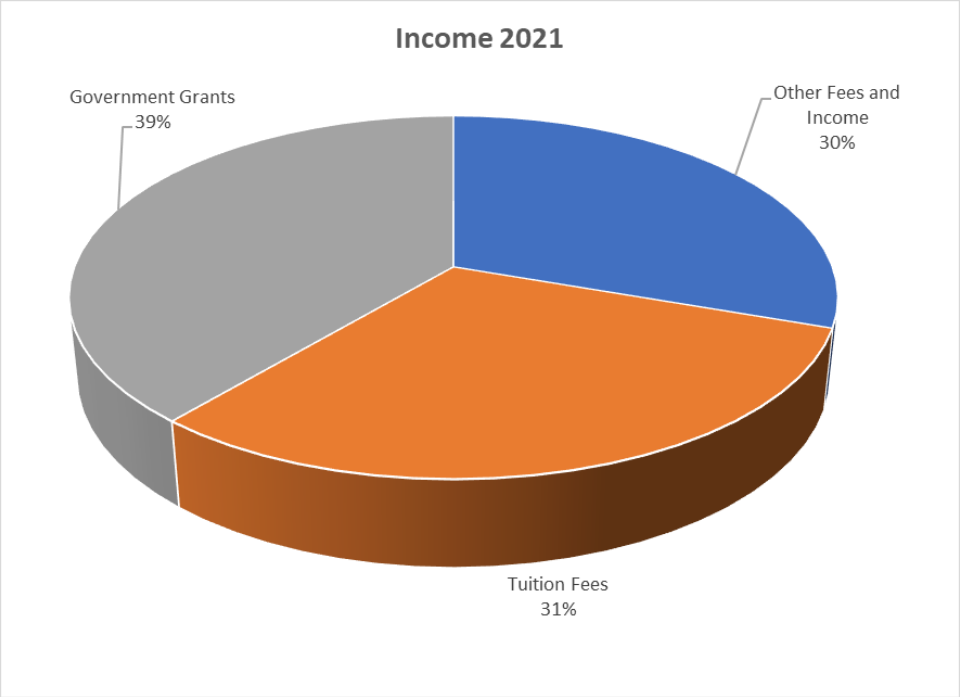
**Post-school Destination Information**

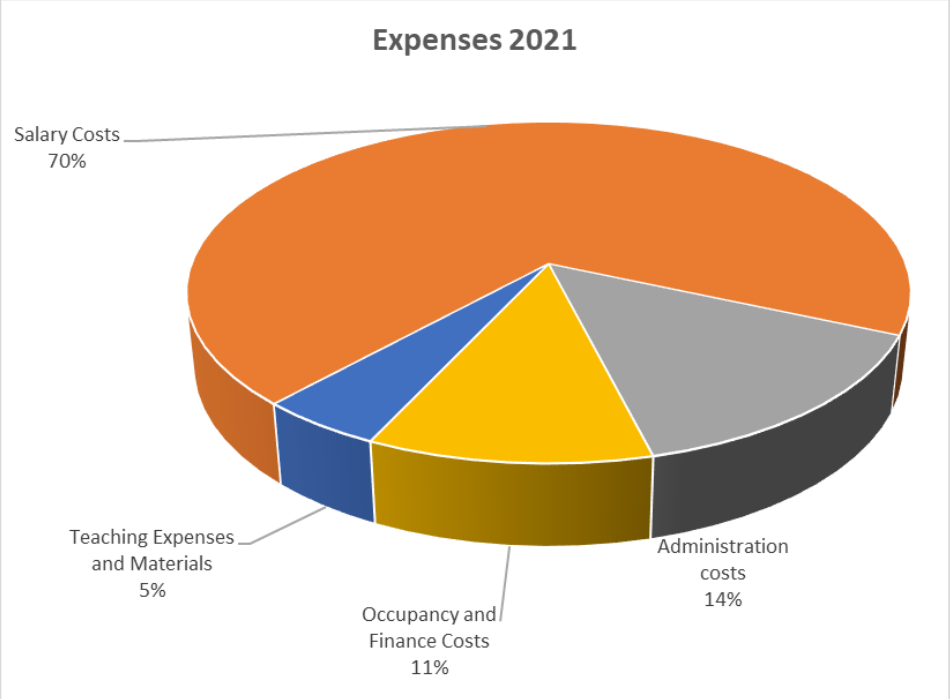
At the time of publishing this School Annual Report, the results of the 2021 Year 12 post-school destinations survey, Next Step – Student Destination Report, were not available. Information about the post-school destinations of our students will be incorporated into this Report after the release of the information in September 2022.

# 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.

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