

TRINITY ANGLICAN SCHOOL

ANNUAL REPORT 2023

FOR THE 2022 SCHOOL YEAR



White Rock Campus

200–212 Progress Road, White Rock
(07) 4036 8111

Kewarra Beach Campus

45 Poolwood Road, Kewarra Beach
(07) 4057 7000

tas.qld.edu.au

tas@tas.qld.edu.au

40TH ANNIVERSARY
TRINITY ANGLICAN SCHOOL



Table of Contents

About TAS	04
Distinctive Curriculum Offerings	06
Distinctive Extra-Curricular Offerings	08
The Social Climate of the School	10
Staffing Information	12
Key Student Outcomes	14
Benchmark Data 2022	7
School Income and Expenditure	8

Trinity Anglican School

Annual Report 2023

For the 2022 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.



About TAS

Trinity Anglican School is an independent, co-educational school, offering education for across two campuses, to the following year levels:

- **White Rock Campus**
200-212 Progress Road, White Rock
Kindergarten to Year 12
- **Kewarra Beach Campus**
45 Poolwood Road, Kewarra Beach
Kindergarten to Year 6

Characteristics

Secondary School – White Rock:

- 1901 Boys (2 Indigenous)
- 1811 Girls (8 Indigenous)

Primary School – White Rock:

- 174 Boys (9 Indigenous)
- 1661 Girls (14 Indigenous)

Kindergarten – White Rock:

- 28 Boys (0 Indigenous)
- 28 Girls (0 Indigenous)

Primary School – Kewarra Beach:

- 140 Boys (2 Indigenous)
- 124Girls (1 Indigenous)

Kindergarten – Kewarra Beach:

- 136 Boys (0 Indigenous)
- 23 Girls (0 Indigenous)

Total Enrolments

975 students (includes 0 exchange students / excludes Kindergarten):

- Secondary School (White Rock): 371 students
- Primary School (White Rock): 340 students
- Primary School (Kewarra Beach): 264 students
- White Rock Kindergarten: 56 students
- Kewarra Beach Kindergarten: 59 students



Board of Directors

The Trinity Anglican School Board of Directors volunteer their time and are committed to seeing TAS remain one of Australia's leading independent schools.

Our board members have the important responsibility of governing and administering the performance of the school in line with Anglican Schools of Australia (ASA) and other legislative requirements.



Jason Fowler
Chairperson



Sue Crocker
Board Member



Greg Gilboy
Board Member



Chris Hansor
Board Member



Ben Meredith
Board Member



Trent Twomey
Board Member



The Venerable
Christopher Wright
Board Member

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
- Physical Education Extension (Years 9 & 10)
- ICAS Science, Mathematics, English Years 7 – 10
- BHP Billiton Science Awards
- AIC Titration Competition
- TAS Time Tutoring & Assistance Years 7 – 12
- ASC E-Sports Competition
- Robo Cup Robotics Competition (QSITE)
- Pathways Education Year 10
- COSMOS (Pastoral Care Program) 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
- ySafe Cyber Safety Program and Workshops
- Edvantage Study Skills Program

Standardised Testing

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; AMT's Australian Mathematics Competition; 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, MiniLit Nussy Reading and Spelling, 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.



Distinctive Extra-Curricular Offerings

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..

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, Water Polo, Basketball, Swimming, Volleyball, Cricket, Touch Football, AFL, Triathlon, Running, Surf Lifesaving
- Lions Youth of the Year
- Bond University Moot Court Competition
- Art programs
- 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
- Round Square National & International Conferences
- Drama



The Social Climate of the School

TAS is a Kindergarten to Year 12 co-ed, independent school that fosters the growth and development of each student to help them become the best they can be.

The school has a well-developed pastoral care system in place. In the Primary school, we implement pastoral care through behaviour management guidelines, Peer Support Program, the Care and Connect Program, Buddy Program, classroom-based programs, and by implementing Growth Mindset strategies. Classroom teachers collaborate with the Heads of Primary School and Prep to Year 6 Coordinators to ensure that the social and emotional well-being of students is embedded in the ethos of each classroom. The Primary school is also recognized as a Kidsmatter School, acknowledging that supporting social and emotional learning is essential for student achievement. The Peer Support Program, specifically designed for the Primary school, teaches students strategies to develop positive social skills. Bravehearts and School Performance Tours deliver educational performances on protective behaviours and positive relationships.

In the Secondary school, students are assigned to one of four House groups, which becomes their extended family within the school community. Support is provided to each student from both their Head of House and their assigned tutor group teacher. We also offer the Cosmos program (Year 7-12) to promote well-being and citizenship. In this program, students rotate through units focusing on social and emotional development, digital citizenship, careers, ethics, and Aboriginal and Torres Strait Islander studies. To better understand

and address the well-being needs of our students in Years 7 – 9, we are also piloting the Resilience Project's GEM Program and Resilient Youth Survey.

We have a dedicated Chaplain and Counsellor to provide support to students and staff. The strategies employed to encourage positive relationships may differ based on whether incidents occur in the Primary or Secondary School. Our staff work closely with individual students who may require support and maintains regular communication with parents, as necessary. Furthermore, we provide an Employee Assistance Service to support the well-being of our staff.



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, such as cybersafety. Major events provide an opportunity to build further community. 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 Assemblies
- Information Evenings
- Attendance at Interhouse sporting activities and special celebrations
- Parent representation on the School Board
- 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, held at each campus.
- 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

At TAS, we understand that the success of our institution is directly tied to the dedication, expertise, and passion of our staff; both teaching and non-teaching. 2022 was a challenging year for all community members transitioning away from the disruption of COVID, and we thank and commend every one of our staff members who made a contribution during the year.

TAS provides a supportive and inclusive work environment that fosters collaboration, innovation, and personal development. We prioritise ongoing training and professional development opportunities to empower our staff to enhance their skills and stay abreast of the latest educational practices. We firmly believe that by investing in our staff, we are cultivating a community of educators and professionals who are motivated, fulfilled, and equipped to deliver the highest quality education and support to our students.

Staff Composition, including Indigenous Staff

	Full-time	Part-time
Teaching	64	13
Non-teaching	34	42
Non-teaching (Indigenous)	1	0
Total	99	55
	154	

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
75	64	85%

From the end of 2021, 85% of staff were retained for the entire 2022 school year.

Qualifications of All Teachers

Qualifications	Percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate	1.3%
Master's Degree	16.88%
Bachelor's Degree	81.82%

Teacher Participation in, Professional Development (PD):

Description of PD Activity	Number of Teachers
Workshops/Conferences/Seminars	75
First Aid – In-house	75
Total number of teachers participating in at least one activity in the program year	75

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	\$46,204.44	\$616.06

- The total funds expended on teacher professional development in 2022 was \$46,204.44.
- The major professional development initiatives were as follows:
- Workshops/Conferences/Seminars/Forums (Trauma Focused Adventure Therapy, Pool Lifeguard training, Outdoor Education Conference, Big Idea Summit, Pack Rafting sessions, HALT Certification stage 1, Research School Program, Problematic Gaming and Screen Use in Students, The accidental counsellor workshop, National Symposium on Japanese Language Education, EduTech 2022, Smart Spelling Online Course, Nature Play, Learning Area Heads of Department Networking Forum, Heggerty Approach to Phonemic Course, QLD History State Conference, 1st aid & CPR, MacqLit workshop, Nervdana Robotics, Keeping the Dream Alive workshop, Jolly Phonics, Thoughtful Educators Conference, Positive School Conference, Teachers Induction and Retention Program, Best Practice Workshop, Pathways to Resilience Behaviour Guidance workshop)
- In-House (Learning/ Data Story Telling, TrackOne Introduction to the Leaning Analytics Suite)
- First Aid
- Staff and Student well-being
- The involvement of the teaching staff in professional development activities during 2022 was 100%

Staff 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
77	185	465.85	97%

For permanent and temporary classroom teachers and school leaders, the average staff attendance rate was 97% in 2022.



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
182	975	177,450	14685	162765

The average attendance rate for the whole school as a percentage in 2022 was 93.18%.



Average Student Attendance Rate for Each Year Level

Number of school days in program year	Total number of students in each year level		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 (%)
182	Prep	120	21840	1672	20168	92.34
	Year 1	94	17108	1189	15919	93.05
	Year 2	73	13286	1162	12124	91.25
	Year 3	79	14378	1240	13138	91.37
	Year 4	74	13468	1015	12453	92.46
	Year 5	86	15652	1305	14347	91.66
	Year 6	78	14196	1232	12964	91.32
	Year 7	74	13468	1032	12436	92.33
	Year 8	56	10192	898	9294	91.19
	Year 9	62	11284	1081	10203	90.42
	Year 10	56	10192	1078	9114	89.42
	Year 11	71	12922	857	12065	93.36
	Year 12	52	8464	924	8540	90.23

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

2022

NAPLAN Results

Due to no 2021 comparative data being available, progression data for the 2022 NAPLAN Test is not available. 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)	452.5	529	563	598
Average Score (National)	437.3	511.6	542.4	577

Writing	Year 3	Year 5	Year 7	Year 9
Average Score (School)	446	505.5	565	591
Average Score (National)	425.4	480	522	577

Spelling	Year 3	Year 5	Year 7	Year 9
Average Score (School)	435	531	584	599
Average Score (National)	421	504	542	580

Grammar and Punctuation	Year 3	Year 5	Year 7	Year 9
Average Score (School)	462	520	558	611
Average Score (National)	433	503	533	573

Numeracy	Year 3	Year 5	Year 7	Year 9
Average Score (School)	421.5	510	587	610
Average Score (National)	403.4	495.2	550.6	588



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. 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. By the beginning

of 2024, all students (and staff) will be using Microsoft Surface devices and will ensure that our strategic priority of Technology as an Enabler is a major focus. The school continues to employ a vision for the use of technologies, with a focus upon 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.



Apparent Retention Rates			
	Year 10 Base 2020	Year 12 2022	Retention Rate %
Number of Students	55	52	94.54%

The Year 12 student enrolment as a percentage of the Year 10 cohort is 94.54%.



Year 12 Outcomes	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	48
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an ATAR	51
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	2
Number of students awarded one or more Vocational Education and Training (VET) qualifications	4
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an ATAR 90 or above	31.37%
Percentage of tertiary applicants receiving an offer	~88%

Post-school Destination Information

QTAC OFFERS

The 2022 Year 12 cohort received offers at a range of universities across Queensland, alongside a number of TAS students who accepted placements at universities in other states.

UNIVERSITY OF QUEENSLAND – 8 STUDENTS

(Bachelor of Engineering; Bachelor of Pharmacy; Bachelor of Economics/Science; Bachelor of Nursing; Bachelor of Business Management; Bachelor of Architectural Design; Bachelor of Psychological Science; Bachelor of Journalism)

JAMES COOK UNIVERSITY – 11 STUDENTS

(Bachelor of Medicine; Bachelor of Dental Surgery; Bachelor of Commerce; Bachelor of Engineering; Bachelor of Environmental Science)

GRIFFITH UNIVERSITY – 1 STUDENT

(Diploma of Education)

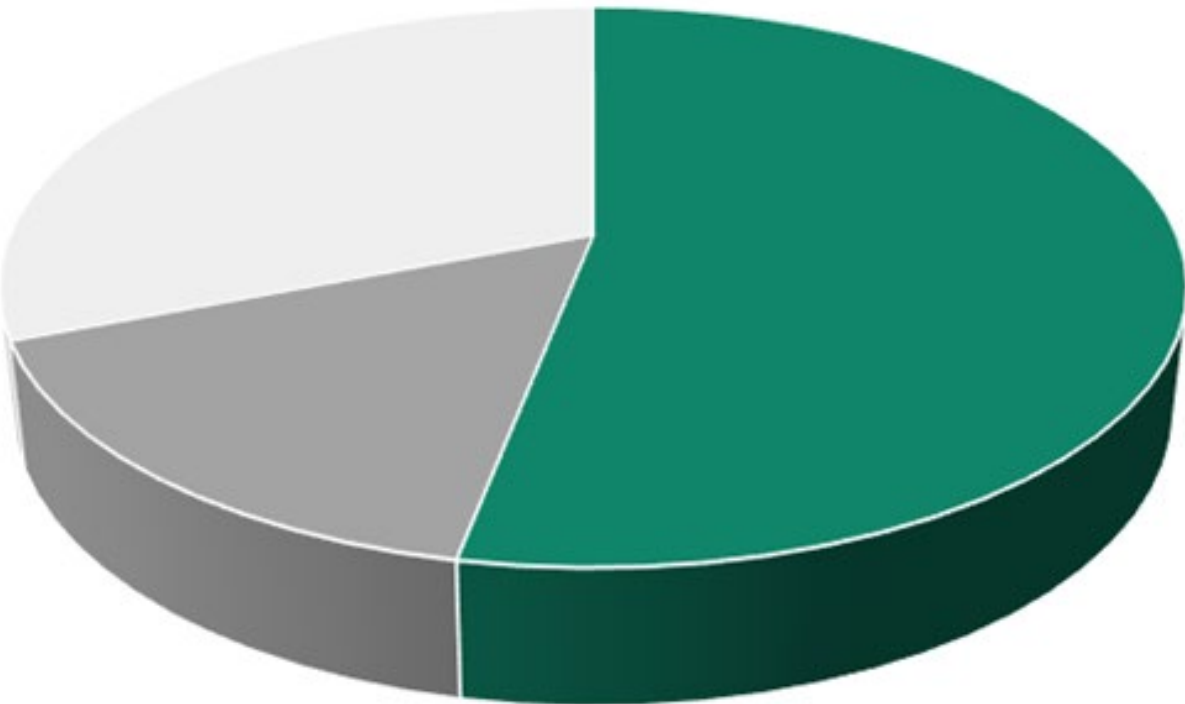
Queensland University of Technology – 5 students

(Bachelor of Behavioural Science; Bachelor of Engineering; Bachelor of Business/Laws)

School Income

2023 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>.

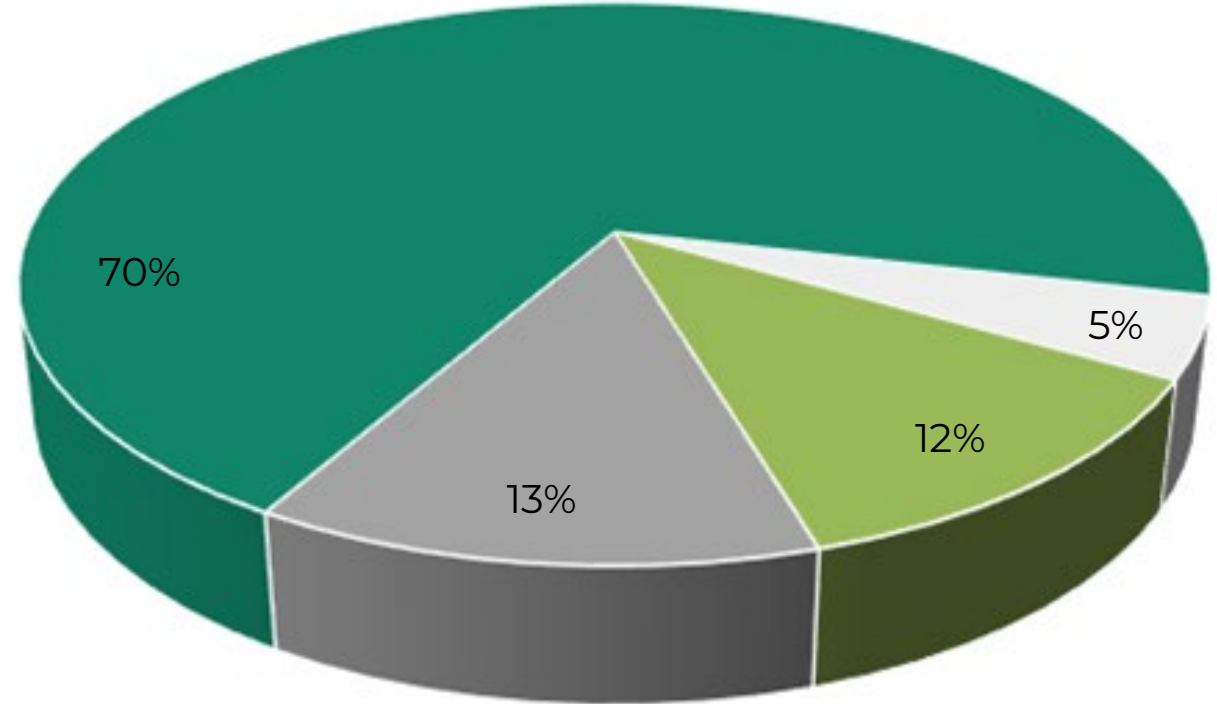


KEY

Government Grants
Tuition Fees
Other Fees and Income

School Expenditure

2022 School Expenditure by Source



KEY

Salary Costs
Administration Costs
Teaching materials
Occupancy and Finance costs

White Rock Campus

200-212 Progress Road, White Rock
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Kewarra Beach Campus

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