

TRINITY ANGLICAN SCHOOL

ANNUAL REPORT 2024

FOR THE 2023 SCHOOL YEAR



White Rock Campus

4-54 Sheehy 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

TAS
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

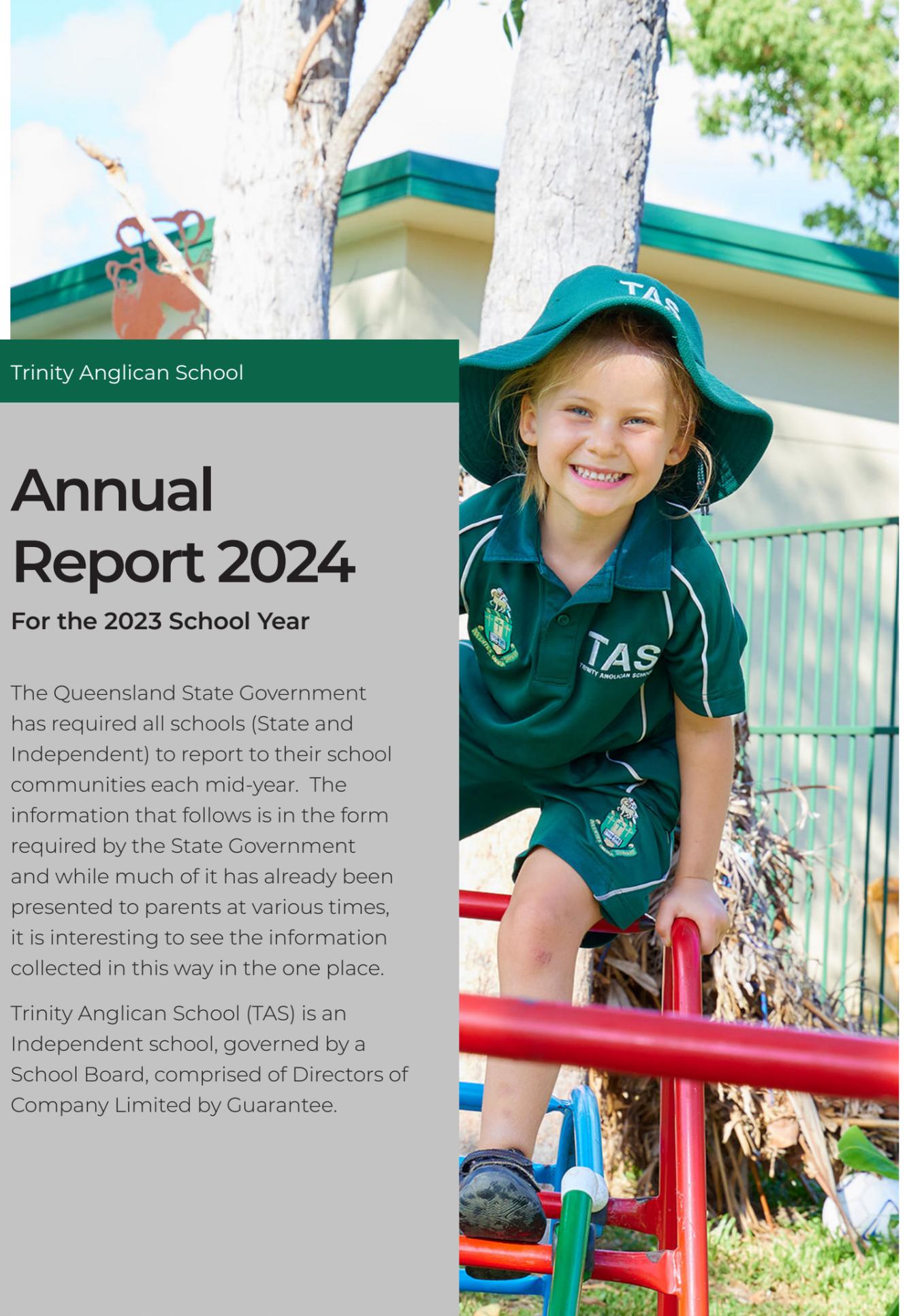
Trinity Anglican School

Annual Report 2024

For the 2023 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 across two campuses, to the following year levels:

- **White Rock Campus**
4-54 Sheehy Road, White Rock
Kindergarten to Year 12
- **Kewarra Beach Campus**
45 Poolwood Road, Kewarra Beach
Kindergarten to Year 6

Characteristics

Secondary School – White Rock:

- 200 Boys (4 Indigenous)
- 206 Girls (9 Indigenous)

Primary School – White Rock:

- 171 Boys (11 Indigenous)
- 193 Girls (15 Indigenous)

Kindergarten – White Rock:

- 30 Boys (2 Indigenous)
- 31 Girls (4 Indigenous)

Primary School – Kewarra Beach:

- 156 Boys (3 Indigenous)
- 145 Girls (2 Indigenous)

Kindergarten – Kewarra Beach:

- 20 Boys (0 Indigenous)
- 31 Girls (3 Indigenous)

Total Enrolments

1,071 students (includes 0 exchange students / excludes Kindergarten):

- Secondary School (White Rock): 406 students
- Primary School (White Rock): 364 students
- Primary School (Kewarra Beach): 301 students
- White Rock Kindergarten: 67 students
- Kewarra Beach Kindergarten: 57 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.



Trent Twomey
Chairperson



Jodi Peters
Deputy Chairperson



Sue Crocker
Board Member



Greg Gilboy
Board Member



Chris Hansor
Board Member



Ben Meredith
Board Member



Jenene Rosser
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. Music, Literature and Business Education are among the 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
- 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 personalisation 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, MagLit, Nessy Reading and Spelling, Decodable Readers, differentiated curriculum and programs.

A Primary School approach to critical and creative thinking 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:

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
- Technology
- 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, the KBCP Kind Kids Student Wellbeing Program, Peer Support Program, the WRCP Care and Connect Program, the KBCP Student and Parent Buddy Programs, classroom-based programs, and by implementing Growth Mindset strategies. Classroom teachers collaborate with the Heads of Primary School and Pastoral Care Coordinators to ensure that the social and emotional well-being of students is embedded in the ethos of each classroom. The Primary school acknowledges that supporting social and emotional learning is essential for student achievement through extensive opportunities for students to engage with their peers, broaden their perspectives and contribute to a vibrant community. The Peer Support Program, specifically designed for the Primary school, teaches students strategies to develop resilience and positive social skills. 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
 - Assisting staff with 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
 - Assisting with student activities such as Craft Club during break times
 - Charities Fair (KBCP)
 - Courtyard Christmas Markets (KBCP)

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 Secondary student leaders.



Staffing Information

In 2023, the dedicated staff at TAS, both teaching and non-teaching, played an indispensable role in the success of our school. Their unwavering commitment and expertise were instrumental in creating a supportive and enriching environment for our students. From innovative teaching methods to efficient administrative support, every staff member's contribution ensured that our educational programs ran smoothly and effectively. Their collective efforts not only enhanced the academic achievements of our students but also fostered a sense of community and belonging within the school.

TAS is committed to supporting our staff by providing a collaborative and inclusive workplace where they feel valued and appreciated. We offer continuous training and professional development opportunities to help them stay at the forefront of educational practices and personal growth. Our staff's dedication to student learning and overall well-being is unmatched, and we recognise that our achievements would not be possible without their hard work and passion. They are the cornerstone of our community, ensuring that our students receive the highest quality education and support.

Staff Composition, including Indigenous Staff		
	Full-time	Part-time
Teaching	71	13
Non-teaching	45	48
Non-teaching (Indigenous)	1	0
Total	118	62
	180	

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
77	67	87%

From the end of 2022, 87% of staff were retained for the entire 2023 school year.

Qualifications of All Teachers	
Qualifications	Percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate	1.08%
Master's Degree	13.98%
Bachelor's Degree	84.94%

Teacher Participation in Professional Development (PD):	
Description of PD Activity	Number of Teachers
Workshops/Conferences/Seminars	63
First Aid – In-house	58
Total number of teachers participating in at least one activity in the program year	58

Expenditure on Teacher PD:		
Total Number of Teachers	Total Expenditure on Teacher PD (as recorded in financial questionnaire)	Average Expenditure on PD per Teacher
63	\$63,608.02	\$1,009.65

The total funds expended on teacher professional development in 2023 was \$63,608.02.

The major professional development initiatives were as follows:
 Workshops/Conferences/Seminars/Forums (Australian Curriculum and Assessments, Youth Mental First Aid, Timetable Rollover, Teaching Archaeology, Systematic Synthetic Phonic Workshop, Student Protection Officer Training, SMART spelling course, She MAPS Workshop, School and Curriculum Leaders Workshop, Advanced Wilderness First Aid, Pool Lifeguard course, Peninsula Primary Physical Education Network Day, MultiLit Sage, Middle Leaders Workshops & Staff Keynote, Law Sense School, Numeracy Masterclass, ESL Brandscales Training and Moderation Workshops, Decodable Readers Training, Confirmer Training, Clues to Behaviour Success, Build to Foundations for Your Literacy Block, Aerospace Careers, Smart Foundation Plus, NCCD Cross, Sector Moderation, Senior Leadership Team Program, Introduction to the Heggerty Approach Awareness Instruction

- o In-House (Learning/ Data Story Telling, TrackOne Introduction to the Leaning Analytics Suite)
- o First Aid
- o Staff and Student well-being

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
84	185	507	97%

For permanent and temporary classroom teachers and school leaders, the average staff attendance rate was 97% in 2023.

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	1,071	194,922	14,692	180,230

The average attendance rate for the whole school as a percentage in 2023 was 92.46%.



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	121	22,022	1,509	20,513	93.15
	Year 1	114	20,748	1,561	19,187	92.47
	Year 2	98	17,836	1,155	16,681	93.52
	Year 3	78	14,196	1,158	13,038	91.84
	Year 4	88	16,016	1,189	14,827	92.57
	Year 5	83	15,106	980	14,126	93.51
	Year 6	83	15,106	1,362	13,744	90.98
	Year 7	86	15,652	1,015	14,637	93.51
	Year 8	73	13,286	1,003	12,283	92.45
	Year 9	53	9,646	1,015	8,631	89.47
	Year 10	70	12,740	1,116	11,624	91.24
	Year 11	55	10,010	696	9,314	93.04
	Year 12	69	12,558	933	11,565	92.09

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 2023

NAPLAN Results

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)	429	513	573	598
Average Score (National)	405	496	536	564

Writing	Year 3	Year 5	Year 7	Year 9
Average Score (School)	446	494	558	591
Average Score (National)	416	483	534	567

Spelling	Year 3	Year 5	Year 7	Year 9
Average Score (School)	427	499	564	602
Average Score (National)	404	489	539	568

Grammar and Punctuation	Year 3	Year 5	Year 7	Year 9
Average Score (School)	450	528	566	604
Average Score (National)	411	497	539	557

Numeracy	Year 3	Year 5	Year 7	Year 9
Average Score (School)	444	518	570	620
Average Score (National)	407	488	538	568



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 in Years 2 – 12 (and staff) are 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.



Year 12 Outcomes

Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	67
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an ATAR	69
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	24
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an ATAR 90 or above	28.98%
Percentage of tertiary applicants receiving an offer	~90%

Post-school Destination Information

QTAC OFFERS

The 2023 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 – 17 STUDENTS

(Bachelor of Arts; Bachelor of Arts/Bachelor of Laws (Honours) - Bachelor of Biomedical Science ; Bachelor of Business Management; Bachelor of Business Management/Bachelor of Laws (Honours); Bachelor of Communication/Bachelor of Journalism; Bachelor of Education (Primary) - Bachelor of Engineering (Honours)/Master of Engineering; Bachelor of Human Movement and Nutrition Sciences / Bachelor of Arts; Bachelor of Nursing/Bachelor of Midwifery; Bachelor of Psychological Science (Honours); Bachelor of Science; Bachelor of Social Science; Doctor of Medicine (MD) Provisional Entry for School-Leavers (Bonded Medical Program).

JAMES COOK UNIVERSITY – 17 STUDENTS

(Bachelor of Business; Bachelor of Psychological Science; Bachelor of Business/Bachelor of Laws; Bachelor of Education (Early Childhood Education) (Online); Bachelor of Education (Primary); Bachelor of Engineering (Honours); Bachelor of Medicine, Bachelor of Surgery; Bachelor of Nursing Science - Pre-Registration; Bachelor of Pharmacy (Honours); Bachelor of Physiotherapy

GRIFFITH UNIVERSITY – 2 STUDENTS

Bachelor of Business; Bachelor of Psychological Science

QUEENSLAND UNIVERSITY OF TECHNOLOGY- 5 STUDENTS

Bachelor of Business/Bachelor of Laws (Honours); Bachelor of Creative Industries; Bachelor of Education (Secondary)/Bachelor of Fine Arts; Bachelor of Engineering (Honours); Diploma in Engineering/Bachelor of Engineering (Honours)

Apparent Retention Rates

	Year 10 Base 2020	Year 12 2022	Retention Rate %
Number of Students	64	69	107%

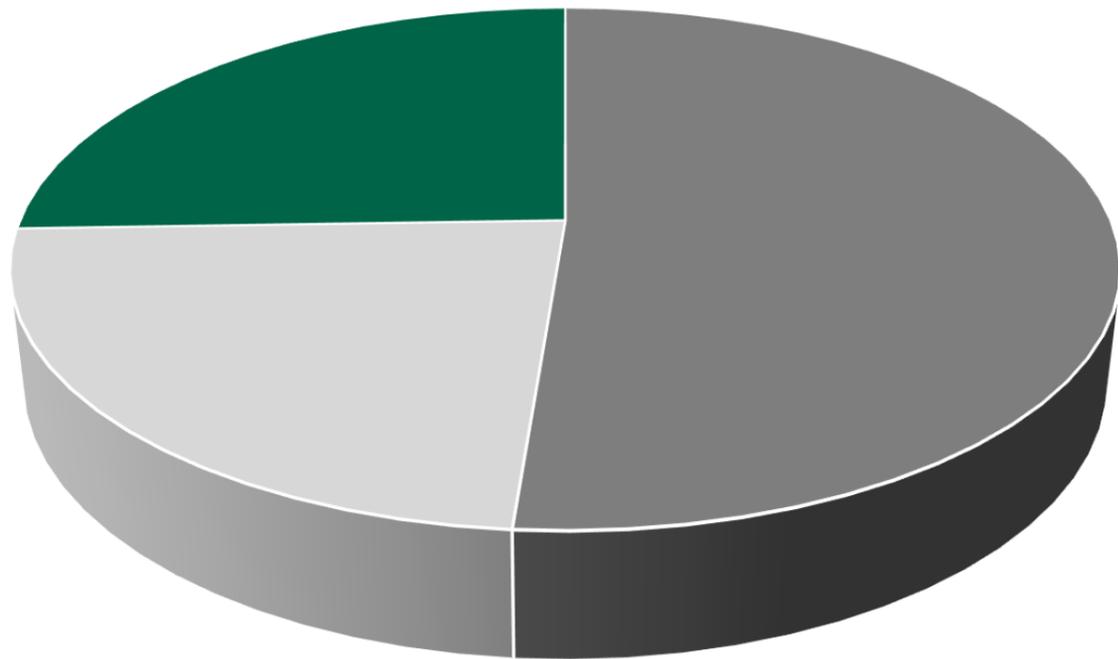
The Year 12 student enrolment as a percentage of the Year 10 cohort is 107%.



School Income

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>

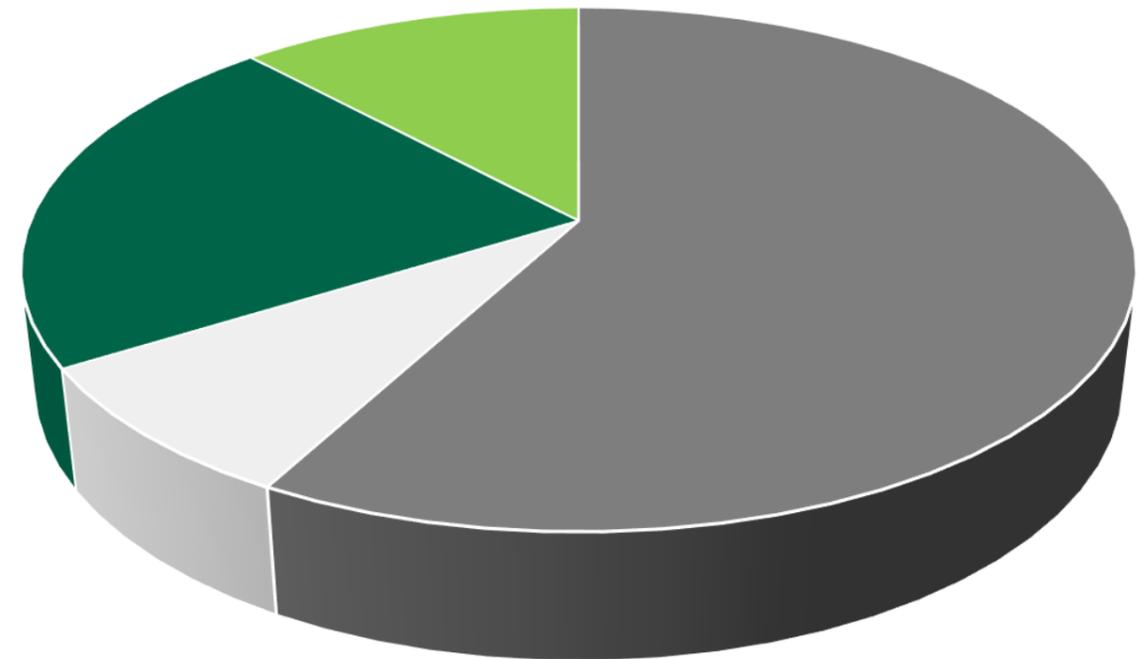


KEY

Other Fees and Income
Government Grants
Tuition Fees

School Expenditure

School Expenditure by Source



KEY

Occupancy and Finance Costs
Salary Costs
Teaching materials
Administration Costs

White Rock Campus

4-54 Sheehy 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

TAS
TRINITY ANGLICAN SCHOOL