

Trinity Anglican School



# Annual Report



## Trinity Anglican School

Kewarra Beach Campus  
Poolwood Road, Kewarra Beach

White Rock Campus  
4-54 Sheehy Road, White Rock

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# 2025

For the 2024 School Year

*Inspiring the curious*

TRINITY ANGLICAN SCHOOL LTD  
ABN 69 090 630 149 CRICOS 00770B



## Our Mission

With a focus on Christian values and academic excellence, we develop young men and women of character who will become leaders in our global community

## Our Vision

To be the leading school in regional Queensland.

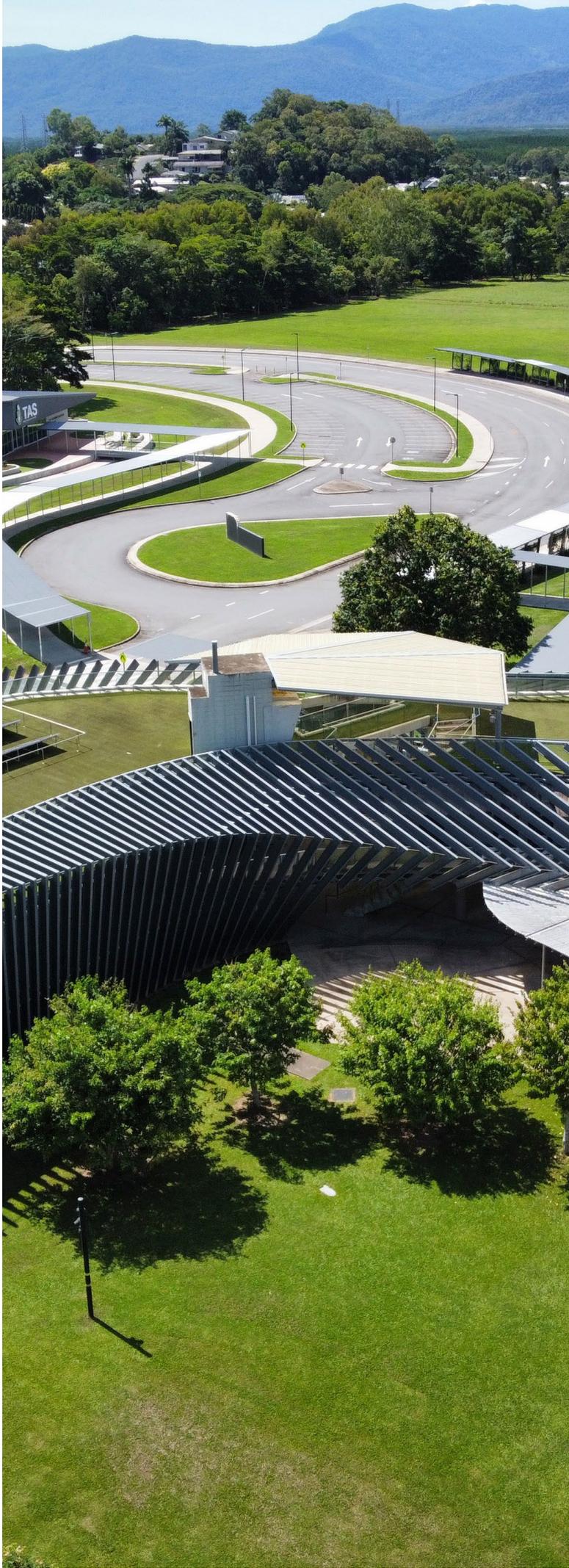
## Our Values

TAS values **compassion, integrity, curiosity** and **perseverance** in our endeavour to provide leading and innovative education.

## Annual Report 2025 For the 2024 School Year

The Queensland State Government requires 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, comprising of Directors of Company Limited by Guarantee.



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# 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**  
4-56 Sheehy Road, White Rock  
Pre-Kindergarten to Year 12
- **Kewarra Beach Campus**  
45 Poolwood Road, Kewarra Beach  
Pre-Kindergarten to Year 6

## Characteristics

### Secondary School – White Rock:

- 217 Boys (3 Indigenous)
- 211 Girls (11 Indigenous)

### Primary School – White Rock:

- 184 Boys (16 Indigenous)
- 225 Girls (12 Indigenous)

### Kindergarten – White Rock:

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

### Primary School – Kewarra Beach:

- 166 Boys (2 Indigenous)
- 159 (4 Indigenous)

### Kindergarten – Kewarra Beach:

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

## Total Enrolments

 **1,162**  
Total students

  
**428** Secondary students (White Rock)

  
**409** Primary students (White Rock)

  
**325** Primary students (Kewarra Beach)

**84** ELC students (White Rock)

**44** ELC students (Kewarra Beach)



## Board of Directors

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

Our Board members have the important responsibility of governing and overseeing the school's performance in line with non-State Schools Accreditation Board (NSSAB) and other legislative requirements.



Prof Trent Twomey  
Chairman



Jodi Peters  
Deputy Chair



Sue Crocker  
Board Member



Greg Gilboy  
Board Member



Chris Hansor  
Board Member



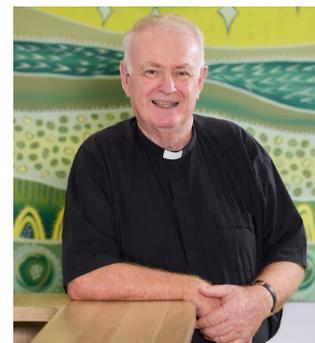
Ben Meredith  
Board Member



Jenene Rosser  
Board Member



Kathy Romano  
Board Member



The Venerable  
Christopher Wright  
Board Member

# Key Student Outcomes

## 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
180	1,162	209,160	15,972	193,188

• The average attendance rate for the whole school as a percentage in 2024 was 92.36%





Please note 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 Each Year Level

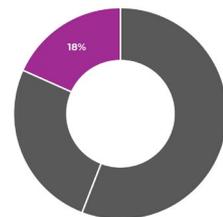
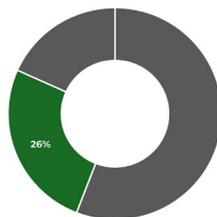
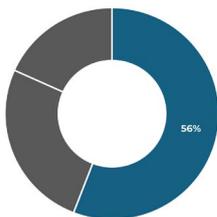
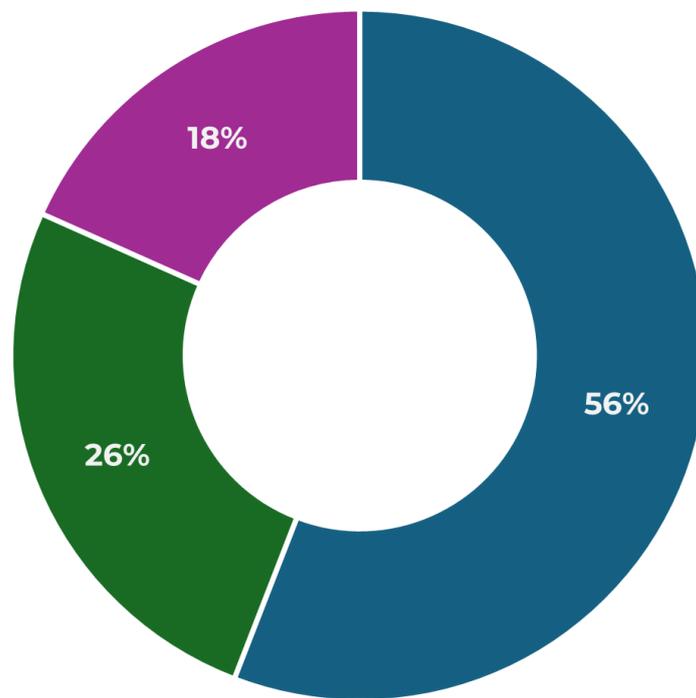
Number of school days in program year	Total number of students in each year level	Number of possible attendance days for year level	Number of days absent by students for year level	Total attendance	Average attendance rate for year level (%)	
180	Prep	114	20,520	1,603	18,917	92.18%
	Year 1	117	21,060	1,513	19,547	92.81%
	Year 2	114	20,520	1,558	18,962	92.40%
	Year 3	106	19,080	1,152	17,928	93.96%
	Year 4	99	17,820	1,449	16,371	91.86%
	Year 5	98	17,640	1,274	16,366	92.77%
	Year 6	86	15,480	1,295	14,185	95.57%
	Year 7	95	17,100	1,208	15,892	92.93%
	Year 8	85	15,300	1,219	14,081	92.03%
	Year 9	71	12,780	916	11,864	92.83%
	Year 10	55	9,900	886	9,014	91.05%
	Year 11	68	12,240	1,104	11,136	90.98%
Year 12	54	9,700	795	8,925	91.82%	

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

Regular non-attendance is not a common 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.

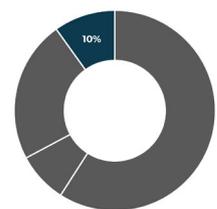
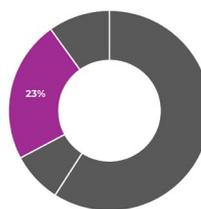
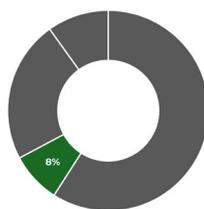
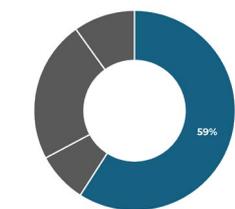
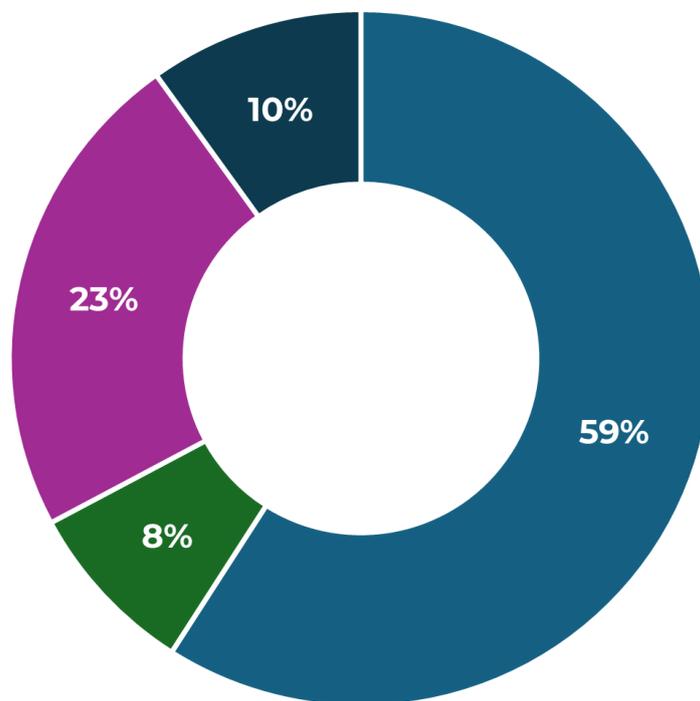
# 2024 Funding Information

## Annual Income Breakdown



More detailed information regarding the funding source of the school's income is available via the MySchool website – <http://www.myschool.edu.au>.

## Annual Expenditure Breakdown



# Secondary

## Distinctive Curriculum Offerings

### Academic and Extension Program Highlights

#### STEM (Science, Technology, Engineering, Mathematics)

TAS continues to excel in STEM education, offering a comprehensive Extension Program that fosters innovation and critical thinking. Students have achieved notable success in national competitions, including the BHP Foundation Science and Engineering Awards, which recognise excellence in scientific research and engineering projects

#### Outdoor Education

Outdoor Education remains a cornerstone of personal development at TAS. The program offers sequential experiences from Year 1 to Year 12, including the Year 10 Outdoor Recreation – Personal and Leadership Development Program. This initiative provides opportunities for students to participate in the Duke of Edinburgh’s International Award and World Challenge Expeditions, promoting resilience and leadership skills.

#### Learning Enrichment

TAS is committed to personalised learning through Learning Enrichment programs. These initiatives support students' individual needs, offering both extension and support to ensure all learners achieve their potential.

### Academic Strengths

#### Literature

Literature studies at TAS encourage critical analysis and an appreciation of diverse texts. Students engage with a range of literary works, fostering a deep understanding of language and storytelling.

#### Business Education (including Legal Studies Preparation – Year 10)

The Business Education curriculum equips students with practical skills in economics, entrepreneurship, and financial literacy, preparing them for future academic and career pursuits.

### Further Secondary Distinctive Curriculum Offerings

- Physical Education Extension (Years 9–10)
- ICAS Mathematics and English (Years 7–9)
- Royal Australian Chemical Institute (RACI) Titration Competition
- TAS Time and Peer Tutoring (Years 7–12)
- Pathways Education Program (Year 10)
- COSMOS: Pastoral Care (Years 7–9)
- Tomorrow Man, Tomorrow Woman
- Program: Wellbeing (Year 10–12)
- Outdoor Recreation - Personal and Leadership Development Program (Year 10)
- Readers Cup Competition
- ySafe Cyber Safety Program and Workshops
- Opti-MINDS



# Primary

## Distinctive Curriculum Offerings

### Primary

Opportunities afforded to 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
- Da Vinci Decathlon
- Employment of Microsoft Suite tools.

Opportunities for students experiencing difficulty with their learning include English as a Second Language, MultiLit, MiniLit, MacLit, 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.



### Standardised Testing

TAS emphasises personalised learning through the use of standardised assessments such as the Australian Council for Educational Research (ACER) Progressive Achievement Tests (PAT) in Mathematics and English. These assessments inform teaching strategies, enabling educators to tailor instruction to individual student needs.

### Data-Driven Educational Strategies

Analysis of NAPLAN and ACER PAT data, along with spelling and reading assessments, guides the setting of strategic targets and the adaptation of teaching methodologies. This data-driven approach ensures continuous improvement in student learning outcomes.

### Academic Recognition

Academic excellence is celebrated through the Principal's List and Dean's Awards, presented at the end of each semester. These awards recognise student achievements in the core areas of English, Mathematics, Science, and Humanities for Years 7–10, as well as students who have made significant gains academically throughout the semester.

This updated information reflects our ongoing commitment to providing a comprehensive and dynamic educational experience, fostering academic excellence, personal growth, and lifelong learning.

# Distinctive Extra-Curricular Offerings

TAS offers a comprehensive range of extra-curricular activities designed to extend learning beyond the classroom and foster personal growth. These programs provide students with opportunities to develop skills in cultural, musical, performing arts, sporting, and outdoor education activities, nurturing attributes such as confidence, self-expression, and teamwork.

These programs are designed to extend and develop each child's academic skills while providing outlets to explore their curiosity. TAS's commitment to providing a holistic education is evident in its extensive extra-curricular offerings, fostering well-rounded individuals prepared for the challenges of the future.

- **Academic and Leadership:** Debating, Chess Coaching, Tutoring Assistance Program, Peer Support Tutoring, Constitutional Convention, Rostrum Public Speaking, Lions Youth of the Year, Bond University Moot Court Competition, Business Liaison Organisation Business Plan Competition
- **Community Service:** Participation in initiatives like the Eat Up Program, where approximately 1,500 cheese sandwiches were made and donated to participating Cairns schools each term in 2024.
- **Sports:** Hockey, Football, Rugby, Netball, Water Polo, Basketball, Swimming, Volleyball, Cricket, Touch Football, AFL, Triathlon, Running, Surf Lifesaving, Sailing
- **The Arts:** Art Programs, Drama, Music Program (including Ensembles, Orchestra, Choir, TAS Jazz, Rock Bands), TAS Goes M.A.D. Annual Concert
- **Special Programs:** Round Square Exchanges, Round Square National & International Conferences, Royal Lifesaving Society Bronze Medallion



## Round Square Membership and Global Engagement

Since 2004, TAS has been a member of the Round Square Association, participating in international exchanges, conferences, and service projects. In 2024, Year 12 students engaged in a Round Square International Service (RSIS) project in Vietnam, contributing to community development initiatives such as building solar-powered streetlights and a dam, while immersing themselves in local culture.

## Student Leadership and Outdoor Education

TAS's Outdoor Education Program is a cornerstone of student development, offering a structured journey from Year 1 to Year 12. The program emphasises resilience, communication, problem-solving, and leadership through real-world experiences. Additionally, the Duke of Edinburgh's International Award is available to students, promoting personal growth and community engagement through activities in volunteering, physical challenges, skill development, and adventurous journeys.

## Aquatic Centre and Sports Programs

The TAS Aquatic Centre, located at the White Rock Campus, features an Olympic-sized, fully shaded swimming pool. It offers programs ranging from 'Learn to Swim' to national and state title coaching, welcoming swimmers of all abilities and ages.

TAS supports a variety of community-based sporting clubs, including Football, Rugby, Netball, Hockey, Swimming, and Triathlon. These clubs involve significant student participation, with major clubs engaging over 100 students. The school's sports program provides pathways for students to progress from local school competitions to regional, state, and national levels.



# The Social Climate of the School

At TAS, we are committed to nurturing the growth and development of every student - helping each young person to become the best they can be.

## PRIMARY SCHOOL

Pastoral care in the Primary School is delivered through a well-established program that embeds social and emotional wellbeing into the fabric of daily school life. This includes:

- Kind Kids Peer Support Program
- Care and Connect Program
- Student and Parent Buddy Program
- Classroom-based programs
- Growth Mindset strategies.

Our teaching staff work closely with the leadership team to ensure every classroom is a supportive, inclusive environment. Students are provided with regular opportunities to connect with peers, build resilience, and contribute meaningfully to our vibrant school community.

The Peer Support Program, tailored specifically for the Primary years, teaches valuable social skills and fosters resilience. In addition, School Performance Tours deliver engaging performances focused on protective behaviours and building positive relationships.





## SECONDARY SCHOOL

Pastoral care in the Secondary School follows a hybrid model - a vertical House and horizontal Year level structure. Every student belongs to one of four Houses, which becomes their extended family at TAS. Support is provided by a collaborative team comprising the Head of House, Year Level Coordinator and Homeroom Teacher.

All Secondary students participate in Cosmos, a comprehensive pastoral care program based on the Geelong Grammar School's Positive Education Enhanced Curriculum (PEEC). It is designed to support the social and emotional wellbeing of students from Year 7 to Year 12.

Additional features include:

- Digital Citizenship Program: Delivered by an external provider, this teaches safe, respectful, and responsible online behaviour.
- Tomorrow Man / Tomorrow Woman Workshops (Years 10–12): These powerful workshops promote self-awareness, strengthen peer relationships, and encourage meaningful connection with the wider world. While this addition has significantly strengthened our wellbeing offerings, we acknowledge that further development is needed in areas such as Respectful Relationships, consent, and sexual wellbeing education.
- Career and Pathways Support: In Year 10, the program shifts focus to career exploration and future planning.

From Years 7 to 9, Cosmos also includes Beyond Belief, A unique values-based curriculum exploring spirituality and religion:

- Year 7: Focus on the life and teachings of Jesus and an introduction to Anglican traditions and Christian service.
- Year 8: Study of six major world religions, exploring themes such as sacred spaces and coming-of-age rituals.
- Year 9: Exploration of deeper philosophical and existential questions, such as meaning and purpose.

We acknowledge current challenges in staffing this area with specialists trained in Religious and Values Education. In response, we are exploring new options for 2026, including Year-Level Retreats led by our School Chaplain, which focus on spirituality, connection, and service that build progressively to a three-day Year 12 Retreat.

### CHAPLAINCY AND WHOLE SCHOOL PASTORAL CARE

- Whole School Chapels take place two to three times per term, marking key events such as Trinity Day and Captains' Investiture.
- House Chapel Services are held once per semester and are co-led by the House Captains and Reverend Annette.

We are fortunate to have both a dedicated Chaplain and School Counsellor, who provide individualised support and maintain open communication with families.

While our approaches are tailored to suit the developmental needs of Primary and Secondary students, our commitment to a culture of care, respect, and connection is unwavering across the entire school.





## Parental Involvement

Parent involvement is welcomed and there is a strong network of formal and informal measures for enlisting parent support in a voluntary capacity, such as the Tuck Shop, sporting teams, student events (such as Chess tournaments), and tree planting projects.

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
- Co-curricular sporting programs and TAS sporting clubs after hours
- TAS Swimming Club
- Fundraising through to 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
- Community Carnival (WRCP)
- 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, wellbeing, communication and services. These include:

- Biennial online surveys of (i) staff and (ii) parents.
- Principal's Forums (twice yearly), 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.
- 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 2024, the continued success of TAS students was made possible by the outstanding dedication of our teaching and non-teaching staff. Their expertise and commitment created a vibrant, supportive environment where students could flourish. From innovative teaching to seamless operational support, every team member played a crucial role in delivering an exceptional educational experience. Their efforts not only elevated academic outcomes but also strengthened the sense of community that defines TAS.

We remain committed to supporting our staff through a collaborative, inclusive workplace. With ongoing professional development and opportunities for growth, we empower our team to stay at the forefront of education. Their passion for student learning and well-being is the foundation of our success—and we are deeply grateful for all they do.

## Qualifications of Teaching Staff



Doctorate **1%**

Masters **14%**

Bachelor **85%**

## Staff Composition, including Indigenous Staff (as at 31 December 2024)

	Full-time	Part-time
<b>Teaching</b>	77	16
<b>Teaching (Indigenous)</b>	1	0
<b>Non-teaching</b>	59	35
<b>Non-teaching (Indigenous)</b>	2	0
<b>Total</b>	139	51
	190	

## Teacher Participation in, Professional Development (PD):

Description of PD Activity	Number of Teachers
Workshops/Conferences/Seminars	79
First Aid – In-house	68
Total number of teachers participating in at least one activity in the program year	68



### Expenditure on Teacher PD:

Total Number of Teachers	Total Expenditure on Teacher PD (as recorded in financial questionnaire)	Average Expenditure on PD per Teacher
84	\$66,637.90	\$793.31

- The total funds expended on teacher professional development in 2024 was \$66,637.90
- The major professional development initiatives were as follows:
  - Workshops/Conferences/Seminars/Forums: Youth Mental Health First Aid, V9 Curriculum, AI in Education, Outdoor Education, Music, Curriculum Leaders, Lawsense, EduTech, International Education, Minilit Sage, NCCD Cross Sector Moderation, Student Wellbeing, Pool Lifeguard, School Enrolment, Systems Management SMART spelling.
  - In-House
  - First Aid
  - 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
93	189	533	97%

- For permanent and temporary classroom teachers and school leaders, the average staff attendance rate was 97% in 2024.

### 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 2023, 87% of staff were retained for the entire 2024 school year.

# Benchmark Data 2024

## 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
Trinity Anglican School Average	452	533	576	616
National Average	404	492.1	535	565

Writing	Year 3	Year 5	Year 7	Year 9
Trinity Anglican School Average	450	516	566	611
National Average	415.9	484.8	540.2	573.9

Spelling	Year 3	Year 5	Year 7	Year 9
Trinity Anglican School Average	436	515	562	607
National Average	401.4	486.5	540	566.9

Grammar and Punctuation	Year 3	Year 5	Year 7	Year 9
Trinity Anglican School Average	455	531	583	609
National Average	408.8	498.4	536.7	555.3

Numeracy	Year 3	Year 5	Year 7	Year 9
Trinity Anglican School Average	435	520	578	612
National Average	403.8	489.1	539.8	565.3



## 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.

# 2024 Year 12 Outcomes

## Apparent Retention Rates

	Year 10 Base 2022	Year 12 2024	Retention Rate %
<b>Number of Students</b>	56	54	96.42%

The Year 12 student enrolment as a percentage of the Year 10 cohort is 96.42%

**100%**

of 2024 graduates were eligible and received an ATAR

Approximately one-fifth of our cohort received an ATAR 98.00 or above.

**2**

students achieved a QCAA Subject Achievement Commendation

**28%**

of students achieved an ATAR 95.00 or above

**37%**

of students achieved an ATAR 90.00 or above

**66%**

of all subject results achieved were an 'A' or 'B' Grade.

## Year 12 Outcomes

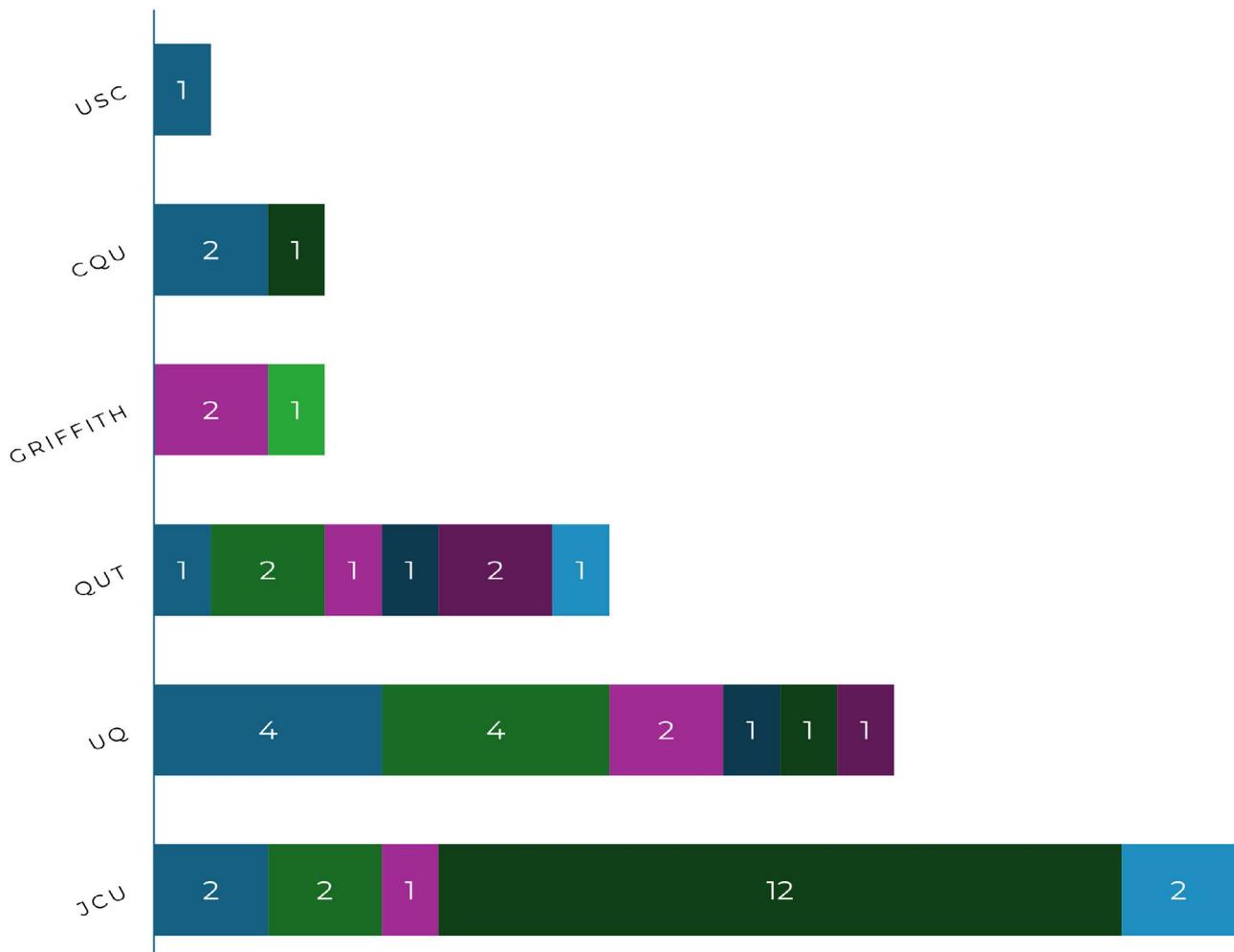
Number of students awarded a Queensland Certificate of Education (QCE)	<b>54 (100%)</b>
Number of students who received an Australian Tertiary Admission Rank (ATAR)	<b>54 (100%)</b>
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	<b>1</b>
Number of students awarded one or more Vocational Education and Training (VET) qualifications	<b>47</b>
Percentage of Year 12 students who received an ATAR 90 or above	<b>37%</b>
Percentage of tertiary applicants receiving an offer	<b>92%</b>



## Post-school Destination Information

### QTAC Offers

The 2024 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.



<b>Engineering</b> (e.g. Chemical, Automotive, Civil, Aerospace, Biomedical, Surveying)	<b>Health</b> (e.g. Pharmacy, Veterinary Science, Naturopathy, Speech Pathology)
<b>Society and Culture</b> (e.g. Law, Economics, Psychology, Sport & Recreation)	<b>Natural and Physical Sciences</b> (e.g. Mathematics, Physics, Laboratory Technology)
<b>Management and Commerce</b> (e.g. Hospitality Management, Banking & Finance)	<b>Information Technology</b> (e.g. Computer Science, Programming)
<b>Education</b> (e.g. Early Childhood, Primary, Secondary)	<b>Creative Arts</b>

