

# Trinity College Gladstone

Living Learning Community

# 2018

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# 2018 OVERVIEW



## **TERM 1 & 2, 2018**

### ***MRS TRISH HODGSON - PRINCIPAL***

Trinity commenced 2018 with 477 students across Prep to Year 12, as well as 27 Kindy students.

This growth saw the increase of students using school buses, with the additional demand leading to the commencement of an investigation into another 25 seater bus. Continued demand, particular from the Tannum Sands region is due to Trinity continuing to become a more attractive option for Secondary schooling.

Year 89 was double streamed (two classes of students) for the first time. Some growth pains were experienced in the two streams for year 7 and 8.

Some areas of the school continued to strengthen and develop. One of those areas was in the improvement of the High Performance Unit and the school's Rugby program. The U13 7's aside Rugby team proved to be a force to be reckoned with, winning several cups in competitions throughout the year. HPU students also went on to represent Trinity College at both State and National level.

We were blessed to have Trinity College parent, Hayley Ridden guide our students to a wonderful rendition of the Jungle Book. This resulted in two nights of quality performance for our school community and the wider community.

Three of our business students were invited to the Parliament house for the Buy Smart Competition. They achieved 3rd place out of over 6000 students from Queensland.

The Breakfast Club partnership between Trinity and GBC continued into 2018, supported by a local business. It continued to be greatly appreciated by students, parents and staff.

The Principal, Mrs. Trish Hodgson, resigned in August 2018.

The school ran at its largest operating surplus to date, which was significantly ahead of budget.

## **TERM 3, 2018**

### ***MRS KELLY DERNEHL - ACTING PRINCIPAL***

Term 3 saw many changes in Trinity College, with a shift in college leadership. In my time as Acting Principal, my main focus was to bring stability and reassurance to the college staff, to continue to develop trust in relationships with the parent and student community. Overwhelming feedback over this time was of a positive nature, with all members of the community indeed feeling reassured and confident in Trinity College.

Over this time, I also worked with the senior school to ensure a positive end to the year. The College Year 10 semi-formal, Year 12 formal and the annual College awards night, were all fantastic events which were well-organised and parent feedback highlighted that these events were the best yet.

I also worked with the Year 12 students in finalising their end of schooling preparations. I am pleased to present very positive data for our Year 12 cohort of 2018: of the 22 students, 19 were OP eligible. 47% received an OP between 1 - 10, and 10% received a OP between 1 - 5. This is a great testament to the teaching and learning practices here at Trinity College.



# 2018 OVERVIEW cont.



## **TERM 4, 2018**

### ***MR HECTOR COSTELLO - INTERIM PRINCIPAL***

It was my privilege to come to serve at Trinity for Term 4 whilst the Board sought for a permanent replacement. I personally found the whole community welcoming and supportive and discovered a College with a culture that I found positive and focused on delivering great educational outcomes.

A challenging aspect of the term was the replacement of a large number of teaching staff. Finding staff who are genuine in their Christian faith has long been a challenge for Christian schools in regional Queensland. With much prayer and perseverance, God was able to send us many wonderful staff from distant regions throughout the nation and even from overseas.

Part of my role was to assist the Board of Trinity in the challenging task of finding a new permanent Principal. Despite the lateness of the school year in terms of such appointments being made, we were able to secure the services of Mr. Stephen Babbage. Stephen was highly recommended by many prominent educators in New South Wales and there was a strong conviction that his was an appointment ordained by the Lord. I believe the College is in good hands going forward with Stephen and the rest of the executive leadership team.

## **TERM 1 & 2, 2019**

### ***MR STEPHEN BABBAGE - PRINCIPAL***

*While not formally part of the Annual Report it is believed that it would be of interest to the Trinity community if this snapshot of the beginning of 2019 from the newly appointed Principal, Mr Stephen Babbage, be included:*

It has been a delight to discover so many areas of Trinity College which are excellent as I have settled in, understanding what Trinity does uniquely and why. Some highlights from the treasure trove of positive areas of the school are the staff collegiality, the positive student culture which stands up for what is right, the excellent Chapel bands and Staff worship team, and the commitment to the College by parents, students and staff.

Our enrolments continued to row at the College, reaching a peak of 506 (P-12) by Week 4 of Term 1. A number of families have relocated for work, away from the school community, meaning enrolments have declined a little since then. Our student sporting representation at a high level continues to be a highlight of the College. The number of students trialling for and representing us, at zone level or higher, continues to grow to new levels.

One of the bigger challenges which the school faces is supporting the large number of new staff to the College for 2019, and at the same time, preparing for an entirely new system for Year 11 and 12, with an ATAR rather than OP's as the end result. Professional Development for Semester 1 as a staff has been to work through "Serving God in the Classroom: A handbook for developing Christian teaching practice" by Dr. Stephen Fyson. We look forward to the author visiting Trinity College in the mid-year professional learning week.



# About the College

Trinity College is an independent, co-educational Christian College conveniently located in the centre of the port city of Gladstone. Trinity College caters for students from Kindergarten to Year 12, and also provides an onsite Out of School Hours and Vacation Care Facility. The College is centrally located in the suburb of Sun Valley, at 4 Archer Street.

Trinity College provides care for approximate 500 students, serving families from Gladstone, Tannum Sands, Boyne Island and surrounding towns such as Calliope.

The College is rapidly becoming the school of choice for discerning parents and their children.

The Trinity College culture is built on our motto of Christian Living, Christian Learning, and Christian Community.

Based on these principles of Living, Learning and Community, Trinity College offers a new standard of high quality Christian schooling from Kindergarten to Senior Secondary that aims to develop future leaders equipped to positively impact their communities for Christ. Trinity College is a ministry of the Gladstone Baptist Church; a member of Independent Schools Queensland (ISQ) and Christian Schools Australia (CSA). The mission statement is

**“to educate students in a Christian environment, equipping them to be a skilled, responsible, caring, creative, compassionate, and Godly generation who will influence their community for God and for good.”**

The College is well-known and respected for its Christ-centred approach to education, high academic standards, diverse educational offerings, community culture and leadership development.

## College Details

**SCHOOL SECTOR :** Independent Non State School

**COLLEGE ADDRESS:** 4 Archer Street, SUN VALLEY QLD 4680

**YEAR LEVELS:** Kindergarten to Year 12

**TOTAL ENROLMENTS:** 473 as at August Census

**CO-EDUCATIONAL OR SINGLE GENDER:** Co-educational

## Contact for Further Information

For further information or clarification of any information contained in this document please contact the Principal, Stephen Babbage on 07 4839 0500 or email:  
admin@trinitygladstone.qld.edu.au

# About the College

The College was established in 1985 as Gladstone Christian Community School and catered for Primary Education.

Over the years the College grew and extended in 1993 to include a full Pre-school Program. In 1998, the College changed its name to Trinity College, as it prepared to introduce Secondary School to Year 10.

In 2012 the College commenced its Kindergarten Program catering for families wishing to have their children in a caring Christian Early Childhood setting.

In 2013 Trinity College commenced Senior Secondary; and now offers a seamless educational program from Kindergarten to Year 12 on one site.

In 2015 the College opened onsite Outside School Hours and Vacation Care to ensure a full care offering was available to families onsite; and began a bus service.

Trinity College is a ministry of the Gladstone Baptist Church and is governed by a limited liability company. The school is affiliated with Independent Schools Queensland and Christian Schools Australia. These organisations work together with schools to provide support in areas such as government representation, curriculum, management, student and inter-school activities.

Our College is Governed by an elected board and is comprised of the College Principal, and representatives from Trinity College Members.



## Our Vision

Our College fosters an environment for learning that provides opportunities to challenge, develop and build underlying belief systems that equip our students with attitudes, behaviours and habits for success in whatever field or endeavour they decide to pursue. We strive to provide a vibrant and safe learning environment where students gain the confidence in themselves to meet life's challenges, build lasting relationships and gain a clear understanding of who they are in Christ.

## Our Aims

Our College fosters an environment for learning that provides opportunities to challenge, develop and build underlying belief systems that equip our students with attitudes, behaviours and habits for success in whatever field or endeavour they decide to pursue. We strive to provide a vibrant and safe learning environment where students gain the confidence in themselves to meet life's challenges, build lasting relationships and gain a clear understanding of who they are in Christ.

As a Kindergarten to Year 12 Christian College, we help students on their journey of learning for life. The end result is students who are more compassionate and confident and who possess the academic skills and character for success in life. We achieve this by working with our students to discover and develop their passions, skills and abilities. Our College fosters an environment for learning that provides opportunities to challenge, develop and build underlying belief systems that equip our students with attitudes, behaviours and habits for success in whatever field or endeavour they decide to pursue. We strive to provide a vibrant and safe learning environment where students gain the confidence in themselves to meet life's challenges, build lasting relationships and gain a clear understanding of who they are in Christ.

# Characteristics of the Student Body



## Developing our Students

Each student of Trinity College Gladstone is a treasured member of the College whose individuality and contributions are valued. While the College provides personal encouragement, students are also taught to value their peers and to build meaningful relationships. Students can enter life's challenges with respect for others yet have a preparedness to communicate their own beliefs.

***Through leading by example, we teach children to treat each other with respect, work together, assume responsibility for their attitudes and actions — and demonstrate a loving, caring disposition.***

We believe that friendship, respect and participation are central to a positive learning environment and to achieving strong academic results. Learning to work with others while understanding the true value of loyalty and faith helps to develop students who are proactive in life. They also develop a broader, more enriched view of the world. Students play a significant role in Chapel services through singing teams, technical teams, and addressing the student body.

YEAR LEVEL	TOTAL	MALE	FEMALE	INDIGENOUS
Kindergarten				
Preparatory	42	25	17	4
Year 1	39	17	22	1
Year 2	41	17	24	1
Year 3	38	20	18	1
Year 4	37	19	18	2
Year 5	41	23	18	1
Year 6	40	22	18	5
Year 7	59	31	28	1
Year 8	42	27	15	1
Year 9	29	18	11	1
Year 10	26	12	14	0
Year 11	17	11	6	0
Year 12	22	12	10	0
<b>TOTAL</b>	<b>473</b>	<b>254</b>	<b>219</b>	<b>18</b>



# Distinctive Curriculum Offerings

At Trinity College Gladstone, the curriculum, from Preparatory to Year 10 is organised around the Australian Curriculum. The curriculum in Years 11 and 12 is based on a range of Queensland Curriculum and Assessment Authority syllabuses. Trinity College has been preparing for the introduction of the new Qld Senior System commencing 2019 for Year 11 students.

- ▶ A strong camping program from Year 6 to Year 12
- ▶ Swimming programs in Primary, Terms 1 & 4
- ▶ Buddy program:

Year 12 with Year 7;

Year 11 with Year 6;

Year 6 with Prep

- ▶ Instrumental program for all Year 5
- ▶ Athletics Carnival/District Athletics
- ▶ Cross Country
- ▶ Swimming Carnival and Inter-school Carnival



Our Curriculum is supported by off-site excursions and work experience opportunities.

We invest in our Leaders both Primary and Secondary by attending the Grip Leadership Conference.

Grades 4- 12 are supported by a 1:1 school-loan Apple device system. I pads in class rooms in grades 4-6, MacBooks from Year 7. The Kindergarten uses the Early Years Learning Framework and Queensland Kindergarten Learning Guidelines as the foundation of its Kindergarten program.

Various opportunities to extend student's learning beyond the classroom curriculum. Apart from weekly sessions for students in Year 2 to 6, other opportunities for students to excel in included:

- ▶ Opti-MINDS
- ▶ ICAS assessments
- ▶ Australian Mathematics Competition (AMC)
- ▶ Australian Maths Challenge (by the AMT)
- ▶ Gladstone Eisteddfod
- ▶ Girls in Science
- ▶ Robotics club
- ▶ Aerospace Exploration
- ▶ Science week activities



Support for students with disabilities includes:

- ▶ The verification process for funding
- ▶ Negotiated Individual Education and Learning Plans
- ▶ Multilit Reading Programme for reading intervention
- ▶ Social Skills programmes PALS-programme, Zones of Regulation including lunch time activities, Small group activities as well as class programmes.
- ▶ Speech Pathology screening for Kindy and Prep students
- ▶ Linking with support organisations such as SALDA and Autism Queensland



# Extra-Curricular Activities



Students are able to participate in a range of extra-curricular activities which have uniquely added value to the curriculum in 2018. These initiatives included:

College Musical

Chapel Band

Choir

Team Sports Program

Athlete High Performance Unit

Football Academy

Regional and State Maths Team Competitions

Optiminds

Regional Chess Competitions

Weekly Assembly presentations

Speech pathologist assessments for Kindy students

Operation Christmas Child

Student leadership program (Year 6 and Years 10 – 12)

Book Week

Awards Ceremonies

Arts Council and visiting performances

Secondary Homework Club twice a week

Unicycling club

Robotics club

Flute excellence program

Premier's Reading Challenge

Saiki Day

Annual Twilight Showcase Event

Support for Charities such as:

Daffodil Day

Mario Kart Fundraiser

Bandanna Day

JumpRope for Heart Day

Buy a Bale (support farmers)

Various lunch time clubs held daily including :

Skipping

Art and craft

Dance group

Science club

Gardening club

# Social Climate



Trinity College prides itself on its close-knit community, and the vibrant and highly-relational school culture. This culture has been purposely developed with Christ at the centre, and various pastoral care programs have been implemented to support this culture. This includes staff devotions and praise and worship, student welfare programs run by the college Chaplain. Other cultural initiatives include a strong sporting program, a clear anti-bullying policy, many community celebrations and events including Book Week, our annual Twilight Showcase Event, and the many fundraisers the college supports such as crazy hair day, super-hero day, buy-a-bale fundraiser, daffodil day, and day for Daniel. The college also holds regular prayer breakfasts involving students and parents. There is also a fortnightly breakfast club for all students.



# Parental Involvement



We encourage parental involvement whenever possible. Parents are welcome, and many come along to our school chapels on a Monday, Wednesday and Friday. We have a parental committee which assists in our fortnightly breakfast club, our weekly coffee mornings after chapel, assistance with running the Mother's Day and Father's Day stalls, and volunteer assistance in the classroom to work with students in reading programs. Our parents also coach our sporting teams and assist with the college musical.



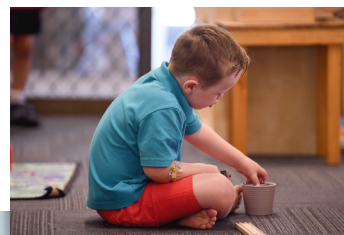


# Parent, Teacher and Student Satisfaction

The School Board employed the services of National School Surveys, a division of the Victorian Counselling & Psychological Services (VCPS). In 2018, both a Staff survey and Parent survey were completed in 2018. (The student survey was completed in March 2019, a summary of results will appear in next year's annual report).

Staff Survey results:

VARIABLE	NUMBER	PERCENT OF RESPONDENTS
Total number of respondents	42	100%
Number of Teachers	30	71%
Number of non-teachers	12	29%



## Trinity College Gladstone's Top 10 Strengths (compared with the National benchmark)

1. School Environment - Students respect the staff members. **+22.2%**
2. Goal Congruence - I feel enthusiastic about my teaching. **+19.8%**
3. School Environment - I look forward to working at this school each day. **+15.5%**
4. Technology and Resources - The computers and other resources are easily accessible. **+13.9%**
5. School Curriculum - Class sizes are manageable. **+13.5%**
6. Technology and Resources - The resources in this school are of high quality. **+10.8%**
7. Personal Development - Personal development programs are enriching and of great benefit to me. **+10.7%**
8. Morale - This school has a sense of team spirit. **+10.2%**
9. Morale Teachers - model and teach positive behaviour to children. **+9.9%**
10. Leadership and Management - The school staff actively and effectively reinforce moral, ethical, and civic values. **+9.7%**

Principal's focus for improvement: Internal Communication and improved consultation on decision making.

# Parent, Teacher and Student Satisfaction

Testimonials of departing families:

As parents need or choose to move their students to another school, they have opportunity to comment on both the reasons for departing Trinity College and to comment on the school. A selection of these comments are included below:

"Trinity College is a very safe, caring and nurturing environment for learning. The teachers are an absolute credit to the school."

"A great school with beautiful caring staff. I will recommend it to my friends in Gladstone."

"Trinity College has been wonderful to us and will be truly missed. Our girls have enjoyed their time here."

"We love being a part of such a close, nurturing and caring community that Trinity has worked extremely hard to foster. We have always, and will continue to positively recommend Trinity to any family enquiring on, what we believe to be the best school within the Gladstone community. We are very grateful for the wonderful experiences that Trinity has provided both our girls and us as their parents, and would not hesitate to re-enroll our girls if the situation arose where we required them to attend ... again in the future."

Parent Survey results:

VARIABLE	NUMBER	PERCENT OF RESPONDENTS
Total number of Respondents	114	100%
Number of Mothers	96	84%
Number of Fathers	18	16%

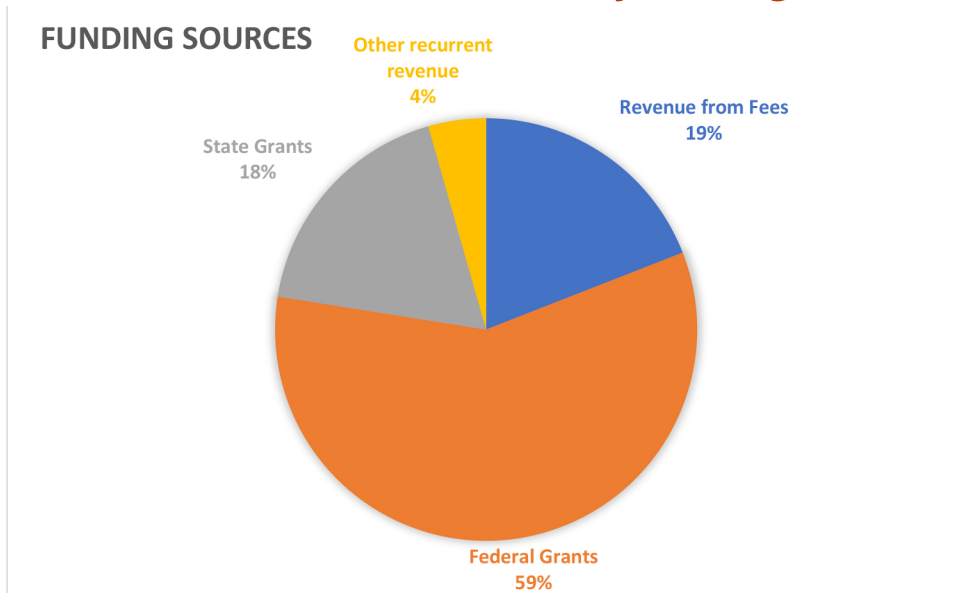
## Trinity College Gladstone's Top 10 Strengths (compared with the National benchmark)

1. School Environment - Students present themselves with pride. **+15.1%**
2. School Environment - This school is kept clean and tidy. **+13.1%**
3. Technology and Resources - The computers and other resources are easily accessible to my child. **+12.5%**
4. Teacher Quality - Teachers communicate with me regularly about my child's progress. **+12.4%**
5. Teacher Quality - I have access to my child's teacher(s) when I feel the need to contact them. **+11.1%**
6. Learning Opportunities - Class sizes are suitable for my child's learning needs. **+10.2%**
7. Technology and Resources - The resources in this school are of high quality. **+9.4%**
8. Leadership and Management - Bullying is dealt with in an effective manner. **+9.2%**
9. School Environment - This school is a safe place for my child. **+8.3%**
10. Technology and Resources - Teachers appear to keep up with advancing technology. **+8.1%**

Principal's focus for improvement: Improved school communication with parents.

# College Income

## School Income broken down by funding source



# Staff Information

## Staff Composition, including Indigenous Staff

	FULL TIME	INDIGENOUS	PART-TIME	INDIGENOUS
<b>TEACHING</b>				
Male	9	0	3	0
Female	17	1	8	0
<b>NON_TEACHING</b>				
Male	1	0	3	0
Female	2	0	17	0
<b>TOTAL</b>	<b>29</b>	<b>1</b>	<b>31</b>	<b>0</b>



# Staff Information cont.

## Qualifications of all Teachers

<b>DOCTORATE OR HIGHER:</b> 3%
<b>MASTERS:</b> 15%
<b>BACHELOR DEGREE:</b> 72%
<b>DIPLOMA:</b> 10%
<b>CERTIFICATE:</b> 0%

## Teacher Participation in Professional Development

<b>Description of PD Activity</b>	<b>Number of Teachers participating in activity</b>
Child Protection training	All Staff
NCCD Workshop	All Staff
NAPLAN Workshop	All Staff
Educational Support Workshops	25
Governance Workshops	5
Marzano's Art and Science of Teaching Workshop	All Staff
QCAA Workshops and Conferences	All Staff
Australian Curriculum Symposium Workshops	2
New Syllabus Implementation Workshops	14
Working with Students with a Disability	25
Queensland Tertiary Admissions Centre Workshop	1
Christian Schools Australia Biblical Lens Planning Workshop	4
<b>Total number of Teachers participating in at least one activity in the program year</b>	<b>38</b>

# Staff Information cont.

## Expenditure on Professional Development

Total Number of Teachers	Total Expenditure on Teacher PD (as recorded in Financial Questionnaire)	Average Expenditure on PD per Teacher
38	\$15,795	\$415
The total funds expended on teacher professional development in 2018 including Kindergarten Teachers		\$18,081
The proportion of the teaching staff involved in professional development activities during 2018		100%

## Average 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 School Days	Total Days Staff Absences	Average Staff Attendance Rate
71	194	387	96.7%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96.6% in 2018			

## 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
40	28	72%
From the end of 2017, 97% of staff were retained for the entire 2018 school year		

# Key Student Outcomes

## Average student attendance rate (%) for the whole school

The average attendance rate for the whole school as a percentage in 2018 was 93%. This is up from 2017 where the average attendance rate for the whole school was 89%

## Average student attendance rate for each year level

Year Levels	Average attendance rate for each year level as a percentage in 2018	Average attendance rate for each year level as a percentage in 2017
Year 12	92%	72%
Year 11	93%	87%
Year 10	93%	82%
Year 9	91%	89%
Year 8	94%	87%
Year 7	94%	91%
Year 6	93%	90%
Year 5	95%	90%
Year 4	94%	92%
Year 3	95%	91%
Year 2	92%	90%
Year 1	93%	90%
Prep	93%	90%
Kindergarten	95%	--

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

Primary Class teachers and Secondary Pastoral Care teachers mark the roll prior to first class. Secondary Classes have their rolls marked at the beginning of each class period. A parent that has not notified the school of the absence will receive an SMS to advise that the student is not at school and requested to contact the office.

Any patterns of non-attendance by students are managed through a flag process that is instigated via our student management software and monitored by our administration staff, class teachers in primary, and Pastoral Care teachers in secondary. Once a pattern of non-attendance has been confirmed, the parents receive a phone call from the class teacher. If further non-attendance is encountered, the family is invited in for a formal meeting with the Head of Secondary or the Head of Primary, at which the Principal may or may not be present. If further breaches occur, an interview with the Principal is required, and a 'show cause' procedure is carefully followed.

# NAPLAN Results

## Years

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Reading				
Year	Average Score (Trinity College)	Average Score (National)	% for Trinity College at or above National Minimum Standard	% for Queensland at or above NMS
Year 3 (2018)	433	434	100%	100%
Year 5 (2018)	514	509	95%	95%
Year 7 (2018)	557	542	100%	100%
Year 9 (2018)	589	584	96%	96%
Writing				
Year	Average Score (Trinity College)	Average Score (National)	% for Trinity College at or above National Minimum Standard	% for Queensland at or above NMS
Year 3 (2018)	402	407	97%	95%
Year 5 (2018)	464	465	91%	89%
Year 7 (2018)	510	505	96%	85%
Year 9 (2018)	534	542	81%	76%
Spelling				
Year	Average Score (Trinity College)	Average Score (National)	% for Trinity College at or above National Minimum Standard	% for Queensland at or above NMS
Year 3 (2018)	431	418	100%	95%
Year 5 (2018)	517	502	100%	96%
Year 7 (2018)	559	545	98%	95%
Year 9 (2018)	582	583	93%	92%
Grammar and Punctuation				
Year	Average Score (Trinity College)	Average Score (National)	% for Trinity College at or above National Minimum Standard	% for Queensland at or above NMS
Year 3 (2018)	421	432	95%	96%
Year 5 (2018)	526	504	95%	96%
Year 7 (2018)	553	544	96%	94%
Year 9 (2018)	574	580	100%	93%
Numeracy				
Year	Average Score (Trinity College)	Average Score (National)	% for Trinity College at or above National Minimum Standard	% for Queensland at or above NMS
Year 3 (2018)	406	408	100%	97%
Year 5 (2018)	511	494	100%	97%
Year 7 (2018)	561	548	100%	97%
Year 9 (2018)	592	596	100%	97%



# NAPLAN Results

## Years

3  
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9



## Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- ▶ Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- ▶ Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- ▶ Maintain the privacy of individual student information;
- ▶ Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.



# NAPLAN Results

## Years

3  
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According to the Better Education website, Tannum Sands State School and Trinity College took out the top primary and high schools, earning a score of 92 and 90 respectively.

A spokeswoman for Better Education said the scores are calculated from "data sourced from government authorities and schools".

"A proprietary primary school rating algorithm combining Year 3 and 5 results is used," she said.

For primary school rankings, the data is sourced solely from NAPLAN results. While for high school rankings, the website calculated scores from a variety of data such as OP scores, ATAR rankings and NAPLAN results.

## TOP GLADSTONE SCHOOLS

According to data released by Better Education

Primary School	Ranking
Tannum Sands State School	92
Boyne Island State School	91
Trinity College	91
St John the Baptist Catholic Primary School	90
Gladstone Central State School	88
Star of the Sea Catholic Primary School	84
Kin Kora State School	82
St Francis Catholic Primary School	79
Clinton State School	79
Gladstone West State School	75
Calliope State School	73
Gladstone South State School	70

Secondary School	Ranking
Trinity College	90
Chanel College	87
Toolooa State High School	86
Tannum Sands State High School	84
Gladstone State High School	77

# Year 12 Outcomes

## Average student attendance rate (%) for the whole school

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	24	22	91%

Year 12 student enrolment as a percentage of the 2016 Year 10 Cohort is 91%

## Year 12 Outcomes

Outcomes for our Year 12 cohort 2018	
Number of students awarded a Senior Education Profile	22
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	19
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	3
Number of students awarded a Queensland Certificate of Education at the end of Year 12	21
Number of students awarded a International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP 1-15 or an IBD	84%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: OCE, IBD, VET qualification	95.5%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	91.7%

## Post-school Destination Information

The table below shows the senior secondary outcomes for the students who left the school in the reporting year.

2014	2015	2016	2017	2018	2019
<b>Year 12 results</b>					Number
Senior secondary certificate awarded					21
Completed senior secondary school					22
<b>Post school destinations</b>					Percent
Students at university					56%
Students at TAFE/vocational study					19%
Students in employment					19%