

Trinity College Gladstone

Living Learning Community

2019

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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: 475 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

Characteristics of the Student Body



Trinity College seeks to identify and encourage the unique skills and talents of our students and as such, our students are on a journey to develop and grow better in their field. Our students are developing and reaching excellence in academic pursuits, sporting streams and artistic ventures.

At August our 475 students were made up of 260 primary students and 215 secondary students. In addition to this we also had 32 Kindergarten students.

| | |
|----------------------|------------------|
| Male: | 252 (53%) |
| Female: | 223 (47%) |
| Indigenous students: | 15 students (3%) |

We commenced 2020 with 503 students.

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 commenced in 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 classrooms 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 have the opportunity to engage in a wide range of extra-curricula activities including:

Chapel Band

Choir

Drama Club

Team Sports Program

Athlete High Performance Unit:

We offer our High Performance Unit, which is a tailored program for our students who are suitably competing at a high level in their sport. A fitness program with goals and measures is developed for each student. This program ran three days a week in 2019.

Football Academy

Regional and State Maths Team Competitions

Regional Chess Competitions

Weekly Assembly presentations

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

Student Representative Council (Year 4 - 11)

Book Week

Awards Ceremonies

Arts Council and visiting performances

Unicycling club

Robotics club

Rockin Recorder Club

Flute excellence program

Premier's Reading Challenge

Saiki Day

Support for Charities such as:

Cystic Fibrosis

Jump Rope for Heart Day

Variety

West Stowe Rural Fire Brigade

Luekemia Foundation

Kids Helpline

Various lunch time clubs held daily including:

Skipping

Art and craft

Dance group

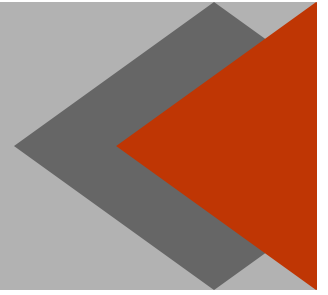
Science club

Gardening club

Chess

Lego

Social Climate



Trinity College prides itself on its sense of community, and the vibrant and highly-relational school culture. This culture has been intentionally driven, with Christ at the centre, and various pastoral care programs have been implemented to support this culture. The current goals for Trinity College is to improve teacher quality of practice, centred around Christ, to nurture a Christ-centred community of belonging, and to hold firm to our standards for a quality Christian education. 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, fundraisers and dress up days, Mothers and Fathers Day pop up markets. There is also an increased online/social media presence, including chapels being recorded and uploaded to Class Dojo, weekly story time with the Deputy Principal, and various other initiatives being plugged through Facebook.



Parental Involvement



In 2019, a number of methods of engagement were undertaken, including:

The formation of a Parents in Partnership group - operating similarly to a P&F.

Coffee and other beverages available for parents who attended our Chapels and Assemblies, coined 'Chapelccino'.

A vision evening was held to explain what Trinity College stands for and where we are heading.

We formalised a process for parents to be inducted and placed into suitable volunteer roles in the school.

We offered some parent training in 'How to prepare and serve Espressos' through a coffee making and understanding course.



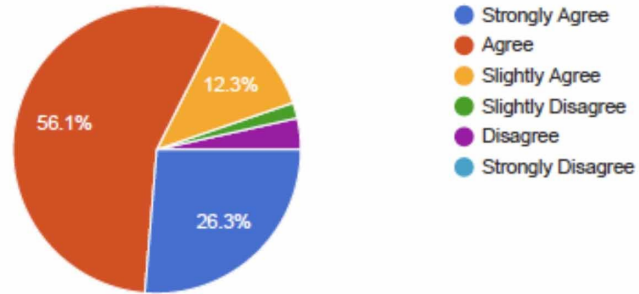
Parent and Staff Satisfaction

The School Board employed the services of National School Surveys, a division of the Victorian Counselling & Psychological Services (VCPS). In 2019, parents, staff and students were asked to participate in surveys to gauge their level of satisfaction with Trinity College.

Parent Survey results:

Overall, (the big picture, considering everything), I am satisfied with the quality of education that my children are receiving.

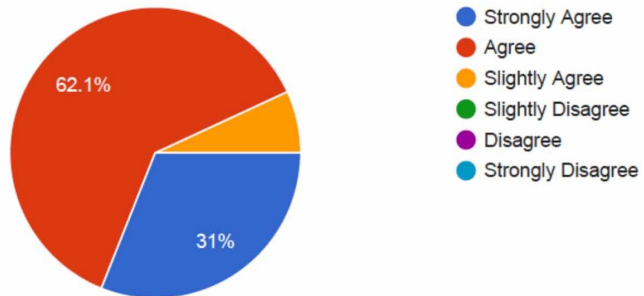
57 responses



Staff Survey results:

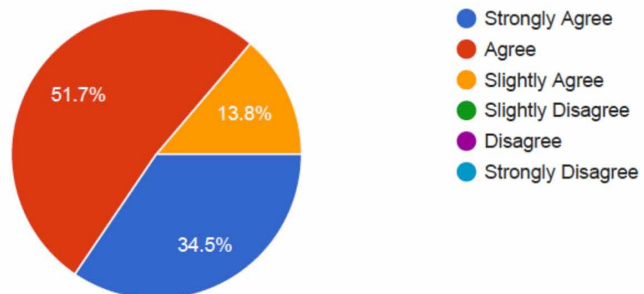
I am valued as a staff member at this school

29 responses



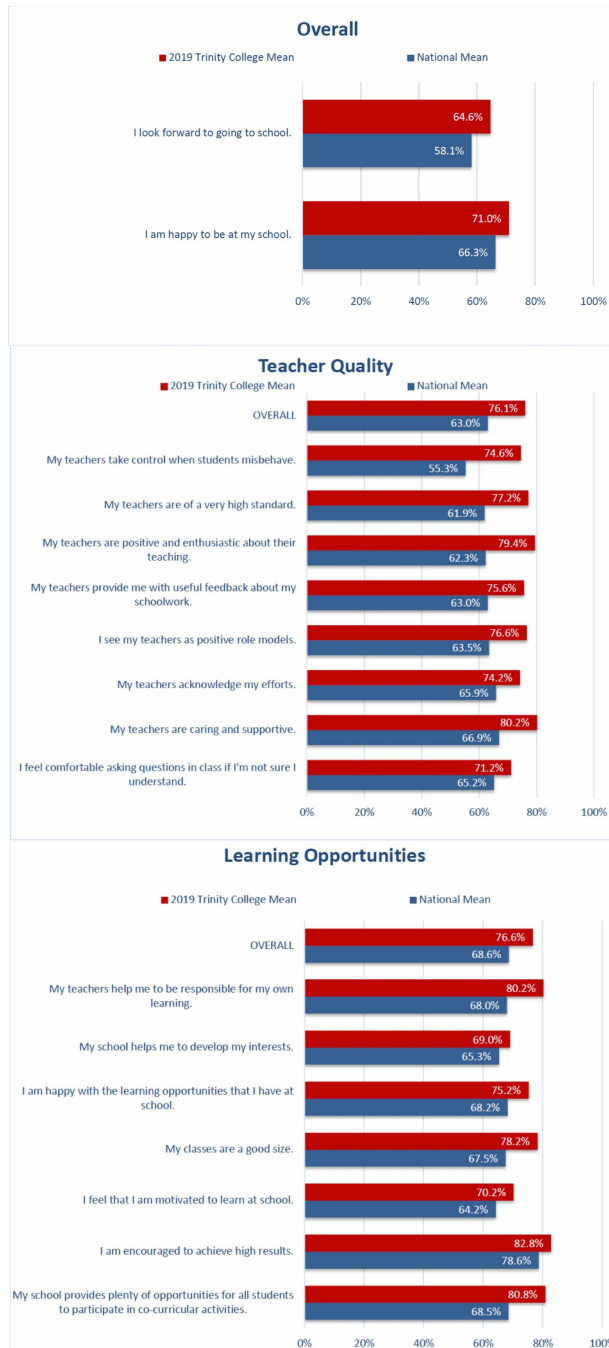
I look forward to work each work day

29 responses



The 2019 Student Satisfaction survey included Students from Year 5 through to Year 12; 289 students responded to the survey.

Student Satisfaction



Trinity College's top 10 strengths compared with the National Benchmark.

| | | | |
|-----|--------------------------|---|--------|
| 1. | School Environment | My school is kept clean and tidy. | +23.3% |
| 2. | Student Relationships | Bullying is not a problem at my school. | +19.6% |
| 3. | Teacher Quality | My teachers take control when students misbehave. | +19.3% |
| 4. | Teacher Quality | My teachers are positive and enthusiastic about their teaching. | +17.1% |
| 5. | Technology and Resources | The resources in this school are of high quality. | +16.1% |
| 6. | Teacher Quality | My teachers are of a very high standard. | +15.3% |
| 7. | Technology and Resources | The computer resources at this school are up-to-date. | +15.1% |
| 8. | Technology and Resources | My teachers keep up-to-date with technology. | +14.4% |
| 9. | School Environment | Students at this school present themselves with pride. | +13.4% |
| 10. | Teacher Quality | My teachers are caring and supportive. | +13.3% |

College Income

School Income broken down by funding source

Please refer to the My School website <http://www.myschool.edu.au>

Staff Information

Staff Composition, including Indigenous Staff

| | FULL TIME | INDIGENOUS | PART-TIME | INDIGENOUS |
|--|-----------|------------|-----------|------------|
| TEACHING | | | | |
| Male | 11 | 0 | 3 | 0 |
| Female | 17 | 0 | 10 | 0 |
| NON_TEACHING | | | | |
| Male | 0 | 0 | 2 | 0 |
| Female | 7 | 0 | 19 | 0 |
| TOTAL | 35 | 0 | 34 | 0 |
| In addition to above, the College also employs an additional 7 staff for our Kindergarten and our Bus Service. | | | | |
| Male | | | 3 | |
| Female | 1 | | 3 | |

Staff Information cont.

Qualifications of all Teachers

| |
|--------------------------------|
| DOCTORATE OR HIGHER: 2% |
| MASTERS: 5% |
| BACHELOR DEGREE: 83% |
| DIPLOMA: 10% |
| CERTIFICATE: 0% |

Teacher Participation in Professional Development

| Description of PD Activity | Number of Teachers participating in activity |
|--|---|
| Child Protection training | All Staff |
| Working with students with a disability | All Staff |
| NCCD Workshop | All Staff |
| Educational Support Workshops | 20 |
| Teaching Christianly Workshop | All Staff |
| QCAA Workshops and Conferences | 5 |
| Providing adjustments for students with a disability | 20 |
| Literacy in the Early Years | 2 |
| Early Years curriculum workshops | 1 |
| Total number of Teachers participating in at least one activity in the program year | 41 |

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 |
|--|--|---------------------------------------|
| 41 | \$39,360 | \$960 |
| The total funds expended on teacher professional development in 2019 including Kindergarten Teachers | | \$40,959 |
| The proportion of the teaching staff involved in professional development activities during 2019 | | 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 |
|---|-----------------------|---------------------------|-------------------------------|
| Term 1: 36 Term 2-4: 35.19 | 6690.6 | 330.55 | 95% |
| For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 95% in 2019 | | | |

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 |
|--|---|------------------|
| 41 | 29 | 70% |
| From the end of 2018, 70% of staff were retained for the entire 2019 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 2019 was 94%.

Number of possible attendance days: 88776

Total number of days absent: 5289

Average student attendance rate for each year level

| Year Levels | Average attendance rate for each year level as a percentage in 2019 |
|--------------|---|
| Year 12 | 95% |
| Year 11 | 94% |
| Year 10 | 93% |
| Year 9 | 95% |
| Year 8 | 94% |
| Year 7 | 94% |
| Year 6 | 95% |
| Year 5 | 94% |
| Year 4 | 94% |
| Year 3 | 94% |
| Year 2 | 94% |
| Year 1 | 94% |
| Prep | 92% |
| Kindergarten | 97% |

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 3 5 7 9

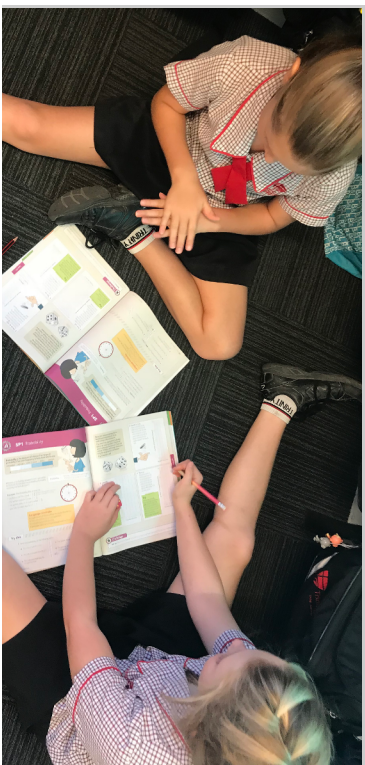


| Reading | | | |
|-------------------------|---------------------------------|--------------------------|---|
| Year | Average Score (Trinity College) | Average Score (National) | % for Trinity College at or above National Minimum Standard |
| Year 3 (2019) | 445 | 432 | 100% |
| Year 5 (2019) | 535 | 506 | 100% |
| Year 7 (2019) | 549 | 546 | 100% |
| Year 9 (2019) | 587 | 581 | 100% |
| Writing | | | |
| Year | Average Score (Trinity College) | Average Score (National) | % for Trinity College at or above National Minimum Standard |
| Year 3 (2019) | 433 | 423 | 100% |
| Year 5 (2019) | 484 | 474 | 100% |
| Year 7 (2019) | 508 | 513 | 98% |
| Year 9 (2019) | 518 | 549 | 86% |
| Spelling | | | |
| Year | Average Score (Trinity College) | Average Score (National) | % for Trinity College at or above National Minimum Standard |
| Year 3 (2019) | 441 | 419 | 100% |
| Year 5 (2019) | 504 | 501 | 97% |
| Year 7 (2019) | 547 | 546 | 98% |
| Year 9 (2019) | 586 | 582 | 95% |
| Grammar and Punctuation | | | |
| Year | Average Score (Trinity College) | Average Score (National) | % for Trinity College at or above National Minimum Standard |
| Year 3 (2019) | 451 | 440 | 100% |
| Year 5 (2019) | 508 | 499 | 97% |
| Year 7 (2019) | 532 | 542 | 94% |
| Year 9 (2019) | 582 | 574 | 95% |
| Numeracy | | | |
| Year | Average Score (Trinity College) | Average Score (National) | % for Trinity College at or above National Minimum Standard |
| Year 3 (2019) | 415 | 408 | 97% |
| Year 5 (2019) | 527 | 496 | 100% |
| Year 7 (2019) | 549 | 554 | 96% |
| Year 9 (2019) | 588 | 592 | 100% |

NAPLAN Results

Years

3
5
7
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.



Year 12 Outcomes

Average student attendance rate (%) for the whole school

| | Year 10 Base | Year 12 | Apparent Retention Rate % |
|--------------------|--------------|---------|---------------------------|
| Number of Students | 18 | 17 | 94% |

Year 12 student enrolment as a percentage of the 2016 Year 10 Cohort is 106%

Year 12 Outcomes

| Outcomes for our Year 12 cohort 2019 | |
|--|------|
| Number of students awarded a Senior Education Profile | 17 |
| Number of students awarded a Queensland Certificate of Individual Achievement | 0 |
| Number of students who received an Overall Position (OP) | 12 |
| 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 | 5 |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12 | 17 |
| Number of students awarded a International Baccalaureate Diploma (IBD) | 0 |
| Percentage of Year 12 students who received an OP 1-15 or an IBD | 100% |
| 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 | 100% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer | TBA |

Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2019 post-school destinations survey, *Next Steps - Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.