

Trinity College Gladstone

Living Learning Community

2020

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Table of Contents

Principal's Introduction.....Page 3

College Details.....Page 4

Characteristics of the Student Body.....Page 4

Distinctive Curriculum Offerings.....Page 5

Extra-curricular Activities.....Page 6

Social Climate.....Page 7

Parental Involvement.....Page 7

Satisfaction Surveys.....Page 8-9

College Income.....Page 10

Staffing Information.....Page 10-12

Key Student Outcomes.....Page 13

NAPLAN.....Page 14-15

Year 12 Outcomes.....Page 16

Post School Destination Information.....Page 16



Principal's Introduction



2020 is a year that people will not want to associate with, let alone celebrate, for a long time to come. However, at Trinity College, we want our annual report to be a celebration of learning through adversity and success despite it.

This year has seen Trinity College deliver our Year 12 learning through the new QCE system, including the external examination block, for the first time. Our graduates will also receive ATARs, not OP's.

Whilst it has been a quiet year in some sporting fronts, there have also been successes. Highlights include the inaugural Christian School's League (CSL), being the overall school champion at Indoor Rowing state titles, and proceeding with both the Years 4-12 swimming carnival in February, and the P-3 Swimming Celebration in December.

We have fought to continue school excellence in a variety of ways, including completing COVID-Safe plans for our Year 12 formal, and partnering with our parents for learning through the time period where students had to learn from home. We had parent sign ins so parents could watch the Colourful Fun Run and continued excursions offsite where we could, such as for Marine Studies, Outdoor Education and Aquatic Practices, to name a few.

In our first year of running Film, Television and Media we had students win accolades, including being showcased at Shakefest finals. Our new Marine Studies subject has a dedicated classroom and we look forward to growing community partnerships in this field of study in 2021.

Our newest classrooms, temporarily known as H block, arrived and were given a new lease of life (they were previously used by St. Stephen's Lutheran College).

We look forward to 2021, knowing 2020 was not a lost year of learning, but a valuable lesson with lots learned.



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: 504 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 504 students were made up of 270 primary students and 234 secondary students. In addition to this we also had 27 Kindergarten students.

Male:	255 (50.6%)
Female:	249 (49.4%)
Indigenous students:	21 students (4%)

We commenced 2021 with 523 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 introduced 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



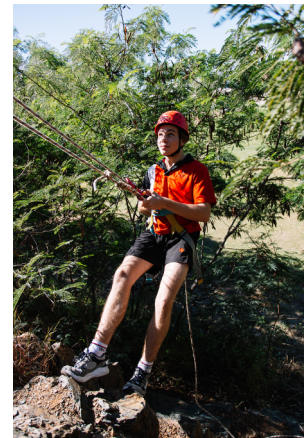
Our Curriculum is supported by off-site excursions and work experience opportunities.

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 2-6, 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 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 and Minilit Reading Programmes 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 five days a week in 2020.

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 - 12)

Book Week

Awards Ceremonies

Arts Council and visiting performances

Unicycling club

Robotics club

Recorder Club

Flute excellence program

Premier's Reading Challenge

Support for Charities such as:

Cystic Fibrosis

Jump Rope for Heart Day

Variety

West Stowe Rural Fire Brigade

Leukaemia Foundation

Kids Helpline

Various lunch time clubs held daily including:

Skipping

Art and craft

Dance group

Science club

Gardening club

Chess

Lego

Games and Cards

Social Climate



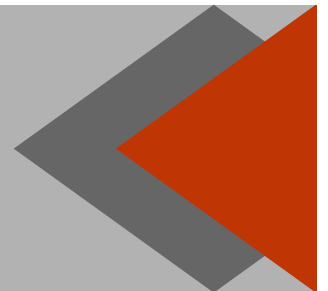
Trinity College prides itself on its sense of community, and the vibrant and highly relational school culture. Jesus Christ is at the centre of all we do. Each child is important to God and is therefore important to us. Our desire is to see every child excel in the areas God has gifted them. In the Primary School, students are encouraged to be STARS: Safe, Trustworthy, Active learners, Respectful and Successful. In the Secondary School, students are encouraged to go the extra mile with 101 Awards.

Trinity College has always been, first and foremost, about relationships. Strong, respectful relationships between staff and students, between senior students and junior students and between students in the same year level. Strong relationships are also fostered between staff and our parent community, which allows for valuable 2-way feedback. Each week after Primary Chapel, parents are invited to stay for Chapelccino and a chat with one another and any staff not on class.

Trinity College's culture of care and encouragement has continued to be strong because staff embrace their role as a calling rather than a job. Staff are committed to the development of their students' growth and advancement whether it be spiritual, emotional, or academic..



Parental Involvement



In 2020, a number of methods of engagement were undertaken, including:

The continuation of our Parents in Partnership group - operating similarly to a P&F, launched "Food Friday", Coffee and other beverages available for parents who attended our Chapels and Assemblies, coined 'Chapelccino'.

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

A number of areas parents can be involved in the College had to be postponed due to COVID restrictions.



Parent and Staff Satisfaction

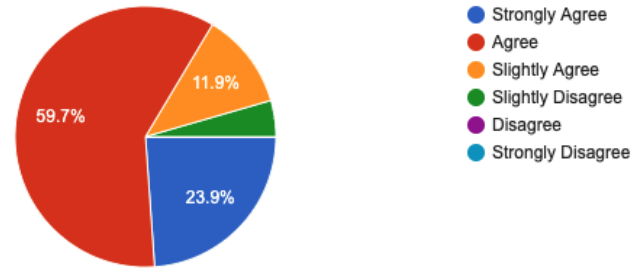


In 2020, parents, staff and students were asked to participate in surveys to gauge their level of satisfaction with Trinity College and find areas for improvement in the College.

Parent Survey results:

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

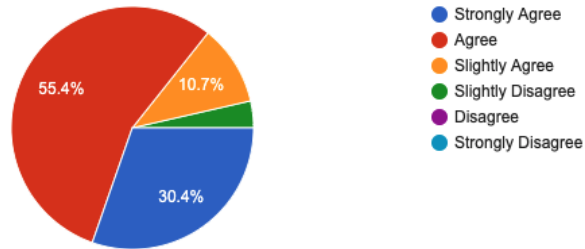
67 responses



Staff Survey results:

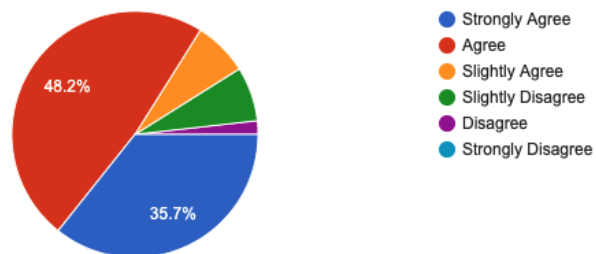
I look forward to work each work day

56 responses



I am valued as a staff member at this school

56 responses

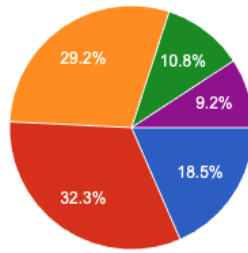


Student Satisfaction

The 2020 Student Satisfaction survey included Students from Year 5 through to Year 12; 260 students responded to the survey.

I enjoy going to school

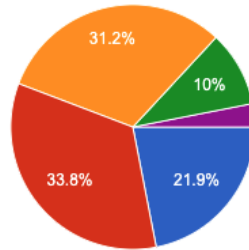
260 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

I feel like I belong at Trinity College Gladstone

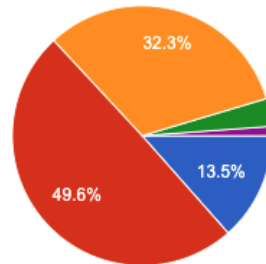
260 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The lessons that I receive from my teachers are clear and understood by myself

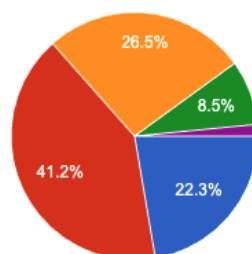
260 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

I feel I have a good working relationship with my teachers

260 responses



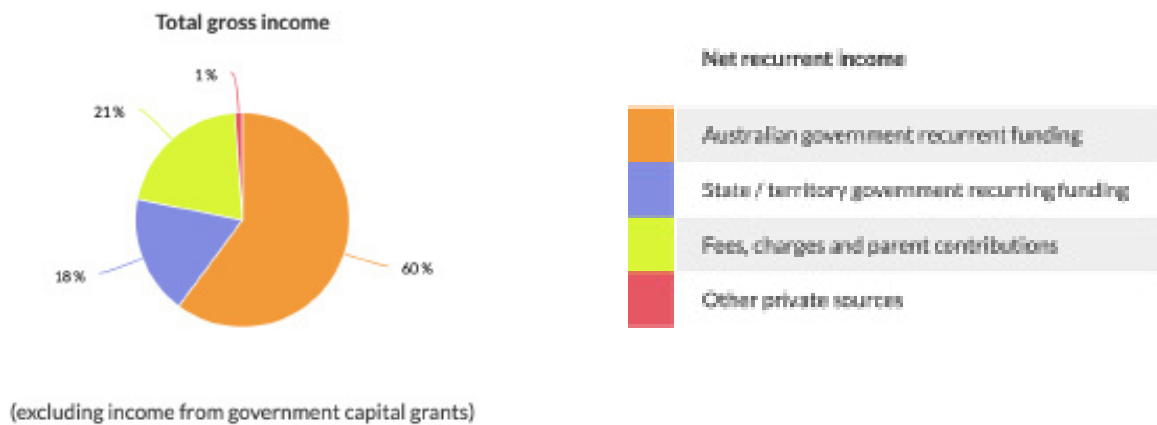
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree



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	12	0	4	0
Female	18	0	12	0
NON_TEACHING				
Male	0	0	3	0
Female	15	0	10	0
TOTAL	45	0	29	0

In addition to above, the College also employs an additional 7 staff for our Kindergarten and our Bus Service.

Staff Information cont.

Qualifications of all Teachers

DOCTORATE OR HIGHER: 2%
MASTERS: 8%
BACHELOR DEGREE: 62%
DIPLOMA: 28%
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
46	\$59,710	\$1,298
The proportion of teaching staff involved in professional development activities during 2020.		100%
The major professional development initiatives were:		Middle Leadership Courses LMS Activity Creation & Teacher PD Session Quality Assurance Project Launch Turnitin Training Package Subject Specific Training QAGTC State Conference CPR & First Aid Training

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
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96% in 2020.			

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
44	37	84%
From the end of 2019, 84% of staff were retained for the entire 2020 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 2020 was 93%.

Average student attendance rate for each year level

Year Levels	Average attendance rate for each year level as a percentage in 2020
Year 12	93%
Year 11	96%
Year 10	94%
Year 9	94%
Year 8	91%
Year 7	94%
Year 6	94%
Year 5	94%
Year 4	94%
Year 3	92%
Year 2	94%
Year 1	92%
Prep	93%
Kindergarten	97%

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

Teachers of Primary classes and Secondary pastoral care teachers, mark the roll at the beginning of the school day. Secondary class teachers also mark the roll at the beginning of each class. Where a parent has not notified the College of a student's absence, an SMS will be sent to that parent to advise that their child is not at school and requesting that contact be made with the office for an explanation for the absence.

Where it is noted that non-attendance is high or demonstrates patterns of behaviour that need to be addressed, our student management processes are implemented and managed through our student management software and monitored by our administration, class teachers, (in primary) and pastoral care, or teacher in charge, in secondary. When such behaviours are confirmed, parents receive a phone call from the class teacher or management staff to ensure parents are made aware of what has been noted, and to ensure further non-attendance is avoided. If non-attendance continues, parents/caregivers are invited to a formal meeting with the Head of Primary or the Head of Secondary, or any other member of the executive team as needed. If after this meeting, further breaches in attendance occur, the Principal may require a formal meeting where the family will need to 'show cause' for absences and the enrolment of the student may be brought into question.

We pride ourselves on students owning their schooling and as such we believe attending and participate in classes daily is essential to students' growth and development.

NAPLAN Results

Years
3
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7
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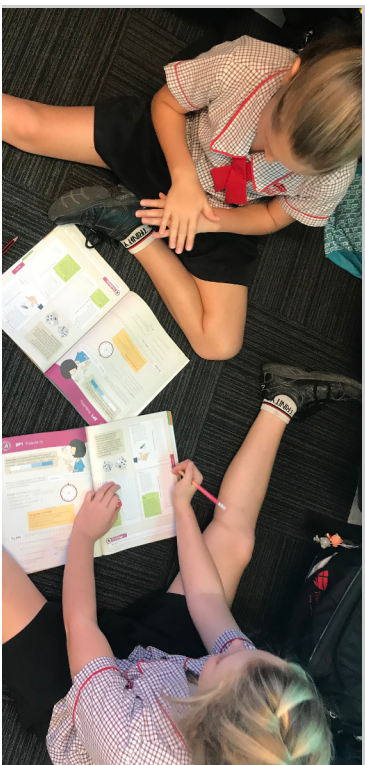
Reading			
Year	Average Score (Trinity College)	Average Score (National)	% for Trinity College at or above National Minimum Standard
Year 3 (2020)			
Year 5 (2020)			
Year 7 (2020)			
Year 9 (2020)			
Writing			
Year	Average Score (Trinity College)	Average Score (National)	% for Trinity College at or above National Minimum Standard
Year 3 (2020)			
Year 5 (2020)			
Year 7 (2020)			
Year 9 (2020)			
Spelling			
Year	Average Score (Trinity College)	Average Score (National)	% for Trinity College at or above National Minimum Standard
Year 3 (2020)			
Year 5 (2020)			
Year 7 (2020)			
Year 9 (2020)			
Grammar and Punctuation			
Year	Average Score (Trinity College)	Average Score (National)	% for Trinity College at or above National Minimum Standard
Year 3 (2020)			
Year 5 (2020)			
Year 7 (2020)			
Year 9 (2020)			
Numeracy			
Year	Average Score (Trinity College)	Average Score (National)	% for Trinity College at or above National Minimum Standard
Year 3 (2020)			
Year 5 (2020)			
Year 7 (2020)			
Year 9 (2020)			

COVID prevented NAPLAN and it was cancelled in 2020.

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	29	22	75%

Year 12 student enrolment as a percentage of the 2018 Year 10 Cohort is 75%

Year 12 Outcomes

Outcomes for our Year 12 cohort 2020	
Number of students awarded a Year 12 Certificate	20
Number of students awarded a Queensland Certificate of Individual Achievement	1
Number of students who received an Australian Tertiary Admissions Rank (ATAR)	17
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 International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an ATAR or an IBD	81%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	94%

Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2020 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.