

Trinity Lutheran College
Commonwealth Government Report for 2018
Date: 12 April 2019



This document has been completed by the Principal in order to comply with regulations detailed in the Schools Assistance (Learning Together – Achievement through Choice & Opportunity) Act 2004, Schools Assistance (Learning Together – Achievement through Choice & Opportunity) Regulations 2005 and the Education (General Provisions) Bill 2006.

Name:	Trinity Lutheran College (CRICOS Provider Registration No. 00878A)
Address:	College Reception 641 Ashmore Road, Ashmore QLD 4214
Postal Address:	PO Box 322, Ashmore City QLD 4214
Website:	http://www.tlc.qld.edu.au
Contact Details:	Phone: 07 5556 8200 Fax: 07 5556 8210
School Sector	Independent (owned by the Lutheran Church of Australia, Queensland District)
School Type	Co-Educational
Year Levels Offered	Early Learning and Kindergarten to Year 12 on two campuses: Cotlew Street campus – Early Learning and Kindergarten to Year 5; Ashmore Road campus – Years 6 to 12.

Total Enrolments: 1082 (as at August 2018 Census)

CURRICULUM OFFERINGS

Trinity Lutheran College uses Lutheran Education Australia's Christian Studies Curriculum Framework to deliver the Christian Studies program across Prep to Year 12.

Early Years

At Trinity Lutheran College Early Learning Centre (ELC) we provide a safe, secure and supportive learning environment where your child can explore, discover, question and problem solve. It is a place where children can belong and enjoy 'being' 2, 3, 4 or 5 years old. Our educational program stimulates young minds to think independently and promote their own learning. It fosters creativity, challenges thought processes and supports co-operative learning. We accept each child as a capable, unique individual, building on their interests and abilities.

Junior Years

In the junior years, Prep to Year 5, the college implements the International Baccalaureate Primary Years Program (PYP). Using the PYP as an organising framework, as well as the Australian Curriculum, QCAA (Queensland Curriculum and Assessment Authority) documents and LEA (Lutheran Education Australia) Christian Studies Curriculum Framework documents, key learning areas taught are English, Mathematics, The Arts, Science, Technologies, Health and Physical Education (HPE), Humanities and Social Sciences (HASS), and Languages (specifically Japanese) as well as Christian Studies.

Middle Years

In Years 6 to 9, the college offers the following core subjects: English, Mathematics, Science, Humanities (History, Geography, Civics & Citizenship), Health & Physical Education and Christian Studies.

In addition to these core offerings, a range of Technology, Language and The Arts subjects are offered including:

- Language: Japanese, German and Chinese (compulsory up to Year 8)
- Technology: Home Economics, Digital and Design Technology, Business Education, STEAM and Water Polo.
- The Arts: Dance, Drama, Music, Performing Arts and Visual Art

Senior Years

The curriculum in Year 10 is designed around the nine key learning areas:

- Christian Studies
- English: English & English Extension
- Mathematics: Maths General preparation, Maths Methods preparation
- Science
- Humanities: Humanities (History and Geography), Business and Entrepreneurship.
- Health and Physical Education, Physical Education
- Languages: German and Japanese
- Technology: Information Technology and Multimedia, Business Education, Certificate II Hospitality, Certificate I in Furnishing, Certificate I Manufacturing Pathways,
- Arts: Dance, Drama, Drama in Practice, Music, Music Extension, Visual Art

Few schools in Queensland can offer the variety of pathways in Years 11 and 12 that allow students to fully explore their areas of interest and relative strengths. At Trinity Lutheran College, students are offered multiple pathways: Queensland Curriculum and Assessment Authority subjects leading to an Overall Position (OP) or Queensland Tertiary Entrance Rank (TER); Vocational Educational courses including workplace learning.

Core subjects for all students in Years 11 and 12 are: Christian Studies / Religion and Ethics, one English subject (English Communication, English) and one Mathematics subject (Mathematics A, Mathematics B, Pre-vocational Mathematics) are mandatory core subjects for all Years 11 and 12 students. Students can then choose from:

- Mathematics Specialist, Mathematics C
- Sciences: Biology, Chemistry, Physics
- Languages: Japanese or German
- Humanities and Business: Accounting, Geography, Economics, Legal Studies, Modern History, Ancient History
- Vocational: Cert 1 Engineering, Cert I Furnishing & Cert I Manufacturing, Cert II Hospitality (Operations), Cert II Business, Cert III Business, Cert III Sport and Recreation
- Technology: Graphics (Yr12 only), Digital Solutions (Yr 11 only)
- The Arts: Dance, Drama/Drama SAS, Music, Music Extension, Visual Art
- Health and PE: Senior PE, Recreation Studies (SAS)
- English Extension

The Velocitas programs in English, Mathematics, Science, Technologies and Humanities cater for academically advanced and motivated students from Years 1 to 10.

Learning Enhancement teachers are employed to assist with Learning Support and Special Needs education offered under the RTI (Response to Intervention) framework.

EXTRA-CURRICULAR ACTIVITY OFFERINGS

Trinity Lutheran College offers an extensive range of extra-curricular activities including:

Student Leadership

The college offers a range of student leadership opportunities. In the Junior School, all Year 5 students study Leadership in their first Primary Years Program unit of inquiry and undertake leadership training through the Peer Support Australia program. All Year 5 students share student leadership responsibilities during the year. The students nominate for the different areas of leadership which include Peer Support Leaders, Academic Leaders, Sport Leaders, Faith and Service Leaders and Cultural Leaders. House Sport Captains in athletics, cross country and swimming are selected from all Year 5 leaders. Some of the duties performed by the Year 5 leaders include being student library monitors, members of the Service Committee, raising and lowering the flag each day, leading assemblies, helping younger students in constructive play and assisting younger students to develop friendships and resilience through the Peer Support Australia program.

Within the secondary school, Year 9 students have the opportunity to be Middle Years Captains, Vice Captains or Academic, Christian Life, Cultural, Sport or House Captains. In addition, all Year 9 students engage in The Rite Journey, a program that guides students to transform from dependent adolescents into responsible, self-aware and resilient young adults. Students across the Middle Years are also able to become members of the Student Representative Council to voice the views

of their peers and create positive change within the school context. In the Senior Years, students in Year 11 can volunteer to undertake training in order to become Peer Support Leaders to the Year 6 students as part of the Peer Support Australia program. Year 12 students have the opportunity to become Senior Years Captains, Vice Captains or Academic, Christian Life, Cultural, Sport or House Captains. At the beginning of each school year, the Senior Years Captains and Vice Captains in addition to selected captains, attend Lutheran Youth Queensland's Enthuse camp, a faith-based leadership development program specifically designed to create Christ-centred servant leaders. Senior Years students can also be members of the Student Representative Council. Captains in the Middle and Senior Years are assigned leadership teacher mentors to coach them in their roles. All students in Years 8, 9, 11 and 12 undergo leadership training throughout the year to assist with leadership development.

Performing Arts

Trinity is renowned for its outstanding performing arts program, which is dedicated to developing and inspiring our student's passion in the arts.

The co-curricular program, which follows a 4-year rotating performance program from Prep to Year 12, is devoted to excellence across all artistic genres; Acting, Choral, Dance and Instrumental for all levels from beginner to advanced. The weekly co-curricular program is offered free of charge for all students enrolled at the college, as students come together in their shared passion and enjoyment for the performing arts. The college proudly facilitates 40 ensemble rehearsals across both campuses, each and every week across a variety of choirs, string ensembles, concert bands, rock & jazz bands, dance and drama ensembles. The college also offers private and group lesson tuition in dance, drama, voice and instrumental conducted by expert tutors in their field.

The program aims to teach the students; to effectively work together, to develop and strengthen their artistic skills, to encourage participation, to build self-confidence and resilience. The program provides an outlet for creativity and self-expression and encourages students to give back to the performing arts community by helping younger and less experienced performers along their journey. The program also provides opportunities to extend those students passionate to continue in a career in the arts via arts excellence programs, workshops with industry professionals, backstage tours and concert experiences.

The program offers all students varied opportunities throughout the year to develop their performance skills and showcase their talents in a range of exciting and outstanding performance opportunities including large scale performances & musicals staged at professional venues with casts in excess of 350 students; interstate tours; dramatic plays; dance, music & drama showcase concerts, eisteddfod performances and public performances throughout the community.

Visual Art

There are a number of extra-curricular activities in Visual Art where students are given the opportunity to enter competitions/exhibitions and display their artwork. These include, the Energies exhibition at HOTA, the annual College based senior student Visual Art exhibition Visions, the QATA Student Art Exhibition and the Lutheran Education Queensland Art Exhibition if the dates align with units of study, as well as a range of more informal school-based displays and House activities.

Sport

The college proudly offers a diverse range of sporting activities through the APS pathway (Associated Private Schools) and through Non – APS opportunities. The college is a member of the

APS Association (Years 4 to 12) which conducts a high quality inter-school sporting competition through summer and winter. Sport offerings include Athletics, Australian Rules, Basketball, Cricket, Cross Country, Football (Soccer), Netball, Rowing, Rugby Union, Swimming, Tennis, Touch, Volleyball and Water Polo. Beyond this, the college has a strong tradition in rowing, including success at local regional, state and national level.

Other Activities

Junior Years

Chess, Community Service, Compassion International Student Sponsorship, Speech and Drama, choirs, concert bands, string ensembles, instrumental music and dance, after / before school sport Total Football Academy, Auskick, Gecko Sports, Running Club, Swimming and Aussie Hoops. Lunch time clubs (mindful colouring club; Lego club; building club; language clubs; yoga club, Japanese club, reading club and wool club).

Middle Years

Service Learning, Dance, Drama, Rowing, Speech & Drama, various Choirs & Vocal Groups, Percussion Ensembles, String Ensembles, Jazz Ensembles, Woodwind Ensemble, Technical Services (sound and technical crew), Velocitas Sport, Debating, Public Speaking, Gold Coast Drama Festival, Arts Excellence Program, Duke of Edinburgh Award Scheme (Years 8 to 12), Kokoda Challenge and Modern Languages Speech Competitions.

Senior Years

Service Learning, Duke of Edinburgh Award Scheme, Kokoda Challenge, Speech & Drama, Rowing, Velocitas Sport, Debating, Public Speaking, Gold Coast Drama Festival, various Choirs & Vocal Groups, Percussion Ensembles, String Ensembles, Jazz Ensembles, Woodwind Ensemble, Speech and Drama, Arts Excellence Program.

SCHOOL SOCIAL CLIMATE/PASTORAL CARE

Central to the mission of Trinity is the provision of an ordered, caring Christian environment where each individual is affirmed, valued and challenged. Trinity strives to foster the intellectual, physical, social, emotional and spiritual development of the whole person.

A safe, fair and respectful environment is sought for all students. Trinity uses a Restorative Approach to teach students the importance of taking responsibility for their actions and repairing the harm done to relationships.

The Pastoral Care Program is supported by one full time Pastor and one part-time Chaplain, the Head of Learning, Pastoral Care (Kindergarten to Year 5), the Head of Pastoral Care (Years 6 to 12), Heads of Year, Heads of House, the Head of Learning (Learning Enhancement), Pastoral Care Teachers and Christian Youth Group ministry. Pastoral care extends well beyond what occurs in the timetabled Pastoral Care classes. Pastoral care of students is the responsibility of all teaching staff of the college.

On the Cotlew Street campus, all classroom teachers are the Pastoral Care Teachers for the students in their class. They are responsible for the well-being of students and together with the Head of Learning, Pastoral Care (Kindergarten to Year 5), they manage any concerns and provide support for students across all areas including academic and social and emotional development.

On the Ashmore Road campus, each Pastoral Care class is managed by the Pastoral Care Teacher under the guidance of a Head of Year and Head of Pastoral Care (Years 6 to 12) to ensure optimum student wellbeing. The key role of the Heads of Year is to assist teachers in managing student concerns and providing ongoing support for students where required.

The roles of the Junior School Class Teacher or Middle/ Senior Years Pastoral Care Teacher at Trinity Lutheran College are vital ones. Pastoral Care Teachers are the people who are in most direct and regular contact with the home and have the best opportunity to maintain an oversight over a student's total progress. In many situations this teacher is the first point of contact for parents of a student in the class. More than anyone else, they have the opportunity to cater for the needs of the whole person. The desired relationship between these key teachers and the student must be one which springs from mutual respect and one which aims to positively reinforce continued growth for the student as an individual. Parents are thus encouraged to establish and maintain close and regular contact with their child's Junior School Class Teacher or Middle/ Senior Years Pastoral Care Teacher.

At the Ashmore Road campus, an innovative House program facilitated by three Heads of House and the Student Leadership Team across Years 6-12 builds spirit and allows social integration across the year levels to occur.

Trinity has a clearly established policy on student protection including bullying and harassment. Trinity audits itself against the National Safe School Framework, a self-audit relating to student welfare and safety that the Commonwealth Government requires all schools to undertake.

PARENTAL INVOLVEMENT

At Trinity we strongly desire to work in a three-way partnership between the child, the parents/community and the college. Parents can be involved in their child's education in a variety of ways, for example:

- Parents & Friends
- Participation in a voluntary capacity with P&F events
- Volunteering to help in the canteens, uniform shop, libraries, classrooms, sporting carnivals and APS sporting events
- Parent Support Groups – Performing Arts, Rowing and Aquatics
- Alumni Reunions and Grandparents Day
- New student and parent orientation mornings and Scholarship Exam day
- Homestay family for overseas exchange students
- College Council (governing body) – currently 2 past parents and 2 current parents
- Foundation Committee (governing body) - currently 3 past parents and 4 current parents
- College campus tours with the College Principal and Heads of Campus

Opportunities for parents to meet with their child's teacher/s and discuss their child's progress are provided through either Parent-Teacher interviews or student led conferences at various stages during the year.

STAFFING INFORMATION

Qualifications of all teachers

Trinity publishes a complete list of teaching staff and their qualifications in the annual Yearbook. Refer to these for a complete listing.

Qualification	Percentage of classroom teachers and school leaders at the school
Doctorate	1.2%
Masters	17.9%
Bachelor Degree	100%

Expenditure on and teacher participation in professional development

Description of Professional Learning Activity (A list of the range of the professional Learning Activities that Trinity Lutheran College Teachers have participated in appears below)	Number of teachers/staff participating in activity
Leadership	Various
Senior First Aid Course	30
CPR & asthma and anaphylaxis management	82
Staff WHS refresher training	156
Subject Workshops	Various
Various QCAA Subject Workshops	Various
APS Winter Sport Coaches In-service	30
IB, PYP Workshops	Various
Lutheran Education Qld CS Equip Program	19
Lutheran Education Qld Valuing Safe Communities training	2
Salt Compliance Training	200
Total number of teachers/staff participating in at least one activity in the program year	200

Total Number of Teachers	Total expenditure on Teacher Professional Learning (including staff relief cost)	Average expenditure on Professional Learning per Teacher (including staff relief cost)
88	\$142,403	\$1,618.22

Average Staff Attendance:

Number of Staff	Average Number of "Personal leave" days per Staff Member for	Average Number of "Personal leave" days per Staff Member for
	2017	2018
146	6.718	6.88

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of program year (Head Count)	Number of these staff retained in the following year	% retention rate
79	74	93.67%

From the end of 2016 94.59% of staff were retained for the start of the 2017 school year.

KEY STUDENT OUTCOMES

Average student attendance rate

School	Attendance Rate
Whole College (P-12)	94.1%

2018 Years 3, 5 & 7 NAPLAN (National Assessment Plan for Literacy and Numeracy)

Year 3	State mean	National mean	TLC mean	% above State	% above National
Reading	429	433	447	4.2%	3.2%
Writing	397	407	433	9.1%	6.3%
Spelling	411	418	431	4.8%	3.8%
G & P	429	431	450	4.9%	4.4%
Numeracy	399	407	416	4.3%	2.2%

The student(s) who did not meet the National Minimum Standard have diagnosed learning difficulties and are receiving support.

Year 5	State mean	National mean	TLC mean	% above State	% above National
Reading	506	509	519	2.6%	2.0%
Writing	454	464	471	3.7%	1.5%
Spelling	497	502	500	0.6%	-0.4%
G & P	501	503	509	1.6%	1.2%
Numeracy	487	494	491	0.8%	-0.6%

The student(s) who did not meet the National Minimum Standard have diagnosed learning difficulties and are receiving support.

Year 7	State mean	National mean	TLC mean	% above State	% above National
Reading	537	541	557	3.7%	3.0%
Writing	493	505	522	5.9%	3.4%
Spelling	541	545	561	3.7%	2.9%
G & P	542	544	568	4.8%	4.4%
Numeracy	541	548	570	5.4%	4.0%

The student(s) who did not meet the National Minimum Standard have diagnosed learning difficulties and are receiving support.

Year 9	State mean	National mean	TLC mean	% above State	% above National
Reading	577	583	611	5.9%	4.8%
Writing	527	542	570	8.2%	5.2%
Spelling	580	583	609	5.0%	4.5%
G & P	579	580	604	4.3%	4.1%
Numeracy	588	595	616	4.8%	3.5%

The student(s) who did not meet the National Minimum Standard have diagnosed learning difficulties and are receiving support.

Year 12 Outcomes

Outcomes for our Year 12 cohort 2018

Percentage of Overall Position (OP) – eligible students with OP 1-15	95%
Percentage of students awarded QCE or awarded a VET qualification	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a first-round offer	97.3%

Year 12 Post School Destinations

(available in August/September 2019 from DET):

Most Popular Tertiary Destinations for class of 2018 Trinity students based on QTAC data

1. Griffith University
2. University of Queensland (UQ)
3. Queensland University of Technology (QUT)

Most Popular Fields of Study for class of 2018 Trinity students:

FIELD OF EDUCATION	%
Architecture and Building (e.g. Urban & Regional Planning, Interior Design)	3.13%
Creative Arts (e.g. Music, Graphic Design, Communication & Media Studies)	15.63%
Education (e.g. Early Childhood, Primary, Secondary)	3.13%
Engineering (e.g. Chemical, Automotive, Civil, Aerospace, Biomedical, Surveying)	7.81%
Health (e.g. Pharmacy, Veterinary Science, Naturopathy, Speech Pathology)	3.13%
Information Technology (e.g. Computer Science, Programming)	1.5%
Management and Commerce (e.g. Hospitality Management, Banking & Finance)	23.43%
Natural and Physical Sciences (e.g. Mathematics, Physics, Laboratory Technology)	9.38%
Society and Culture (e.g. Law, Economics, Psychology, Sport & Recreation)	32.81%

APPARENT RETENTION RATES

Year	Year 10 Base (2016)	Year 12 (2018)	Apparent Retention Rate %
2018	102	97	95.09%

Find out more about Sources of School Funding at <https://www.myschool.edu.au/>

HOW DIGITAL AND INFORMATION TECHNOLOGY IS USED TO ASSIST LEARNING AT TRINITY

At Trinity Lutheran College we provide Digital Learning opportunities for our staff and students through four interlocking strategies, of:

- Personalised Learning Environments
- Connected Classrooms through online global collaboration
- Digital Pedagogy
- Digital Innovation

We believe in developing our students, staff and communities' capacity through these four main areas to deliver and foster a technology-rich learner-centered and personalised learning environments. Through these four strategies, we facilitate effective communication between all sectors of the college community and for effective administration. We believe that digital learning and connectivity are critical resources for staff and students.

To develop students' capacity to create, connect, and collaborate in a technologically versatile 21st century society, we develop key transdisciplinary skills further enhancing appropriate social and ethical understandings of the use of technology.

We aim to:

- Utilise ICTs in all aspects of school planning, improvement and decision making
- Support teachers through a commitment to ongoing learning and leadership in the
- expanding use of digital technologies in all aspects of schooling
- Transform learning through a digital learning environment that consistently evolves to cater for the changing needs of students and the school community
- Maintain effective learning and business productivity and enable educational services
- driven by demand, innovation, research and community expectation
- Promote information literacy as an intellectual framework for understanding, finding,
- evaluating, and using information
- Build global understanding providing students with opportunities for rich, cultural experiences beyond the boundaries of the classroom

The College aims to develop students who become:

- Capable and competent information technology users
- Information seekers, analysers and evaluators
- Problem-solvers and decision makers
- Creative, innovative and effective users of productivity tools
- Communicators, collaborators, publishers and producers
- Informed, responsible and contributing digital citizens

VALUE ADDED

Trinity value adds to the education of its students in a variety of ways including:

- Provision of Velocitas programs / classes for high achieving academic and sporting students
- Strong commitment to pastoral care and wellbeing to enhance student academic achievement and the development of healthy, well rounded global citizens
- Offering the International Baccalaureate Primary Years Program
- Provision of an inclusive learning enhancement program Years P to 12
- Provision of an extensive Inter-house Competition (Cultural, Sport and Academics)

- Offering a Ski Tour, Musical Camp, Band Camp and trips to Japan and Germany
- Outdoor education camps from Years 4 to 10, and Year 12 Retreat
- Regular incursions to provide curriculum support experiences for students in Years P to 12
- Opportunities for students in Years 10 to 12 to undertake work experience or a school-based traineeship or apprenticeship
- Leadership development opportunities in Years 5, 9 and 11
- Provision of a Careers Counsellor and personalized academic tracking / monitoring for optimum senior outcomes
- Opportunities for students in Year 6 and 7 to study a range of 'experience' subjects e.g. Home Economics, Design Technology, Performing Arts
- Provision of after school tutorials
- Dedicated Interactive TVs and Apple TVs in all classrooms throughout the college
- Provision of a wireless network across two campuses
- Dedicated 1:1 BYOD program across Years 4 to 12
- Dedicated Learning Content Management System for 24/7 connected learning and community
- Effective Relational Management program for students
- Flexible and contemporary teaching space and approach

-----*End of Report*-----