

Trinity Lutheran College
Commonwealth Government Report for 2016
Date: 2 March 2017



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: 1,013 (as at August 2016 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, the Australian Curriculum and QCAA (Queensland Curriculum and Assessment Authority) syllabus documents are used for each of the 8 key learning areas: English, Mathematics, The Arts, Science, Technology, Health and Physical Education (HPE), History and Geography, and LOTE (specifically Japanese).

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
- Technology: Home Economics, Design Technology, Business Education, Information technology and Multimedia
- 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, Velocitas English
- Mathematics: Mathematics, Velocitas Mathematics
- Science: Science, Velocitas Science
- Humanities: Humanities and Velocitas Humanities (History and Geography)
- Health and Physical Education
- Languages: German and Japanese
- Technology: Information Technology and Multimedia, Certificate II Hospitality, Certificate II Tourism, Certificate I Furnishing, Certificate I Manufacturing Pathways, Certificate II Engineering Pathways, Certificate II Business, Certificate III Business, Graphics
- Arts: Dance, Drama, Music, 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 C
- Sciences: Biology, Chemistry, Physics
- Languages: Japanese or German
- Humanities and Business: Accounting, Geography, Economics, Legal Studies, Modern History
- Vocational: Cert 1 Engineering, Cert I Furnishing & Cert I Manufacturing, Cert II Hospitality (Operations), Cert II Tourism/Cert II Business, Cert III Business, Cert III Sport and Recreation
- Technology: Graphics
- 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 and Humanities cater for academically advanced and motivated students from Years 3 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 PYP unit of inquiry and share student leadership responsibilities during the year. House Sport Captains in athletics, cross country and swimming are selected from the Year 5 leaders. A number of Year 5 leaders elect to sit on the junior campus' Service Committee. Year 5 leaders also elect to serve as student library monitors and as assistants to teachers on yard duty, helping younger students in constructive play and assisting them to resolve minor conflicts. In Year 9, students have the opportunities to be Middle School Captains or House Captains. Additionally, there is a Peer Helper program and a Middle School SRC. In the senior school, Year 12 students have the opportunity to become College Captain, House Captain, Prefect or a member of the Senior School SRC. All students in Years 8, 9, 11 and 12 undergo leadership training throughout the year to assist with new leadership development.

Performing Arts

Trinity offers numerous performing ensembles in which students can become involved including dance groups that explore styles such as classical, jazz, tap and hip hop; Drama groups and production casts; Music groups including orchestras, choirs, bands, strings and chamber music ensembles. Students can also become involved in school musicals and Music showcases or join

behind the scenes groups such as the sound and technical crew. A big top show, the Cirque de Extravaganza, was a successfully major show involving 350 students from Prep to Year 12.

Visual Art

There are a number of extra-curricular activities in Visual Art where students are given the opportunity to enter competitions and display their artwork. These include the Creative Generation Excellence Awards in Visual Art and Design, the Energies Exhibition, QATA Student Art Exhibition, the Lutheran Education Queensland Art Exhibition as well as a range of other school and inter-House activities.

Sport

The college offers a wide range of sporting activities including Athletics, Australian Rules, Basketball, Cricket, Cross County, Football (Soccer), Hockey, Netball, Rowing, Rugby Union, Swimming, Tennis, Touch, Volleyball, Triathlon and Water Polo. 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. The college is a strong competitor in State and National Rowing competitions.

Other Activities

Junior Years

Chess, Community Service, Compassion International Student Sponsorship, Speech and Drama, choirs, concert bands, string ensembles, instrumental music and Dance, after school soccer (Total Football Academy), after school Auskick, lunch time clubs (colouring in club; running club; lego club; building club; paper plane club; language club; gymnastics club, Chinese club, yoga club, Japanese club, reading club and wool club).

Middle Years

Community Service, 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

Community Service, 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, Heads of Year, Head of Learning (Learning Enhancement) and Christian Youth Group ministry.

Pastoral care extends well beyond what occurs in the timetabled pastoral care group. Pastoral care of students is the responsibility of all teaching staff of the college.

On the Ashmore Road campus, care groups and core classes are clustered into one of three Houses, Mackenzie, Stephan and Strohmeyer. Each of these care groups is managed under the guidance of a Head of Year. 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 role of the Pastoral Care Group teacher at Trinity is a vital one. Pastoral care group 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 group. More than anyone else they have the opportunity to cater for the needs of the whole person. The desired relationship between the care group teacher 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 Pastoral Care Group Teacher/s.

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) – at present, 2 past parents and 2 current parents on the College Council
- 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	1.25%
Masters	22.5%
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	95
CPR & asthma and anaphylaxis management	131
Staff WHS refresher training	123
Subject Workshops	Various
Various QCAA Subject Workshops	Various
APS Winter Sport Coaches In-service	19
IB, PYP Workshops	Various
Lutheran Education Qld CS Equip Program	14
Lutheran Education Qld Complex Issues Resolution training	3
Lutheran Education Qld Valuing Safe Communities training	2
Total number of teachers / staff participating in at least one activity in the program year	158

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)
85	\$127,147	\$1,495.85

Average Staff Attendance:

Number of Staff	Average Number of "Personal leave" days per Staff Member for 2015	Average Number of "Personal leave" days per Staff Member for 2016
158	5.76	5.87

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
74	70	94.59%

From the end of 2015 91.57% of staff were retained for the start of the 2016 school year.

KEY STUDENT OUTCOMES

Average student attendance rate

School	Attendance Rate
Whole College (P-12)	93.4%

2016 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	420	426	454	8.1%	6.5%
Writing	409	420	419	2.4%	0.0%
Spelling	411	419	438	6.6%	4.5%
G & P	433	435	473	9.2%	8.7%
Numeracy	397	402	432	8.8%	7.5%

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	500	501	519	3.8%	3.6%
Writing	466	475	482	3.4%	1.5%
Spelling	486	492	500	2.8%	1.6%
G & P	505	505	519	2.8%	2.8%
Numeracy	488	493	526	7.8%	6.7%

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	539	540	564	4.6%	4.4%
Writing	502	515	539	7.4%	4.7%
Spelling	540	543	567	5.0%	4.4%
G & P	538	540	584	8.6%	8.1%
Numeracy	546	550	582	6.6%	5.8%

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	576	581	604	4.9%	4.0%
Writing	534	549	555	3.9%	1.1%
Spelling	574	580	587	2.3%	1.2%
G & P	567	569	571	0.7%	0.4%
Numeracy	582	589	608	4.5%	3.2%

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 2016

Percentage of Overall Position (OP) – eligible students with OP 1-15	83%
Percentage of students awarded QCE or awarded a VET qualification	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a First Round offer	93%

One student was awarded the Queensland Curriculum Assessment Authority's (QCAA) Outstanding Academic Achiever (i.e. Top Year 12 Student).

One student was awarded the Queensland Curriculum Assessment Authority's (QCAA) Highest Result by an International Student (i.e. Top Year 12 International Student).

Year 12 Post School Destinations

(available in August/September 2017 from DET):

Most Popular Tertiary Destinations for class of 2016 Trinity students based on QTAC data

1. Griffith University
2. Queensland University of Technology (QUT)
3. University of Queensland (UQ)
4. Bond University
5. University of Southern Queensland (USQ)
6. Gold Coast Institute of TAFE

Most Popular Fields of Study for class of 2016 Trinity students:

FIELD OF EDUCATION	
Agriculture, Environment and Related Studies (e.g. Land, Parks & Wildlife)	1.20%
Architecture and Building (e.g. Urban & Regional Planning, Interior Design)	4.20%
Creative Arts (e.g. Music, Graphic Design, Communication & Media Studies)	8.50%
Education (e.g. Early Childhood, Primary, Secondary)	3.10%
Engineering (e.g. Chemical, Automotive, Civil, Aerospace, Biomedical, Surveying)	5.20%
Health (e.g. Pharmacy, Veterinary Science, Naturopathy, Speech Pathology)	15.60%
Information Technology (e.g. Computer Science, Programming)	3.90%
Management and Commerce (e.g. Hospitality Management, Banking & Finance)	24.90%
Natural and Physical Sciences (e.g. Mathematics, Physics, Laboratory Technology)	13.3%
Society and Culture (e.g. Law, Economics, Psychology, Sport & Recreation)	20.1%

APPARENT RETENTION RATES

Year	Year 10 Base (2014)	Year 12 (2016)	Apparent Retention Rate %
2016	84	98	117%

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

At Trinity Lutheran College we promote an integrated use of 1:1 BYOD (bring your own device) technology to enhance student learning, to facilitate effective communication between all sectors of the school community and for effective administration.

We believe that ICT integration and connectivity are critical resources for staff and students – just as important as more traditional resources such as classrooms, whiteboards, desks and chairs.

Information and Communication Technology is a learning tool, integrated into the curriculum and embedded in classroom teaching and learning practices to help achieve high quality student-centered learning that is collaborative, engaging, challenging, and which empowers students to develop critical and higher order thinking skills. We vigorously pursue effective learning environments necessary to address the needs of today's connected learners.

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

The college aims to develop students who become:

- Capable and competent information technology users
- Information seekers, analyzers 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 3 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 a 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

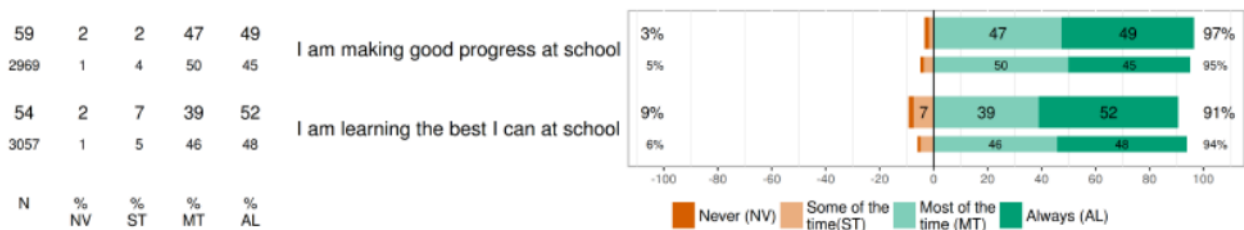
- Increasing use of Web 2.0 techniques to facilitate communication between classrooms, the home and the world.
- 3 computer labs on the Ashmore Road campus
- Dedicated 1:1 BYOD program across Years 4 to 12
- Dedicated Learning Content Management System for 24/7 connected learning and community
- Effective Relational Management program for students

STAKEHOLDER SATISFACTION

In 2016, Trinity Lutheran College undertook the Lutheran Education Australia nationwide survey known as Quality Schools Survey with all stakeholders. The overall satisfaction by each group is reported below.

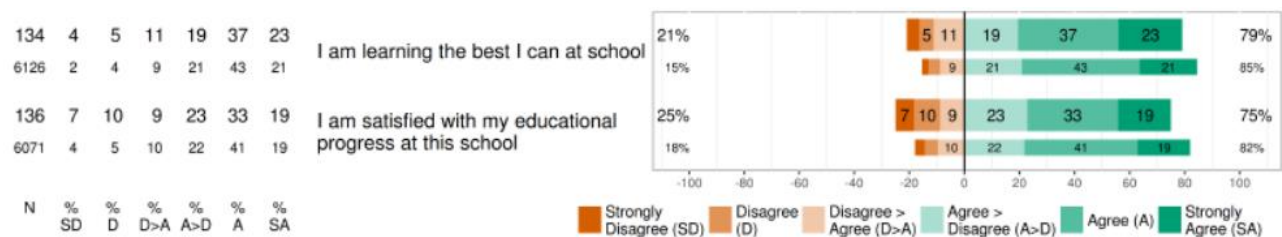
Quality Schools Student (Years 5-6) Survey 2016

OVERALL SATISFACTION



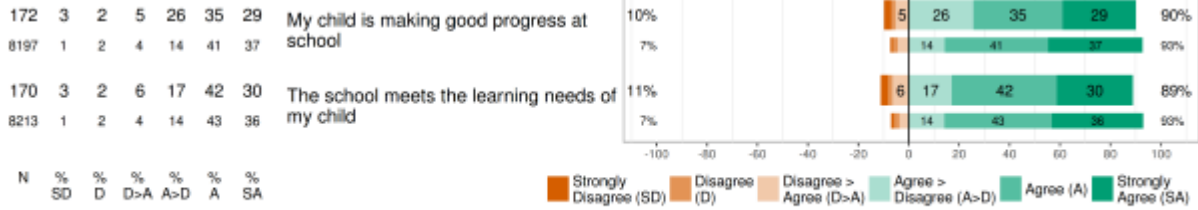
Quality Schools Student (Years 7-12) Survey 2016

OVERALL SATISFACTION



Quality Schools Parent Survey 2016

OVERALL SATISFACTION



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