



SCHOOL PROFILE

School name Trinity College

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Principal's foreword

This document has been prepared by the College Principal in accordance with Commonwealth and State government requirements for educational settings. Trinity College is a Catholic, co-educational College, educating 936 boys and girls from years 7 to 12. Students enrol from a wide variety of demographic areas, including the fast developing Gold Coast corridor area surrounding Ormeau, Beaudesert, Beenleigh and surrounding areas in and around Logan City. Trinity College is administered by Brisbane Catholic Education and is a member of the Marist Schools of Australia. In our 35th year of operation, our school community encourages the participation of shared faith, Catholic identity, high quality education, contemporary curriculum, within an environment of excellent pastoral care. Staff at Trinity College are supported extensively in the areas of spiritual development, professional learning and pastoral nurturing with a Catholic context.

School facts

Trinity College is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational or Single sex

Year levels offered: Primary Secondary P-12

Total student enrolments: 936 Girls: 487 Boys: 449

Characteristics of the student body

Trinity College students enrol from thirty-seven different primary schools from the regions of Beenleigh, Beaudesert, Loganholme, Kingston, Woodridge, Browns plains, Jimboomba, Ormeau, Windaroo Valley, Mt Warren Park and surrounding areas. The local Catholic primary school, St Joseph's Primary School, is a source of significant enrolments and would represent the largest group of students enrolling from the one school. Trinity College is part of St Patrick's Parish in Beenleigh, together with St Joseph's and Mother Teresa Primary School at Ormeau. We have a total indigenous population of 17 students. Students generally embrace the cultural and spiritual life offered at the College and are very generous with their time and enthusiasm when it comes to fund raising for worthy causes and social justice issues. Their involvement in school liturgies and Messes, especially in terms of the music ministry is always well-subscribed. Students are also highly involved in multiple representative sporting teams, including the local Catholic inter-school SECA competition and various district, regional, state and national competitions.

Social climate

Trinity College is a Catholic school with its beliefs founded in the historic creeds. While accepting that pupils will be drawn from diverse faith traditions, the values of the College are expressly Catholic. Trinity College is a community of families where care for one another is fostered. The College encourages individuals to achieve their personal best and to understand the importance of perseverance, discipline and the pursuit of excellence. The focus of Trinity College is to empower young people through idealism and hope and to aid them in their quest for self-identity, self-knowledge, self-discipline and self-fulfilment. Following in line with our Behaviour Support Policy, bullying is not tolerated, with care taken to identify bullying behaviours and support those who are bullied. Respectful and communicative relationships is paramount when dealing with bullying incidents at Trinity College.

Curriculum - our distinctive offerings

Trinity College offers an extensive curriculum. Numerous pathways are available to students including a range of traditional academic subjects to prepare students for future tertiary study as well as work-related courses to prepare students for direct entry into the workforce. The College also offers an extensive Vocational Education Program and supports students through flexible timetable options to participate in school-based traineeships and apprenticeships. There is a strong focus on literacy development, through the Accelerate Literacy Learning strategy. This initiative places a deliberate focus on supporting students to increase engagement and make progress in literacy outcomes leading to improvements in all areas of learning and supports them to take responsibility for their own learning goals and academic success. Our College provides a wide variety of educational choices for students, including academic pathways leading to university courses, participation in school-based apprenticeships and traineeships and a Trade Training Centre offering certificate courses in Hairdressing, Retail, Automotive Mechanics, Electro-Technology, Construction, Business, Information Communication Technologies, Manufacturing and Fitness.

Curriculum - our extra curricula activities

Students may participate in extra-curricular activities including learning a musical instrument through the Instrumental Music Program; participating in SECA (South Eastern Colleges Association), regional and district sporting competitions; the Marist interstate cricket competitions; State representation in Rugby League, Netball and Touch Football; participation in the College Choir and the College Band. Trinity College also provides students with opportunities to develop many multi-dimensional skills. These include opportunities to participate in international travel and immersion experiences; a bi-annual ski trip; school retreats; leadership conferences and retreats; debating competitions; visits to nursing homes; membership of the local Junior Chamber of Commerce; participation in social justice programs and numerous other extra-curricular activities.

Parent, student and teacher satisfaction

Overall, we receive positive feedback from parents about the programs and opportunities we offer to the students. Parents are frequently appreciative of the information evenings we run for them and their children in order to best inform them about a wide range of topics. Parents have become increasingly involved in the Parents and Friends' Association Meetings and regular working bees and freely offer their feedback about the organisation and running of the school. Clarification of issues of concern are dealt with appropriately in these forums. The ongoing demand for places in the school has been an indicator of the good reputation the school enjoys in the local area. The students consistently achieve academic results which are above the State average. The high retention rate of teaching staff is also indicative of their satisfaction with the school community in which they work.

Parent engagement

Trinity College is aware of the pivotal importance of a strong partnership between parents and the College community as a crucial aspect of forming relationships. We do this through involvement in events such as: Celebration of the Arts and Open Night; the Parents and Friends' Association; Working Bees; Parent/Teacher Interviews; Year 12 Drama Evenings; Awards Night; Year Level Information Evenings; College Board and Parenting Evenings.

SCHOOL ACHIEVEMENTS

Achievements - progress towards goals

The College is making some progress in improving Literacy/Numeracy outcomes. However, this has only been a recent focus and it is expected that literacy gains, in particular at Years 7-9 , will show improvements in 2018/2019.

The College is now beginning a review of its numeracy programs in 2018/2019.

The ongoing extension of curriculum offerings at Years 10-12 especially in the VET area has seen a significant increase in students pursuing alternative pathways.

Future outlook

The College looks to future integration into the wider Logan Shire and surrounding districts. Better articulation of pathways for students in Years 10-12 is envisaged as well as some future expansion of VET offerings.

The College is preparing to enter the pre-implementation phase for Senior Schooling 2019/2020.

The College also expects to expand its extracurricular Arts and Sports programs.

STUDENT OUTCOMES

Whole school attendance rate	91.00 %
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Prep attendance rate	%	Year 7 attendance rate	93.00 %
Year 1 attendance rate	%	Year 8 attendance rate	90.00 %
Year 2 attendance rate	%	Year 9 attendance rate	93.00 %
Year 3 attendance rate	%	Year 10 attendance rate	91.00 %
Year 4 attendance rate	%	Year 11 attendance rate	91.00 %
Year 5 attendance rate	%	Year 12 attendance rate	90.00 %
Year 6 attendance rate	%		

Management of non-attendance

An electronic roll marking system is used to mark student attendance for every period of the day and at the start of the day in pastoral care class. Parents/Carers are advised via SMS of student absences. A Student Well-Being Leader has been appointed to assist the Year Level Pastoral Leaders with the implementation of the College Attendance Policy. Each Pastoral Leader receives a report of student absence, monitors these and communicates on a regular basis with the pastoral care teacher. On the third day of absence, a phone call home is made by the pastoral care teacher.

Working together as a pastoral team, anomalies in lateness and attendance are followed up promptly to keep the lines of communication open with parents and the care of the students in mind.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading				
Writing				
Spelling				
Grammar & punctuation				
Numeracy				

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	523.50	541.00	565.63	580.60
Writing	496.05	514.70	507.71	548.40
Spelling	543.23	542.90	565.51	580.30
Grammar & punctuation	520.76	540.20	553.83	570.30
Numeracy	516.69	549.50	566.93	588.80

Apparent retention rate from Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2014) student cohort	99.5 %
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Outcomes for Year 12 cohort of 2016

Number of students receiving a Senior Education Profile	186
Number of students awarded a Queensland Certificate Individual Achievement	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	178
Number of students awarded one or more Vocational Educational Training (VET) qualifications	112
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	29
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	100
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	68.0 %
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99.0 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	93.0 %

Overall Position (OP) bands

Number of students in each band for OP 1 to 15

OP 1-5	OP 6-10	OP 11-15
8	26	34

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
15	80	66

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 Year 12 post-school destinations survey, Next Step, were not available. Information about the post-school destinations of students will be published in September when the information is made available to the school.

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	79	34
Full-time equivalents	75.70	26.21
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	15
Post Graduate Diploma/ Certificate	42
Bachelor Degree	22
Diploma/Certificate	0

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 103541

The major professional development initiatives were as follows

Learning and teaching goals with focus on improving student learning outcomes. Professional learning invested in literacy teaching skills. Learning and teaching pedagogies by John Hattie and Lyn Sharratt, leadership in this area of learning by Michael Fullan. Student behaviour support. Religious life initiatives.

Average staff attendance rate The staff attendance rate was 96.01 % in 2016.

Proportion of staff retained from the previous school year

From the end of the 2015 school year, 87.40 % of staff were retained by the school for the 2016 year.

SCHOOL INCOME

School income by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>

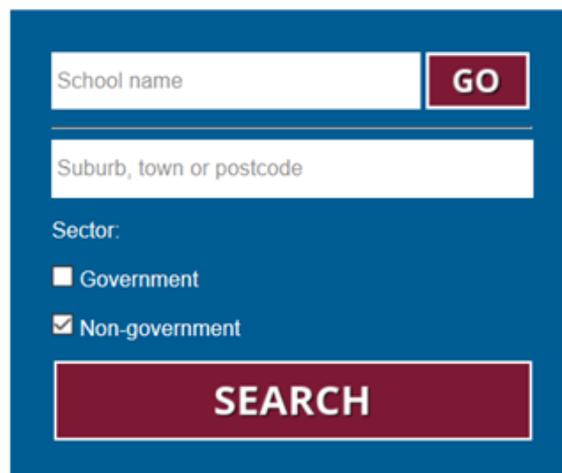
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.

Find a school



The screenshot shows a search interface with a blue background. At the top, it says 'Find a school'. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the 'Suburb, town or postcode' field, there is a 'Sector:' label followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.