	PO address	PO Box 142, Trinity Beach, QLD. 4879
	Phone	07 40571444
	Fax	0740571400
	Email	tbeac4@eq.edu.au
	Website or Contact Person	http://trinitybeachss.eq.edu.au Ian Moller-Nielsen

Principal's foreword

Introduction

Our School's Triennial Review (2006-2008) formed the basis of our 2009 – 2011 School Strategic Plan. The Strategic Directions highlighted the following Key Issues that we need to continue working on:

Learning

Match skills and expertise to student needs

Reduce change of fractional support staff to school

Change and promote openness to change

Reporting and Assessment techniques be more consistent via the use of One School Information and Communication Technology

Mathematics Syllabus introduction and setting up for the teaching of mathematics

Improving literacy and numeracy outcomes

Building on goals of 2010

Teaming and working with other schools

Schools

Promote networking strategies that engage the school community in professional dialogue.

Continue to foster and develop interagency initiatives to support resources and services for students

Review School Wide Positive Behaviour Support Policy and Guidelines

Maintain a safe, tolerant and disciplined learning environment.

Promote successful progression, participation and attainment of students

Development, recording and tracking of long term resource development purchasing policy

School Workforce

Access professional development from Learning Development Centres – Literacy and Information Technology

Productive Pedagogies

Information and Communication Technology

Learning Networks within the school and cluster

Improvement in workplace health and safety practices

School Services

Support the core business of the school

Improve school capacity building

Facilities maintenance

School Improvement and accountability

Financial and communication capability

Future outlook

The northern beaches cluster is committed to the First Steps program of Numeracy and Writing with our school investing in this program by training an accredited facilitator in each program.

Our school is implementing the School Wide Positive Behaviour Support Program; this program is a compilation of effective practices, interventions and well-researched change behaviour strategies. Our leadership team, inclusive of parents and non-teaching staff has been established to guide the school in our positive behaviour program.

Our building maintenance program has caught up with the backlog of repairs and we are now looking forward to enhancing our facilities.

Our Preparatory classes have been well attended with parents, students and staff embracing the program.

The implementation of our Bike Bus Program has been well supported by staff, students and parents and effectively reduced the number of vehicles dropping off students at the school each Thursday. An added benefit has been the increased levels of fitness of all parties.

The student population is decreasing and we will probably dip below the 700 students for the first time since 2007, this will have implications for our staffing model and program.

Our school at a glance

School Profile

Our school has a total enrolment of 714 students in preparatory classes through to year seven. The school is a coeducational school with classes arranged traditionally in single year classes, excepting for a small number of composite classes. The majority of new students enrolling at Trinity Beach are from interstate or overseas. Trinity Beach State School is an accredited Education Queensland International School (EQI) which means that we except full fee paying students from overseas providing that they have enrolled through the EQI process.

Curriculum offerings

Our school continues to offer the Eight Key Learning Areas (English, Mathematics, Science, Studies of Society and the Environment, The Arts, Health and Physical Education, Technology, and Language other than English (Indonesian). The teachers work on integrated units of work that are a combination of at least two or more of these KLAs. We also offer the following to enrich our student's schooling:

- Gross Motor Skills program to all students in prep to year three classes.
- Indonesian LOTE lessons to students in year six and seven
- Scheduled computer lessons to all students in years three to five.

The following extra curricula activities are offered:

- Instrumental Music Program along with the school band and ensemble
- Choir activities with their being a junior mixed and senior mixed choir
- Student Council – years 4, 5, 6&7
- Year Seven leadership camp
- School Leadership Camp
- Robotics Program
- School Radio Program and broadcast
- Sport, interschool sport and recreational sport program
- ANZAC Day Ceremony
- School Disco Program
- Class led and shared parades
- Student Leaders Induction
- Education Queensland International student visits and homestay programs.
- Bike Bus each Thursday for students living north of the school

How computers are used to assist learning

In every classroom the teacher is supplied with their own personal laptop

Our school at a glance

Each classroom has between two and five computers as well as the teacher's laptop for use in the classroom

There are two computer laboratories on line at the moment with the junior lab to be remodelled during 2009.

Non-Contact time is supplied via the use of computer lessons for students in year three to five. These lessons are designed as skill lessons as well to back up what the classroom teacher is doing.

Students are encouraged to complete their final drafts in digital form.

The staff members are encouraged to integrate the use of computer technology in all key learning areas.

Six staff members have completed their ICT pedagogical Licences and we hope to double this number for 2009.

The robotic's program is offered to those children who would like to be part of an extension program in ICT.

Each block of four classrooms share a data projector, screen and a digital camera.

Social climate

Trinity Beach State School was first established in 1970 and is located in the beach side suburb of Trinity Beach, approximately 17 kilometres north of Cairns. The school attracts students from the beach communities of Palm Cove, Clifton Beach, Kewarra Beach, Trinity Beach, Trinity Park, Holloway's Beach, Smithfield, Redlynch, Caravonica, Kuranda as well as the smaller rural/residential developments on the western side of the Captain Cook Highway.

Trinity Beach State School is located in the Cairns District of the Far Northern Education Region, classified as band 9 and caters for approximately 710 plus students. The school caters for the needs of students who attend the three prep classes, the Students with Disabilities Support Unit as well as the general needs of students enrolled in the primary year levels one to seven.

The school, whilst being quite large, has a country school feel about it and many parents and new staff members are surprised when they learn how many students attend the school. As the school services a large number of beach communities the school has never been seen as the hub of the school community. The school competes (friendly rivalry) for student enrolments with the two local private schools, Holy Cross and the Marlin Coast Campus of Trinity Anglican.

The diversity of student cultural backgrounds impacts on such areas as child rearing practices, views of schooling and education, behaviour management practices, communication with the school and also languages other than English spoken at home. The school has overcome the barriers to participation within educational programs operating within the school and is well supported by the majority of parents.

The Trinity Beach State School purpose is to provide students with an environment in

which to achieve quality, learning outcomes. The diverse cultural identity within the school is a strong foundation in providing a supportive, caring environment for students to achieve academically.

The school motto is “***Achievement Through Endeavour***” which implies that we need to work and put in effort if we are to achieve at a satisfactory level.

Our School Code of Conduct is best summed up by the stating of our three expectations/rules:

Be Safe

Be Respectful

Be a Learner

Each teacher works on these at the start of each term and unpacks them so that all students are aware of what these three rules encompass. Through this process we promote caring for others and the school environment by exhibiting:

Courtesy, kindness, fairness and respect

Consideration for each other and the environment

Cooperation

Responsibility and ownership of our actions

Tolerance of other view points.

The program is well supported by an advisory visiting behaviour teacher, a guidance officer, all school staff as well as a parent working group. The total behaviour management package is based on the rights and responsibilities of the whole school community and is:

Based on the school's Code of Conduct

Shared beliefs and values

Rights and responsibilities

Positive behaviour

Support for students and staff

Parental involvement

Consequences

Anti-bullying

Our school is working towards being a more student and parent friendly school by the appointment of school leaders, appointment of student councilors, selection of parent representatives, encouragement of volunteers as well as the number of courses being offered to parents to assist them with the teaching of literacy and numeracy.

At the end of each thematic unit of work we have been inviting parents in to see first hand what their children have achieved throughout the unit; these culmination days have been well attended.

Our school at a glance

Involving parents in their child's education.

The school services the northern beaches suburbs as well as those stated above. The school is well supported by the community and this is evidenced by the large attendance at events such as fetes, cultural nights, Discos and our culminating activities. Volunteer classroom helpers are always available to assist with classroom tasks and our two volunteer 'Nanas' are always in demand. The school has recently started conducting workshops to boost the teaching of literacy and these have been well attended, follow up workshops are being developed to assist parents with numeracy skills, parenting skills and technology skills.

We are continuing to develop local community support and are building on strong relationships that are being fostered with the business and sporting community. Our community and student members feel welcome and valued at Trinity Beach State School; a strong indicator of this is:

The small amount of vandalism that has been encountered over the last few years
Students arriving at school well before starting time and many community and sporting bodies utilizing the school grounds for recreational purposes during daylight hours.

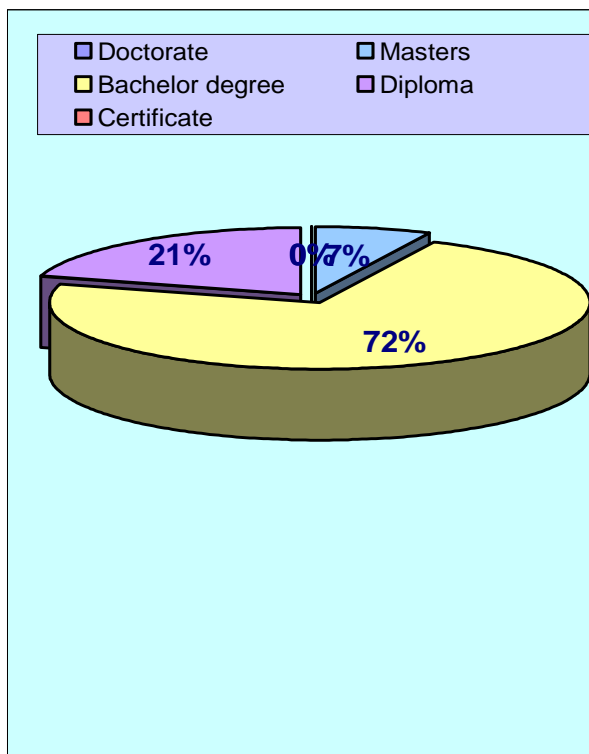
Parent willingness to assist to solve students issues and problems

Increase in the after hours school utilization by community members and community groups.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	42
Diploma	12
Certificate	0



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$19 742.56.
- The major professional development initiatives are as follows:
 - First Steps Number
 - First Steps Writing
 - SMART Moves
 - ICT Pedagogical Licence
 - Prep to Year 3 Literacy Inservice
- The involvement of the teaching staff in professional development activities during 2008 was 81%.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Our staff profile

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 93% of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 92%.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	369	467	530
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	87 %	89 %
Writing	Average score for the school	376	483	532
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	89 %	94 %
Spelling	Average score for the school	371	456	520
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	90 %	82 %
Grammar and Punctuation	Average score for the school	370	469	520
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	91 %	92 %
Numeracy	Average score for the school	358	452	528
	Average score for Queensland	367.9	458.2	539.0

Performance of our students

	For the school the percentage of students at or above the national minimum standard.	2008	88 %	94 %	95 %
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Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	65
Writing	66
Number	59

Value added

As part of our school program we offer the following:

Bike Bus - operates twice a week, morning and afternoon to reduce our carbon footprint, increase fitness levels and reduce parking congestion around the school. In total 86 students use this program. It is well supported by staff and parents.

Values Program – offered at the same time as our Religious Education program to students who have opted out of the RE program. Encompasses the areas such of being –The three kinds of best this year: - The Learning Kind, The Achieving Kind and The Community Kind.

Social Skills Program – this is a weekly program that is - displayed in classrooms, modelled on parade, talked about in class, and related back to our three school rules.

High Five Program – signs are on display around the school, on the back of playground duty folders as well as in each classroom. Students are taught to use the High Five and regularly practice same.

Parent, student and teacher satisfaction with the school

Our student results hover around the average range, usually slightly above or below the state average. Overall we have approximately 60% of our students sitting in the banding for where the range of students should be for each year level.

Trinity Beach has a large tail, these are the students who receive intervention of some form or another. The concern here is that some students are targeted to receive many forms of intervention and this quite often clashes with their normal schooling program.

We also have a large turnover of students throughout the school year approximately 10%. This also causes challenges with the vast majority coming from interstate.

Our boys are performing below the girls and in an effort to address this we are trialling an all boy's class in year 6 in 2009.

Our Curriculum program is managed by our Head of Curriculum who works with the year level leaders and year levels on a number of initiatives. Annette Frumento.

Our specialist support team manages the intervention program - Brian Malpas and Nicola Rasheed. The special needs committee consists of this group plus our guidance officer, HOSE and at least one administrator. (Jenny Adermann, Rose Candeloro, Lyndal Lowth)

Teachers if concerned regarding student learning or progress, complete a special needs referral outlining their concerns and what data has been gathered and strategies used. The special needs group meets to discuss the referrals and to identify who will coordinate feedback on short term actions to be undertaken for students, e.g. if more assessment is to occur by one of the specialist staff (STLLN, GO, outside services : audiometric testing, visual testing, behavioural optometry, speech assessment, occupational therapy assessment or a range of assessments carried out by Guidance Officer). Following completion of assessments the team discusses results and puts forward a plan for students (e.g. meeting with class teacher and by whom to provide feedback on results and to decide on further actions e.g. further assessment, intervention, formulation of an IDP etc.) The group meets as required to review students, support programs and make recommendations.

All programs developed are via the committee structure and follow a similar process.

Committee meets, discusses and formulates program, program is then presented to a panel of senior teachers. Committee adapts or adopts program, this is then presented to whole staff for further clarification or implementation.

Senior teachers – Barb Ansell, Kate Archer, Alison Kettle, June Radmall.