Welcome to the Tropical North Learning Academy - Trinity Beach State School! The Tropical North Learning Academy is a strategic partnership between Trinity Beach State School, Smithfield State High School and James Cook University. Trinity Beach and Smithfield form the Tropical North Learning Academy for the Department of Education, Training and Employment, with James Cook University being the tertiary partner. Through this unique alliance a seamless educational pathway is delivered from the early phase of learning to university and adult life.

Mission Statement: Engaging young minds to meet the challenges of the future, by offering unique, world-class education programs from the early years to university and beyond.

Embedded within the ‘Northern Beaches’ community we are committed to creating a learning environment in which every child can thrive and become an independent, creative and connected learner. Tropical North Learning Academy - Trinity Beach State School has a reputation for academic, musical and sporting achievement. We provide an education that prepares our students for life and offer a distinctive learning environment. We believe in engaging children in learning experiences that foster their independence, creativity and the connectedness needed in today’s world and our global future. We also recognise the individuality and varied abilities of our students and provide every opportunity for them to find their passion, take risks, succeed and learn from any set-backs.

Our school offers students access to a range of specialist academic programs and extension co-curricular activities – including sport, instrumental music and language studies.

We work to continually foster positive relationships with our families, local businesses, surrounding schools, clubs and professional associations. It is through these productive partnerships that we are able to deliver dynamic educational experiences for our students.
Our committed staff and supportive parent group work together to ensure our students have the best possible learning opportunities. Some highlights for 2014 included:

- Positive and productive parent/teacher/student relationships
- Strong P&C support in program development, resourcing, events and leadership
- Empowering School Wide Positive Behaviour Support Program
- Refinement of Explicit Teaching practices
- Recognition of our Teaching and Learning model as best practice across our region
- Robust student leadership and council
- Great mother’s and father’s prep evenings
- Fantastic Culture Day
- Formal Recognition of the Tropical North Learning Academy
- High achievement in our Behaviour Audit
- Sound controls for our Financial Audit
- Successful implementation of the Australian Curriculum in English, Maths, Science and History
- Quality Special Education Program
- Excellent achievement in Year 3, 5 & 7 National tests
- Excellent achievement in School Opinion Survey
- Excellent achievement and improvement in our Prep program
- An exceptional school fete and fabulous community ‘Encore’ and ‘Carols’ evenings
- Successful Intervention Programs supporting a range of student needs
- Various extra curriculum programs – Science on the Oval, Robotics, Gardening, Yr 6 and 7 camps
- Strong Sporting teams – Rugby league, Netball, AFL, Cross Country, Futsal, Baseball, Soccer
- Enjoyable Year 7 Graduation
- Fun Athletics and Cross Country Carnivals as well as our Prep Olympics
- Sporting and Musical achievements in teams and as individuals
- Effective Out Of School Hours Care and Vacation Care program

This school annual report provides a concise picture of Tropical North Learning Academy - Trinity Beach State School in terms of the school’s direction, staff profile, school opinion survey data, curriculum offerings and social climate.

We look forward to another busy year in 2015!

Matthew Denzin
School progress towards its goals in 2014

Throughout 2014, Tropical North Learning Academy - Trinity Beach State School remained committed to a strong school improvement agenda – focusing on building consistency across our teaching and learning practices, improving engagement with our community and reinforcing the accountability for our leaders.

As a school community, we delivered on many of the high expectations that we set out to achieve. The following summary provides only a snapshot of the many amazing outcomes produced by our students, staff and community.

Teaching and Learning
- Embedded “Explicit Teaching” as our signature pedagogy
- Developed, resourced and implemented our ‘Reading Script’ from P-7
- Redesigned our support models to maximise the use of teacher aides and specialists
- Refined and articulated our expected practices in our ‘Teaching and Learning Handbook’ to drive enhanced performance
- Established a Montessori Parent Program 0-3
- Built staff capacity in effective differentiation planning and practice
- Introduced key Foundation Learning Programs - Spelling Mastery, Reading Mastery, Cars/Stars
- Refined our NAPLAN preparation strategy to be ‘built into’ our general teaching and learning program
- Introduced a coaching/mentoring methodology in Explicit Teaching, Reading and Foundation Learning Programs
- Identified and engaged with high performing educational leaders to continually refine our teaching and learning practices

Planning and Accountability Systems
- Implemented Systems Leadership Theory as our leadership model
- Established clear, student achievement targets at or above our Region and State
- Set teaching and learning expectations across the school and articulated the expected timetables and practices of all classes
- Refined Specific Role Descriptions for all leadership staff, aligned to our collective school priorities
- Established clear expectations, in collaboration with staff, around our 6 Givens (or non negotiables): strong relationships; high expectations and practice; excellent display; excellent tone; quality feedback; and excellent bookwork and daily corrections

Student Engagement
- Identified attendance as a school priority – employed a School Attendance Officer and School Wide Positive Behaviour Support teacher to drive attendance processes and solutions
- Embedded School Wide Positive Behaviour Support (SWPBS) systems into the core of the school and established clear flowcharts for Attendance and Behaviour
- Presented SWPBS systems as a model of best practice to other schools

School/Parent/Community Connectivity
- Delivered parent education programs in reading
- Established a mentoring program for disadvantaged students with community mentors
- Engaged parents/caregivers in case management and ongoing support of identified at risk students
- Established Friends of Trinity (sponsorship) and Team Trinity (volunteers)
- Embedded Three Way Conferences as part of reporting to parents
- Expanded the widely successful BikeBus program
- Established partnerships in Performing Arts and Sport to provide more access to after school activities for students
Future outlook

2015 is set to be another exciting year for Tropical North Learning Academy - Trinity Beach State School. Building on the success of 2014, our school community will focus on achieving the following broad objectives:

**Priority 1 - A world-class education**

Goal - Every student’s natural love of learning is promoted through an environment of the highest standards

- Refine implementation of the Reading Script
- Adapt English and Maths C2C to complement our collaborative planning approach
- Refine and implement Junior Secondary Action Plan
- Review Explicit teaching and consolidation lesson observation templates
- Participate in FNQ Explicit Teaching Coaching program
- Develop lunchtime activities program
- Maintain and extend existing Sport and Performing Arts opportunities
- Maintain and extend existing performing arts opportunities
- Expand the Montessori infant program for children from birth to 4 years and their families
- Expand the International Student Program

**Priority 2 - High performance culture**

Goal - A culture of high expectations for student learning and evidence-based decision making

- Set benchmarks and targets at or above FNQ/EQ benchmarks/targets
- Ensure robust moderation of Writing tasks
- Ensure that school planning expectations are being met
- Ensure individualised student goal setting and feedback
- Define expectations of feedback to students

**Priority 3 - An accountable leadership framework**

Goal - Ensure an unrelenting focus on improvement through Systems Leadership, performance monitoring and review

- Ensure Instructional and Systems Leadership embedded into the schools leadership culture
- Develop an effective Coaching/mentoring model for continued improvement of staff capability
- Use student performance data to challenge existing systems and processes
- Ensure implementation of QSIL requirements

**Priority 4 - Productive partnerships**

Goal - Enhance outcomes for students, staff and the community through quality partnerships

- Work closely with P&C executive on key school events and community priorities
- Lead the SAFEST committee to improve Road Safety
- Establish an effective Prep transition program for Childcare and Kindergartens
- Investigate and employ methods for the assessment of prospective prep students, prior to commencement of school, to provide appropriate programs and assistance
- Introduce regular ‘Learning Journeys’ for students to showcase their work to their parents/carers
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>832</td>
<td>376</td>
<td>456</td>
<td>89%</td>
</tr>
<tr>
<td>2013</td>
<td>850</td>
<td>396</td>
<td>454</td>
<td>88%</td>
</tr>
<tr>
<td>2014</td>
<td>897</td>
<td>406</td>
<td>491</td>
<td>90%</td>
</tr>
</tbody>
</table>

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

We have a diverse, multi-cultural student body which provides a rich school culture. Students come from countries across the world and social divides. We have students with disabilities and specific needs including English as a Second Language integrated into our classrooms. We are proud to have a strong international student program.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>26</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>57</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions*</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

* Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.
Curriculum offerings

Our distinctive curriculum offerings

- Collaboratively planned and intellectually challenging units of work across all year levels
- Specific pedagogical practices to meet our student needs – Explicit Teaching, Consolidations, Reading Script, Writing On Demand, Daily 5
- Specific Foundation Learning Programs to enhance our students’ literacy skills – Jollyphonics, Spelling Mastery, Reading Mastery, Cars/Stars
- Comprehensive Learning Support Programs with skilled Learning Support Teachers/Teacher Aide focused on improving reading outcomes
- Outstanding Performing Arts program
- Mandarin offered for Year 5 - 7 students
- Environmental sustainability embedded across the school
- Excellent Physical Education Program – cross country, athletics carnivals, visiting Junior Development Officers, Get Active days

Extra curricula activities

- Instrumental Music program
- Band and school Choir perform regularly at school events
- Piano and performance programs
- Student Council (Yrs 4-7) and leadership camps
- After school team sports – AFL, Soccer, Rugby League, Baseball, Netball, Tennis, Futsal
- Regional sports representatives in a wide range of team sports
- After school activities - Gardening Program, Running Club
- Planned lunchtime activity schedule
- Culture Day
- Year 6 and 7 school camps
- P-3 and 4-7 Discos
- Chess Club
- Robotics Team
- Drama Club
- Premier’s Reading Challenge / Book Week Activities
- Science on the Oval

How Information and Communication Technologies are used to assist learning

- All units of work integrate an ICT component
- Interactive Whiteboards, using computers and data projectors to enhance learning are provided
- Junior and Senior Computer labs for whole class use

Social Climate

At Tropical North Learning Academy - Trinity Beach State School we ensure a positive and supportive school climate where strong citizenship and quality learning is a key priority for students, teachers, parents and carers. We believe that in order for students to learn effectively they need to:

- Be Safe
- Be Respectful
- Be a Learner

We complement the work done by parents at home by actively teaching these expectations in our classrooms through a structured Social Skills Program
## Parent, student and staff satisfaction with the school

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of parent/caregivers who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>94%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>97%</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>94%</td>
<td>94%</td>
<td>98%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>94%</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>82%</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>94%</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>100%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>84%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>85%</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>97%</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>88%</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>96%</td>
<td>93%</td>
<td>86%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>87%</td>
<td>90%</td>
<td>89%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>100%</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>97%</td>
<td>90%</td>
<td>93%</td>
</tr>
</tbody>
</table>

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>92%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>92%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>92%</td>
<td>99%</td>
<td>96%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>95%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>97%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>91%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>90%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>89%</td>
<td>99%</td>
<td>92%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>89%</td>
<td>99%</td>
<td>95%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>86%</td>
<td>100%</td>
<td>86%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>95%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>94%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>89%</td>
<td>99%</td>
<td>99%</td>
</tr>
</tbody>
</table>
### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>97%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>96%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>92%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>100%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>96%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>96%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>94%</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>99%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>90%</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>86%</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

**DW** = Data withheld to ensure confidentiality.

### Involving parents in their child’s education

At Tropical North Learning Academy - Trinity Beach State School we strongly value the partnership that we have with our parents and broader school community. Parents and caregivers at Tropical North Learning Academy - Trinity Beach expect a well-disciplined, well organised and caring learning environment that caters for the needs of their children. Our school has implemented a range of strategies to ensure that our parents are well informed and involved in our school. These include:

- Reporting to our Parents and Citizens Association
- Classroom open days at the beginning of the year to welcome parents into their new year level, find out about the curriculum, expectations and routines of their child’s new class
- Parent Teacher Evenings and 3 Way Conferences
- Parent Handbook
- Weekly Newsletters
- Weekly parades
- School website
- Display of current units of work and expectations

Parents are also encouraged to be partners in their child’s education through:

- Active membership in our Parents and Citizens Association
- As classroom volunteers
- As student mentors
- By attending curriculum culmination activities
- Providing voluntary support and supervision on class excursions
- Supporting students with Special Needs
Reducing the school's environmental footprint

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>359,777</td>
<td>4,575</td>
</tr>
<tr>
<td>2012-2013</td>
<td>357,296</td>
<td>3,556</td>
</tr>
<tr>
<td>2013-2014</td>
<td>356,885</td>
<td>0</td>
</tr>
</tbody>
</table>

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>55</td>
<td>36</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>51</td>
<td>22</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>42</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>12</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 was over $80 000

The major professional development initiatives were:
- Reading
- Explicit Teaching and consolidations
- Foundation Learning Programs
- School Wide Positive Behaviour Support
- Coaching and mentoring for all teaching and non-teaching staff
Trinity Beach State School’s greatest asset is the dynamic and committed staff that work together to create a very professional team of educators that are focused on providing the very best education for students at our school. Professional development is integral to our belief that we are all lifelong learners and that we model this to our students.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>96%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2014 school year.

School income broken down 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 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector

Government

Non-government

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

| Student attendance rate for each year level (shown as a percentage) |
|--------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2012 | 92% | 91% | 91% | 93% | 93% | 90% | 92% | | | | |
| 2013 | 92% | 93% | 93% | 93% | 94% | 93% | 94% | | | | |
| 2014 | 92% | 94% | 94% | 92% | 94% | 93% | 92% | | | | |

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>13</td>
<td>10</td>
<td>26</td>
<td>51</td>
</tr>
<tr>
<td>* 2013</td>
<td>13</td>
<td>10</td>
<td>25</td>
<td>53</td>
</tr>
<tr>
<td>2012</td>
<td>16</td>
<td>14</td>
<td>26</td>
<td>44</td>
</tr>
</tbody>
</table>

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

It is critical that students attend every day at Tropical North Learning Academy – Trinity Beach State School so that they get the full benefit of our outstanding school. We both encourage and follow up on attendance:

- 100% attendance awards and celebrations
- Weekly attendance figures are shared on school parades and with our school community. Our
students are very excited when their level has the best attendance
- Individual Attendance Plans to support students and families
- Attendance alerts and case management by Deputies
- Employment of an Attendance Officer who tracks student absences, follows up with parents and provides the information to school leadership for enforcement if required
- Class roles marked twice per day at 9.05am and 2.05pm
- Attendance enforcement as per DETE policy

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our NAPLAN results, 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector: Government

Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Tropical North Learning Academy - Trinity Beach State School has made strong progress in closing the gap between indigenous and non indigenous students through targeted support and tracking, however, there is still a 'gap' in achievement and attendance between indigenous and non – indigenous students.

Student Attendance

Student Attendance Rate Semester 1
Indigenous & Non-Indigenous Students

![Graph showing attendance rates for Indigenous and Non-Indigenous students from 2010 to 2014.](image-url)
Indigenous attendance rates have shown a continuous improvement trend over the last 5 years. The rate of improvement, however, has not been sufficient to close the gap. We have targeted some specific families to support them ensuring that their students are engaged in school. We have also identified that when a student enrols during the year any student absences they have incurred at the school they are coming from transfers to us.

Using the National ‘Closing the Gap’ target indicator of year 3 NAPLAN results in Reading and Numeracy it is evident that the gap in student achievement between indigenous and non-indigenous students has not closed over the last 5 years. What can be noted is a continuous improvement in both indigenous and non-indigenous students in NAPLAN results over the last 5 years. In effect whilst there remains a ‘gap’ in achievement it is apparent that indigenous student academic outcomes have shown strong improvement.