

Tropical North Learning Academy - Trinity Beach State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

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, drama 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 2015 included:

- Given Independent Public School status in recognition of our performance
- 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 School teaching practices – Daily Writing Consolidations P-6, Numeracy ‘Skills Gap’ program with Master Teacher
- Broadened our Specialist programs to include Drama
- Introduced lunchtime/after school activities program – FOCUS Clubs
- 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 recognising the rich cultural diversity of our school
- Strong partnerships across the Tropical North Learning Academy
- Quality Special Education Program
- Excellent achievement in Year 3&5 National tests
- Excellent achievement and improvement in our Prep program
- An exceptional school fete and fabulous community ‘Encore’ and ‘Carols’ evenings
- Successful Intervention Programs targeting support for the range of student needs
- Strong Sporting teams – Rugby league, Netball, AFL, Cross Country, Futsal, Baseball, Soccer
- Uplifting Year 6 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 2016!



Matthew Denzin

School progress towards its goals in 2015

Throughout 2015, 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:

Teaching and Learning

- Refined our school curriculum and class timetables in response to our data
- Refined Daily Writing Consolidations to focus on developing student skills at writing effective sentences
- Introduced a 'skills gap analysis' process to drive numeracy improvement as part of our new Master Teacher Action Research program
- Refined and resourced our 'Reading Script' from P-6
- 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'
- Consolidated our Montessori Parent Program 0-3
- Built staff capacity in effective Collaborative Planning
- Refined key Foundation Learning Programs - Spelling Mastery, Levelled Lit Intervention, 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 FLPs
- Identified and engaged with high performing educational leaders to refine our practices
- Speech Support, MT Isa Program and Chatterbox

Planning and Accountability Systems

- Implemented Systems Leadership Theory as our leadership model
- Established clear, student achievement targets for our priorities – Attendance and Reading
- Set teaching and learning expectations across the school
- Refined Specific Role Descriptions for all leadership staff, aligned to our collective school priorities
- Maintained 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
- Embedded Positive Behaviour for Learning (PBL) systems into the core of the school and established clear flowcharts for Attendance and Behaviour
- Presented PBL systems as a model of best practice to other schools
- Articulated and mapped schoolwide Response to Intervention and revised SEARS process

School/Parent/Community Connectivity

- Established a mentoring program to engage and support 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 *Learning Journeys* 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

Tropical North Learning Academy

- Successful transition of Year 6 into secondary
- Embedded the Young Scholar's Program as a Centre of Excellence
- Introduced the Soccer and Baseball Academies as Centres of Excellence
- Established the partnership with the School of Sports Science to deliver 'practicums'
- Yr 10 Dance students work lead a Yr 6 unit of work

Future outlook

2016 is set to be another exciting year for Tropical North Learning Academy - Trinity Beach State School. Building on the success of 2015, our school community will focus on achieving the following broad objectives:

School Priorities (2012 – 2016)	2016 Performance Indicators
<ul style="list-style-type: none"> ATTENDANCE READING EXPLICIT TEACHING English / Maths 	<ul style="list-style-type: none"> 95% average attendance 70% of students meeting P-2 TBSS Reading benchmarks Yr 5 MSS Numeracy 476.5 – 495 Yr 5 MSS Writing 470.5 - 480

Priority 1 - A world-class education

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

- o Prioritise the implementation of Maths, Reading, Writing improvement plans
- o Ensure explicit instruction is the methodology of instruction
- o Design year level specific consolidations – genre, DWC, reading/spelling, maths
- o Embed Foundation Learning Programs – Jollyphonics, Spelling Mastery, Cars/Stars
- o Adapt and link Curriculum planning, Assessment and Reporting to ACARA
- o Implement 2015/16 NAPLAN strategy - focus on numeracy and writing
- o Commence Primary Connections in Science
- o Grow Robotics and technology as part of our STEM
- o Identify and implement emotional awareness/resiliency programs in targeted year levels
- o Network with SSHS about the consistency of grading in English, Maths, Science

Priority 2 - High performance culture

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

- o Set aspirational benchmarks and targets that match school priorities and are reflective of continual school growth
- o Minimum 'C' standard in English, maths and Science
- o All teachers engage in collaborative planning process – English, Maths
- o Ensure that school planning expectations are being met

Priority 3 - An accountable leadership framework

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

- o Refine the Teaching Expectations, Capability Systems
- o Create training vignettes for school improvement areas
- o Establish targets and expectations for instructional leadership practices
- o Prepare and present the 2016 Internal School Review
- o Complete a 4 Year School review

Priority 4 - Productive partnerships

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

- o Support the implementation of the P&C Strategic and Operational Plan
- o Work closely with P&C executive on key school events and community priorities
- o Establish a School Council in line with IPS policies
- o Establish an implementation plan for the "Tropical North Learning Academy"
- o Establish MOU with Smithfield Early Learning Centre
- o Streamline Young Scholars program
- o Build STEM opportunities across the partner sites
- o Lead the SAFEST committee to improve Road Safety
- o 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

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	850	396	454	83	88%
2014	897	406	491	91	90%
2015	894	404	490	108	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	25	22
Year 4 – Year 7 Primary	27	25	26

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	57	50	56
Long Suspensions - 6 to 20 days	4	2	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- ◆ 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, Daily Writing Consolidations, Daily 5
- ◆ Specific Foundation Learning Programs to enhance our students' literacy skills – Jollyphonics, Spelling Mastery, Levelled Literacy Intervention, 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 3-6 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 4-6) 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 school camp
- ◆ P-3 and 4-6 Discos
- ◆ Chess Club
- ◆ Robotics Team
- ◆ Drama Club
- ◆ Premier's Reading Challenge

How Information and Communication Technologies are used to improve 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			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	94%	96%
this is a good school (S2035)	100%	93%	92%
their child likes being at this school (S2001)	94%	98%	96%
their child feels safe at this school (S2002)	97%	94%	93%
their child's learning needs are being met at this school (S2003)	97%	93%	89%
their child is making good progress at this school (S2004)	94%	92%	96%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	93%	92%
teachers at this school motivate their child to learn (S2007)	100%	94%	93%
teachers at this school treat students fairly (S2008)	94%	92%	93%
they can talk to their child's teachers about their concerns (S2009)	100%	93%	96%
this school works with them to support their child's learning (S2010)	94%	92%	88%
this school takes parents' opinions seriously (S2011)	93%	86%	88%
student behaviour is well managed at this school (S2012)	90%	89%	85%
this school looks for ways to improve (S2013)	97%	94%	92%
this school is well maintained (S2014)	90%	93%	96%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	100%	99%
they like being at their school (S2036)	100%	98%	97%
they feel safe at their school (S2037)	99%	96%	98%
their teachers motivate them to learn (S2038)	100%	98%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	96%	100%
teachers treat students fairly at their school (S2041)	100%	94%	99%
they can talk to their teachers about their concerns (S2042)	99%	92%	99%
their school takes students' opinions seriously (S2043)	99%	95%	99%
student behaviour is well managed at their school (S2044)	100%	86%	97%
their school looks for ways to improve (S2045)	100%	99%	99%
their school is well maintained (S2046)	100%	96%	100%
their school gives them opportunities to do interesting things (S2047)	99%	99%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	98%	93%
they feel that their school is a safe place in which to work (S2070)	96%	98%	92%
they receive useful feedback about their work at their school (S2071)	92%	90%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	95%	88%
students are encouraged to do their best at their school (S2072)	100%	98%	99%
students are treated fairly at their school (S2073)	100%	93%	88%
student behaviour is well managed at their school (S2074)	96%	88%	80%
staff are well supported at their school (S2075)	96%	88%	85%
their school takes staff opinions seriously (S2076)	94%	83%	82%
their school looks for ways to improve (S2077)	99%	97%	95%
their school is well maintained (S2078)	90%	83%	88%
their school gives them opportunities to do interesting things (S2079)	86%	86%	80%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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
- Learning Journeys
- Parent Handbook
- Weekly Newsletters
- Weekly parades
- School website and Facebook page
- 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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	357,296	3,556
2013-2014	356,885	0
2014-2015	371,129	1,949

*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.

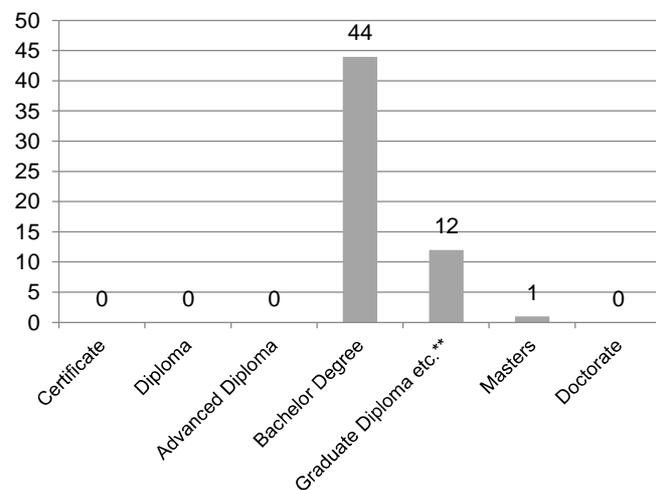
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	57	37	<5
Full-time equivalents	53	23	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	44
Graduate Diploma etc.**	12
Masters	1
Doctorate	0
Total	57



*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 2015 were \$100 000

The major professional development initiatives are as follows:

- Collaborative Planning
- Explicit teaching and consolidations
- Positive Behaviour for Learning
- Reading

- Foundation Learning Programs

Tropical North Learning Academy - 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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	90%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

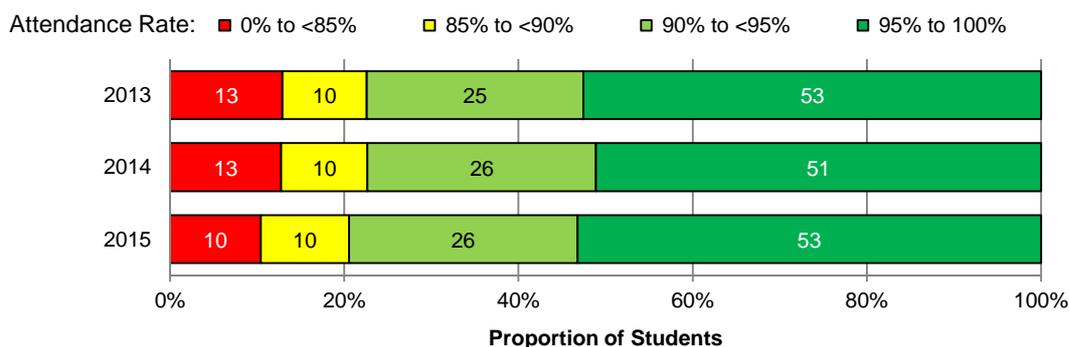
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	92%	93%	93%	93%	94%	93%	94%					
2014	94%	92%	94%	94%	92%	94%	93%	92%					
2015	95%	93%	93%	93%	93%	93%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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/>.

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.

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SEARCH

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.