



Tropical North Learning
Academy - Trinity Beach
State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	PO Box 142 Trinity Beach 4879
Phone:	(07) 4057 1444
Fax:	(07) 4057 1400
Email:	principal@trinitybeachss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Matthew Denzin

School Overview

Welcome to Trinity Beach State School! We are a community of learners, committed to innovation and led by a united vision for professional excellence. At Trinity Beach we 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.

Our mission is to "Engage young minds to meet the challenges of the future by offering unique world class education programs from the early years to university and beyond".

We recognise the individuality and varied abilities of our students and provide every opportunity for them to find their passion, take risks, strive to improve, 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.

Trinity Beach State School is embedded in our Northern Beaches' community. 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.

Principal's Foreward

Introduction

School Progress towards its goals in 2016

Throughout 2016, 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

- Introduced the Teaching Expectations as a set of clearly articulated standards of practice with a set of resources and exemplars to support teachers to improve their teaching practice
- 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 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 and Cars/Stars Comprehension Skills
- 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 Program for support

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

School Priorities (2012 – 2016)

- ATTENDANCE
- READING
- EXPLICIT TEACHING
English / Maths

2016 Performance Indicators

- 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

Tropical North Learning Academy

- Successful transition of Year 6 into secondary
- Embedded the Young Scholar's Program as a Centre of Excellence
- Continued commitment to the Soccer and Baseball Academies as Centres of Excellence
- Yr 10 Dance students work lead a Yr 6 unit of work

Future Outlook

2017 is set to be another exciting year for Tropical North Learning Academy - Trinity Beach State School. The completion of the new Senior Learning Centre at the end of 2016 will lead to an exciting new chapter for teaching and learning in our school for the coming year.

Building on the success of 2016, 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

- 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 2016/17 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 2017 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:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	897	406	491	91	90%
2015*	894	404	490	108	91%
2016	923	420	503	123	89%

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.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	25	23	22
Year 4 – Year 7	25	26	26
Year 8 – Year 10			
Year 11 – Year 12			

*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.

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 with the inclusion of a Drama Extension 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.
- ◆ Regional sports representatives in a wide range of team sports
- ◆ After school activities - Gardening Program, Running Club
- ◆ Planned lunchtime activity schedule – focus clubs
- ◆ Cultural Day
- ◆ Year 6 school camp
- ◆ P-3 and 4-6 Discos
- ◆ Chess Club
- ◆ 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, document cameras, using computers and data projectors to enhance learning are provided
- ◆ Junior and Senior Computer labs for whole class use

Social Climate

Overview

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

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	94%	96%	93%
this is a good school (S2035)	93%	92%	93%
their child likes being at this school* (S2001)	98%	96%	93%
their child feels safe at this school* (S2002)	94%	93%	96%
their child's learning needs are being met at this school* (S2003)	93%	89%	85%
their child is making good progress at this school* (S2004)	92%	96%	89%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	92%	80%
teachers at this school motivate their child to learn* (S2007)	94%	93%	87%
teachers at this school treat students fairly* (S2008)	92%	93%	82%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	93%	96%	91%
this school works with them to support their child's learning* (S2010)	92%	88%	87%
this school takes parents' opinions seriously* (S2011)	86%	88%	87%
student behaviour is well managed at this school* (S2012)	89%	85%	83%
this school looks for ways to improve* (S2013)	94%	92%	98%
this school is well maintained* (S2014)	93%	96%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	99%	97%
they like being at their school* (S2036)	98%	97%	96%
they feel safe at their school* (S2037)	96%	98%	93%
their teachers motivate them to learn* (S2038)	98%	100%	97%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	98%
teachers treat students fairly at their school* (S2041)	94%	99%	96%
they can talk to their teachers about their concerns* (S2042)	92%	99%	88%
their school takes students' opinions seriously* (S2043)	95%	99%	91%
student behaviour is well managed at their school* (S2044)	86%	97%	93%
their school looks for ways to improve* (S2045)	99%	99%	99%
their school is well maintained* (S2046)	96%	100%	95%
their school gives them opportunities to do interesting things* (S2047)	99%	100%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	93%	92%
they feel that their school is a safe place in which to work (S2070)	98%	92%	95%
they receive useful feedback about their work at their school (S2071)	90%	89%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	88%	87%
students are encouraged to do their best at their school (S2072)	98%	99%	96%
students are treated fairly at their school (S2073)	93%	88%	89%
student behaviour is well managed at their school (S2074)	88%	80%	68%
staff are well supported at their school (S2075)	88%	85%	73%
their school takes staff opinions seriously (S2076)	83%	82%	77%
their school looks for ways to improve (S2077)	97%	95%	97%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	83%	88%	96%
their school gives them opportunities to do interesting things (S2079)	86%	80%	82%

* Nationally agreed student and parent/caregiver items

'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

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	50	56	59
Long Suspensions – 6 to 20 days	2	0	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.

Environmental Footprint

Reducing the school's environmental footprint

The school has implemented a number of strategies to reduce its environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	356,885	0



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	371,129	1,949
2015-2016		

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	60	36	<5
Full-time Equivalent	57	22	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	12
Bachelor degree	44
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$103727.

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 learning 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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016

Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	90%	89%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

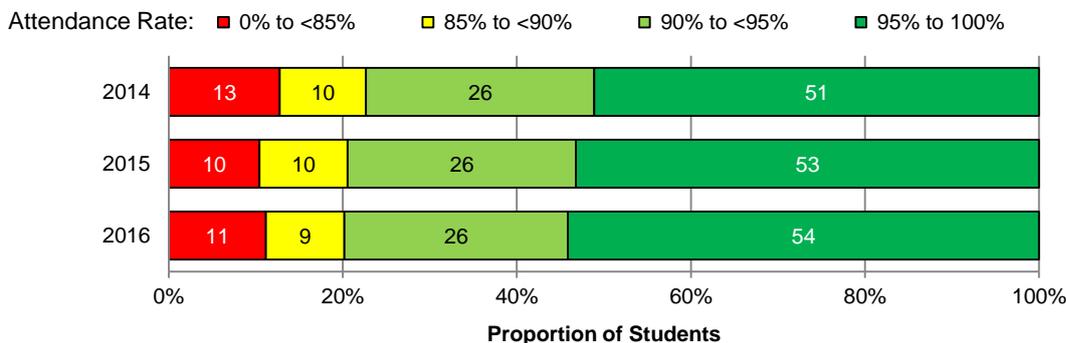
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	92%	94%	94%	92%	94%	93%	92%					
2015	95%	93%	93%	93%	93%	93%	93%						
2016	94%	94%	94%	95%	94%	93%	93%						

*Attendance rates effectively count 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:

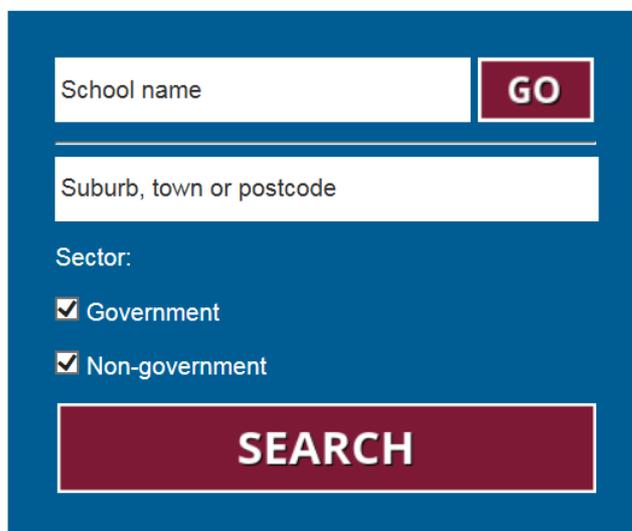
- 100% attendance awards and celebrations
- Weekly attendance figures are shared on school parades and with our school community. Our students are very excited when their level has the best attendance
- Individual Attendance Plans to support students and families
- Attendance alerts and case management 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

NAPLAN

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**.

Find a school



The image shows a search form titled "Find a school" on a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states **'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 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.

Conclusion