



Tropical North Learning Academy - Trinity Beach State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

The Tropical Learning Academy – Trinity Beach State School is proud to be one of Queensland's Independent Public Schools (IPS). Due to our growing community and high-demand specialist learning programs, we are enrolment-managed through Prep to Year 6. We celebrate our enrolment of over 1000 capable learners..

Trinity Beach State School is a partner in the Tropical North Learning Academy, together with Smithfield State High and James Cook University. 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 Foreword

Introduction

The 2017 Trinity Beach State School (TBSS) School Annual Report is a consolidation document – bringing together all of our school's activities and achievements for the 2017 school year. Through its publication, we aim to portray what is so special about our school and to share our success with our broader community.

2017 was a year of reflection for Trinity Beach State School. Together with the support of our new School Council and partners in the Tropical North Learning Academy, we undertook the significant task of a Quadrennial School Review. Through robust discussions with stakeholders, we worked to redefine the future direction our school and extended learning community.

This report demonstrates the successes that can be achieved when a school community works together to provide quality and equitable education for all its students.

School Progress towards its goals in 2017

Priority 1 - A world-class education

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

We were successful in:

- Prioritise the implementation of Maths, Reading, Writing improvement plans
- Ensure explicit instruction is the methodology of instruction
- Design year level specific consolidations – genre, DWC, reading/spelling, maths
- Embed Foundation Learning Programs – Jollyphonics, Spelling Mastery, Cars/Stars
- Adapt and link Curriculum planning, Assessment and Reporting to ACARA
- Implement 2016/17 NAPLAN strategy - focus on numeracy and writing
- Commence Primary Connections in Science
- Grow Robotics and technology as part of our STEM

We need to continue working on:

- Identify and implement emotional awareness/resiliency programs in targeted year levels
- 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

We were successful in:

- Set aspirational benchmarks and targets that match school priorities and are reflective of continual school growth
- All teachers engage in collaborative planning process – English, Maths

We need to continue working on:

- Minimum 'C' standard in English, maths and Science
- 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

We were successful in:

- Refine the Teaching Expectations, Capability Systems
- Prepare and present the 2017 Internal School Review
- Complete a 4 Year School review

We need to continue working in:

- Establish targets and expectations for instructional leadership practices
- Create training vignettes for school improvement areas

Priority 4 - Productive partnerships

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

We were successful in:

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

Future Outlook

Tropical North Learning Academy - Trinity Beach State School has set a clear explicit improvement agenda for 2018. Building on the success of 2017, our school community will continue to work together, united by:

Our purpose is to ensure that every child improves in their academic and social development.

Our focus is on building a strong professional learning culture focused on student improvement and highly reliable teams

Our measures of success in 2018 are:

1. Average grading in English and Maths across classes - 15% A, 30% B, 45% C
2. All students who do not meet P-2 TBSS Reading benchmarks are identified and receive support
3. 90% of staff identify they are engaging in regular capability development at their point of need
4. Greater than 80% in School Opinion Survey



	Improvement Actions	Success Indicators	
Precision in curriculum design and delivery	<ul style="list-style-type: none"> Every teaching team to implement the Collaborative Inquiry Process to ensure purposeful, systematic design and implementation of the Australian Curriculum (English and Maths) 	<ol style="list-style-type: none"> Achievement standards are audited against Assessment task, GTMJ and lesson sequence Curriculum design, lesson sequencing and differentiation is informed through skills gap analysis Student work is moderated to ensure validity, reliability and consistency of teacher judgement Student improvement is individualised through goal setting and feedback Consistent improvement of student achievement - English and Maths A-E 	T1
High quality pedagogical practices	<ul style="list-style-type: none"> Every teaching team to implement the Explicit Teaching model to ensure purposeful, systematic curriculum delivery The 3-6 Montessori team to implement the Montessori model to ensure purposeful, systematic curriculum delivery 	<ol style="list-style-type: none"> Class timetable is implemented with fidelity Teacher practice is moderated to ensure validity, reliability and consistency of pedagogy 	T2
Targeted support and intervention	<ul style="list-style-type: none"> Review and refine the Students Educationally At Risk (SEAR) system <ul style="list-style-type: none"> Develop a streamlined data tool Finalise and implement the ICP process Review intervention services to align with current school targets Embed the Student Services Support Team Review Responsible Behaviour Plan for Students 	<ol style="list-style-type: none"> Data tool is used by teachers and leaders to inform decision making Intervention programs respond to student needs, align to school priorities, measure student improvement 	T2
Highly Reliable Teams	<ul style="list-style-type: none"> Develop the technical skills of team leaders to: <ul style="list-style-type: none"> lead collaborative inquiry hold sensitive and considered conversations to lead change Use the Developing Performance Framework for staff to reflect on and individualise their capability needs and to guide each team's professional learning agenda 	<ol style="list-style-type: none"> Leadership practice is moderated to ensure validity, reliability and consistency in leading Collaborative Inquiry Teams plan for and engage in differentiated coaching and capability development Leaders develop data walls reflective of the improvement work of their teams 	T1 T1
Community Partnerships	<ul style="list-style-type: none"> Through the Tropical North Learning Academy: <ul style="list-style-type: none"> Develop new TNLA Strategic Plan and Deliverables Align Literate Graduate Skillset Identify 21st Century Learning implications for the partnership Inquire into alternate methods of engaging the school community 	<ol style="list-style-type: none"> TNLA partnership strategic plan and matrix approved through the school councils Community Engagement Framework approved through P&C and school council 	T2 T3 T3

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	894	404	490	108	91%
2016	923	420	503	123	89%
2017	958	440	518	122	91%

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

In 2017, there were no students enrolled in a pre-Prep program - a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Trinity Beach State School does provide a distinctive Parent-Toddler program called Meriba Montessori for families of young children in our communities. Through Meriba, children between the ages of 12 months through to 4 years have access to engaging early learning environments, expertly designed to meet their unique developmental needs and preferences.

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	2015	2016	2017
Prep – Year 3	23	22	22
Year 4 – Year 6	26	26	27
Year 7 – Year 10			
Year 11 – Year 12			

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
- An outstanding Performing Arts program with the inclusion of a Drama Extension program
- Mandarin, as a language other than English, offered for Year 3-6 students
- Environmental sustainability embedded across the school
- An expansive Physical Education Program which incorporates cross country, athletics carnivals, visiting Junior Development Officers and Get Active days into the whole-school HPE curriculum

Co-curricular 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 Assist Learning

Throughout 2017, TBSS continued to work to establish ourselves as a leader in enhancing learning outcomes through ICTs. By incorporating eLearning strategies, engaging and empowering all learners (both teachers and students) we aim to ensure that members of our community have the emerging skills to contribute confidently, effectively and innovatively within global communities.

With the support of a Master Teacher of ICTs, we have evolved beyond the incorporation of ICT into existing learning areas. While Interactive Whiteboards and document cameras enhance students access to learning materials, we also use ICTs to help students and staff explore a range of digital tools and solutions. From coding to robotics, 3D printing to drones, students from Prep to Year 6 are engaged in a new Digital Technologies / STEM Curriculum.

Social Climate

Overview

At Tropical North Learning Academy - Trinity Beach State School every child matters and is capable of achieving great things. To support every student, we work to provide 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	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			



Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	93%	98%
this is a good school (S2035)	92%	93%	91%
their child likes being at this school* (S2001)	96%	93%	98%
their child feels safe at this school* (S2002)	93%	96%	96%
their child's learning needs are being met at this school* (S2003)	89%	85%	96%
their child is making good progress at this school* (S2004)	96%	89%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	80%	89%
teachers at this school motivate their child to learn* (S2007)	93%	87%	93%
teachers at this school treat students fairly* (S2008)	93%	82%	87%
they can talk to their child's teachers about their concerns* (S2009)	96%	91%	95%
this school works with them to support their child's learning* (S2010)	88%	87%	87%
this school takes parents' opinions seriously* (S2011)	88%	87%	86%
student behaviour is well managed at this school* (S2012)	85%	83%	77%
this school looks for ways to improve* (S2013)	92%	98%	93%
this school is well maintained* (S2014)	96%	89%	93%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	97%	89%
they like being at their school* (S2036)	97%	96%	91%
they feel safe at their school* (S2037)	98%	93%	77%
their teachers motivate them to learn* (S2038)	100%	97%	89%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	89%
teachers treat students fairly at their school* (S2041)	99%	96%	70%
they can talk to their teachers about their concerns* (S2042)	99%	88%	74%
their school takes students' opinions seriously* (S2043)	99%	91%	72%
student behaviour is well managed at their school* (S2044)	97%	93%	61%
their school looks for ways to improve* (S2045)	99%	99%	97%
their school is well maintained* (S2046)	100%	95%	78%
their school gives them opportunities to do interesting things* (S2047)	100%	98%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	93%	92%	90%
they feel that their school is a safe place in which to work (S2070)	92%	95%	76%
they receive useful feedback about their work at their school (S2071)	89%	96%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	87%	78%
students are encouraged to do their best at their school (S2072)	99%	96%	95%
students are treated fairly at their school (S2073)	88%	89%	83%
student behaviour is well managed at their school (S2074)	80%	68%	46%
staff are well supported at their school (S2075)	85%	73%	59%
their school takes staff opinions seriously (S2076)	82%	77%	68%
their school looks for ways to improve (S2077)	95%	97%	90%
their school is well maintained (S2078)	88%	96%	86%
their school gives them opportunities to do interesting things (S2079)	80%	82%	77%

* 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

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	2015	2016	2017
Short Suspensions – 1 to 10 days	56	59	93
Long Suspensions – 11 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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
2014-2015	371,129	1,949
2015-2016		
2016-2017	44,024	3,551

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

Staff are the heart and soul of school. Their passion and commitment to our students is what has underpinned the quality of our programs and the loyalty of our community.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	64	39	<5
Full-time Equivalents	61	26	<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.**	13
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 2017 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 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	89%	91%

*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 2017 for all Queensland Primary schools was 93%.

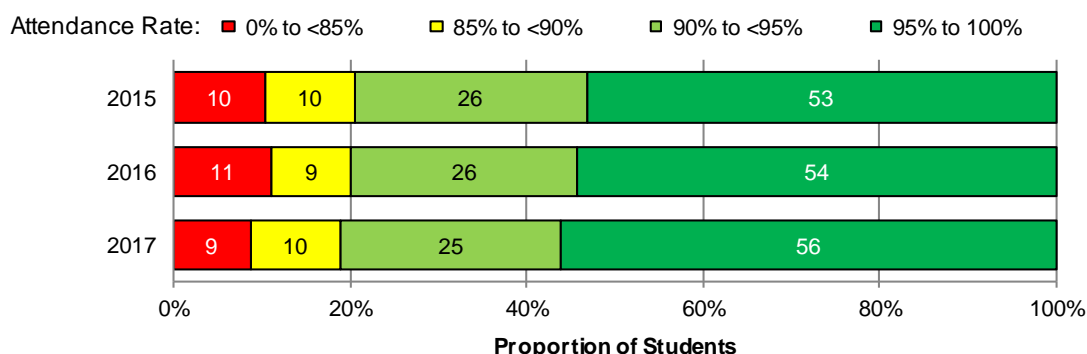
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	93%	93%	93%	93%	93%	93%						
2016	94%	94%	94%	95%	94%	93%	93%						
2017	95%	95%	95%	94%	94%	92%	93%						

*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 by our Student Attendance Officer 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

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Suburb, town or postcode

Sector:

Government

Non-government

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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.