Principal’s foreword

Welcome to Trinity Beach State School! Our commitment is to create a learning environment in which every child can thrive and become an independent, creative and connected learner. It is through these solid foundations that unlimited potentials will emerge.

Trinity Beach State School provides an education that prepares our students for life. 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.

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.

Building independent, inspired, life-long learners who demonstrate respect and a sense of responsibility is the core focus of Trinity Beach State School.

Our mission is to ‘empower each child to develop to their full potential’

Our committed staff and supportive parent group work together to ensure our students have the best possible learning opportunities. Some highlights for 2012 included:

- Positive and productive parent/teacher/student relationships
- Empowering School Wide Positive Behaviour Support Program
- Successful implementation of the Australian Curriculum in English, Maths and Science
- Guinness World Record and State Showcase Finalist - ‘BikeBus’
- Establishment of the Young Scholars Academic Program with Smithfield State High School and James Cook University
- Strong growth in our excellent International Student Program
- Robust student leadership and council
- Excellent achievement in Year 3, 5 & 7 National tests
- Excellent achievement in School Opinion Survey
- Fabulous community ‘Encore’ and ‘Carols’ evenings
- Successful Intervention Programs supporting a range of student needs
- Quality Special Education Program
- 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
Fantastic Year 7 Graduation
Entertaining Athletics and Cross Country Carnivals
Sporting and Musical achievements in teams and as individuals
Great professional development opportunities for staff especially in Literacy/Numeracy/Science

We look forward to another busy year in 2013!

School progress towards its goals in 2012

Throughout 2012, 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.

Notably, the success for Trinity Beach State School’s BikeBus was grandly celebrated in 2012. The school was not only entered Guinness World Record but also being named as a State Finalists in the Queensland Government’s Showcase Awards for Excellence in State Education.

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.

Planning and Accountability Systems
- Established clear benchmarks and standards for student achievement to guide teaching and learning practice
- Developed succinct Role Descriptions for all leadership staff, aligned to our collective school priorities
- Clarified our unified expectations for every classroom under the 6 Givens

Student Engagement
- Continued to embed School Wide Positive Behaviour Support (SWPBS) systems into the core of the school
- Presented SWPBS systems as a model of best practice to other schools
- Further refined our attendance tracking and reporting processes

Teaching and Learning
- Established “Explicit Teaching” as our core pedagogy for the delivery of the National Curriculum
- Embedded the State’s ‘Curriculum into the Classroom’ in the areas of English, Maths and Science
- Introduced a renewed focus on our Foundation Learning program – specifying clear learning expectations for students in Prep to Year 3
- Joint investment of over $40,000 from P&C and School on high quality reading and foundational learning program resources
- Implemented a NAPLAN preparation strategy within our general teaching and learning program
- Identified and engaged with high performing educational leaders to refine our teaching and learning practices

School/Parent/Community Connectivity
- Continued to the widely successful BikeBus program
- Present Three Way Conversations as part of reporting to parents
- Sought to identify new opportunities for parents and community to be engaged within our school
- Provided training to parents volunteering as reading group volunteers

University State College
- Drafted a formal Memorandum of Understanding with leaders of James Cook University and Smithfield State High School
- Began work on Young Scholar’s Program

Future outlook

2013 is set to be another exciting year for Trinity Beach State School. Building on the success of 2012, our school community will focus on achieving the following broad objectives:

Improving teaching
- Embed ‘Trinity Beach Way’ beliefs, pillars and givens
- Achieve ‘highs’ in the 2013 Teaching and Learning Audit
- Achieve Level 2 International Student Accreditation
- Embed Explicit teaching as the signature pedagogy
- Implement our 2013 Teaching and Learning Handbook and expectations
- Establish a Centre of Teaching Excellence in partnership with James Cook University
- Establish our "High Achiever" program
- Establish a tiered coaching model for school leadership and teaching/learning team
Refining and embedding data based decision making
- Set school benchmarks high or higher than Regional benchmarks
- Measure and monitor school and student improvement

Connecting parents and caregivers with their children’s learning
- Establish Friends of Trinity (sponsorship) and Team Trinity (volunteers)
- Establish partnerships with local sporting associations

Student Engagement
- Refine and embed SWPBS systems (Social Skills Program, Behaviour matrixes, signage)
- Refine attendance tracking and reporting

A ‘University State College’
- Sign Memorandum Of Understanding with James Cook University and Smithfield SHS
- Establish Guiding Coalition to develop proposal to establish ‘University State College’

Independent Public Schooling
- Work closely with P&C and Local Consultative Committee to develop Independent Public Schooling proposal
Our school at a glance

School Profile

Trinity Beach State School offers a high-quality learning environment for boys and girls enrolled in Prep to Year 7.

Set in the heart of the Cairns Northern Beaches, our school community embraces the suburbs of Trinity Beach, Trinity Park, Kewarra Beach, Clifton Beach, Palm Cove, Ellis Beach and Smithfield. The area features a mix of medium and high-density suburban housing, tourist complexes and pockets of semi-rural housing.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**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>2010</td>
<td>745</td>
<td>353</td>
<td>392</td>
<td>89%</td>
</tr>
<tr>
<td>2011</td>
<td>801</td>
<td>392</td>
<td>409</td>
<td>91%</td>
</tr>
<tr>
<td>2012</td>
<td>832</td>
<td>376</td>
<td>456</td>
<td>89%</td>
</tr>
</tbody>
</table>

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

**Characteristics of the student body:**

At Trinity Beach State School we celebrate the diversity of our multi-cultural student body. We are lucky to attract students and families from countries spread across the world and social divides. We embrace students with disabilities and specific needs including English as a Second Language as core members of our learning community.

Trinity Beach State School is proud also to be recognised as a school of choice for international students. These students play an important role in our school - provides local students with an opportunity to learn a deep respect for diversity and to develop a global view of the world.

**Average Class sizes**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>27</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>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>54</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>15</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Trinity Beach State School provides a dynamic educational experience for students that will enable them to become independent, creative and connected lifelong learners.

Our academic programs are focused on building the foundational skills, attitudes and values to ensure students can achieve their individual potential. Learning is approached through an understanding and appreciation of each child's prior knowledge, with individual attention focused on building and extending these capabilities.

Literacy and numeracy skills are taught explicitly as well as embedded in Trinity Beach State School’s extended curriculum. Students enjoy specialist studies in Science, Technology, Health and Physical Education, Languages Other than English, and History.

Our academic programs are implemented through best practice teaching strategies—informe through experience and our professional partnerships with leading universities and consultants.

Our educational program highlights

Our educational program highlights include:

- Full-time Prep program
- Integrated ICT in every classroom
- Explicit instruction pedagogy
- School-wide, positive behaviour support strategies
- Values-based education, including: School Pride, Social skills & Leadership programs
- Specialist Teacher Aides provide individualised academic support
- Accelerated learning for high achieving students
- Targeted literacy and numeracy skills support, including: Specialised staff, In-class and group-based support & Individualised skill development programs
- Specialist Teaching Staff, including: Health & Physical Education, Instrumental Music, Languages Other Than English (LOTE), Technology, Guidance, Learning support, Students with Disabilities
- Physical Education & Sport, including: Swimming, Specialist gross motor skills program, Interschool sport competitions, School athletics carnival,
- Health and nutrition promotion, including: Breakfast program, Dental hygiene program, Bike Bus, Healthy tuckshop choices, Sun safe accreditation

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies are used as tools to develop authentic, meaningful learning for students. These experiences, when combined with experiential learning activities inspire children to develop the skills they will need to operate effectively in today's world and the global future.

Key ICT program features include:

- Full integration of ICTs across units of work
- Interactive Whiteboards available in classrooms to promote active learning
- Full networked Junior and Senior Computer labs available for whole class use
- Mobile Laptop trolleys available to in-class network access.

Social climate

At 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.
Our school at a glance

Parent, student and staff satisfaction with the school

In 2012, Trinity Beach State School was rated amongst the highest in the state for community satisfaction.

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>93.8%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>97.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>94.1%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>94.1%</td>
</tr>
<tr>
<td>their child’s learning needs are being met at this school*</td>
<td>81.8%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>93.9%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>93.9%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>84.4%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>84.8%</td>
</tr>
<tr>
<td>they can talk to their child’s teachers about their concerns*</td>
<td>97.0%</td>
</tr>
<tr>
<td>this school works with them to support their child’s learning*</td>
<td>87.5%</td>
</tr>
<tr>
<td>this school takes parents’ opinions seriously*</td>
<td>96.4%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>87.1%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>97.0%</td>
</tr>
</tbody>
</table>

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>91.5%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>91.7%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>91.5%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>94.9%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>97.4%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>91.5%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>89.7%</td>
</tr>
</tbody>
</table>
Our school at a glance

- they can talk to their teachers about their concerns* 89.0%
- their school takes students' opinions seriously* 88.9%
- student behaviour is well managed at their school* 85.6%
- their school looks for ways to improve* 95.0%
- their school is well maintained* 94.0%
- their school gives them opportunities to do interesting things* 89.0%

Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>75.0%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>89.5%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.
* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Involving parents in their child’s education

At Trinity Beach State School, we strongly value the partnership that we have with our parents and broader school community. Parents and caregivers at Trinity Beach expect a well-disciplined, well-organised and caring learning environment that caters for the needs of their children.

In response to these obligations, 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
- 3 Way Conferences
- Parent Handbook
- Weekly Newsletters
- P-3 and 4-7 parades
- School website
- 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 tutors
- By attending curriculum culmination activities
- Providing voluntary support and supervision on class excursions
- Supporting students with Special Needs
- Parenting Programs

Reducing the school’s environmental footprint

Trinity Beach State School is committed to taking a leadership role in promoting environmentally sustainable within our school community.

The following data has been sourced from school’s annual utilities return and is, therefore, reliant on the accuracy of these returns.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>306,948</td>
<td>0</td>
</tr>
<tr>
<td>2010-2011</td>
<td>344,434</td>
<td>3,931</td>
</tr>
<tr>
<td>2011-2012</td>
<td>359,777</td>
<td>4,575</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>54</td>
<td>24</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>48.1</td>
<td>16.4</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $19,500.

The major professional development initiatives are as follows:

- **Essential skills in classroom management**
- **Explicit Teaching**
  - Explicit Instruction
  - Consolidation
  - Foundation Learning Programs
  - Reading
- **School Wide Positive Behaviour Support**
  - ESCM
  - Responses to Attendance & Behaviour

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95.4%</td>
<td>94.9%</td>
<td>95.9%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 95.4% of staff was retained by the school for the entire 2012 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/](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.
Our staff profile

Where it says ‘Search by school name’, type in the name of the school 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 given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>90%</td>
<td>94%</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>2011</td>
<td>89%</td>
<td>91%</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>2012</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
<td>93%</td>
<td>93%</td>
<td>90%</td>
<td>92%</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</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>2012</td>
<td>16</td>
<td>14</td>
<td>26</td>
<td>44</td>
</tr>
<tr>
<td>2011</td>
<td>15</td>
<td>16</td>
<td>27</td>
<td>40</td>
</tr>
<tr>
<td>2010</td>
<td>75</td>
<td>12</td>
<td>25</td>
<td>47</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

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.
Performance of our students

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

2012 Closing the Gap Report - Trinity Beach State School (1893)

Indigenous Focus School: Yes  Next Steps School: No  Low SES School: No  Lit & Num NP School: No

Full and Part-Time Enrolments August 2012

<table>
<thead>
<tr>
<th>Indigenous Status</th>
<th>Prep Year</th>
<th>Prep</th>
<th>Yr 01</th>
<th>Yr 02</th>
<th>Yr 03</th>
<th>Yr 04</th>
<th>Yr 05</th>
<th>Yr 06</th>
<th>Yr 07</th>
<th>Yr 08</th>
<th>Yr 09</th>
<th>Yr 10</th>
<th>Yr 11</th>
<th>Yr 12</th>
<th>SP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous</td>
<td>22</td>
<td>15</td>
<td>14</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>Non-Indigenous</td>
<td>93</td>
<td>98</td>
<td>74</td>
<td>88</td>
<td>91</td>
<td>74</td>
<td>103</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>741</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>115</td>
<td>113</td>
<td>88</td>
<td>95</td>
<td>98</td>
<td>81</td>
<td>109</td>
<td>133</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>832</td>
<td></td>
</tr>
</tbody>
</table>

NAPLAN Year 3 Mean Scale Score - Indigenous/Non-Indigenous Gap

* Writing results from 2011 cannot be compared to previous years. Indig N is the count of indigenous students with a score (excludes absent, exempt & withdrawn students).