



Tropical North Learning Academy - Trinity Beach State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	PO Box 142 Trinity Beach 4879
Phone	(07) 4057 1444
Fax	
Email	principal@trinitybeachss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Matthew Denzin

School overview

Our Purpose is to provide quality learning environments in which everyone is safe and students improve in their academic and social development

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

Our School Rules are *Be Safe, Be Respectful, Be a Learner*

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 SS 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 setbacks. 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.

School progress towards its strategic goals in 2018

Priority 1 – Tropic Future Ready Graduates

We were successful in:

- Developing integrated units of work (STEM) in Years 5 and 6
- Developing and implementing a new specialist subject in Digital Technologies
- Developing and implementing new extension programs in Coding and Robotics
- Increasing the number of participants in the Young Scholars program

Priority 2 – High Impact Teaching and Learning and performance culture

We were successful in:

- Setting aspirational benchmarks and targets that match school priorities and are reflective of continual school growth
- Ensuring all teaching teams embed the collaborative enquiry process to ensure purposeful, systemic design and implementation of the Australian Curriculum.
- Expanding specialist offerings to provide greater opportunity for students
- Establishing 'Trinity Dollars' as part of our student recognition and reward system for Positive Behaviour for Learning

Priority 3 - An accountable leadership framework

We were successful in:

- Refining the Teaching Expectations, Capability Systems
- Preparing and engaging in our School Improvement Review as part of our planning and review cycle
- Designing and implementing our new Strategic Plan

Priority 4 - Productive partnerships

We were successful in:

- Supporting the implementation of the P&C Strategic and Operational Plan including expanding our numbers in Outside School Hours Care
- Working closely with our School Council and P&C executive on key school events and community priorities
- Reviewing our implementation plan for the "Tropical North Learning Academy" with SSHS
- Lead the SAFEST committee to improve Road Safety
- Introducing regular 'Learning Journeys' for students to showcase their work to their parents/carers

We need to continue working on:

- Building highly reliable teams
- Improving our Minimum 'C' standard in English, maths and Science
- Identifying, designing and implementing a school wide social/emotional learning program
- Reviewing the roles of school leaders to create time for instructional leadership practices
- Building teacher capability

Future outlook

Our review and analysis of our 2018 progress against our targets and priorities has led to the development of our 2019 explicit improvement agenda. We are excited to continue: the development of high performing teams through intentional collaboration and enquiry; aligning teaching practice to both the curriculum and differentiated needs of students; the implementation of social and emotional learning and building on our priority partnerships.

Explicit Improvement Plan



Our Purpose is to provide quality learning environments in which everyone is safe and students improve in their academic and social development.

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



	2019 Improvement Actions	2019 Success Indicators
Precision in curriculum design and delivery	<ul style="list-style-type: none"> • Every teaching team implements the Collaborative Inquiry Process to ensure purposeful, systematic design and implementation of the Australian Curriculum (English and Maths) 	<ul style="list-style-type: none"> • Achievement standards are audited against Assessment task, GTMJ and lesson sequence • Lesson sequencing and differentiation is informed through skills gap analysis • 'B' and 'D' Marker groups are prioritised through collaborative inquiry • Student improvement is individualised through goal setting and feedback • Student work is moderated to ensure validity, reliability and consistency of judgement • Leadership practice reflects the improvement work of their teams • Leadership practice is moderated to ensure validity, reliability and consistency in leading Collaborative Inquiry
High quality pedagogical practices	<ul style="list-style-type: none"> • Every teaching team implements the Explicit Teaching model (Montessori Model for 3-6 classrooms) to ensure purposeful, systematic curriculum delivery 	<ul style="list-style-type: none"> • Year level timetables demonstrate a balance between agreed practices, demands of the Australian Curriculum, Social and Emotional Learning and year level needs • Explicit teaching lessons and consolidations occur in English and Maths • Teacher practice is moderated to ensure validity, reliability and consistency of pedagogy
Engaged Learners	<ul style="list-style-type: none"> • Every team implements Positive Behaviour for Learning to ensure safe, respectful, quality learning environments for all students • Consolidated data reports are designed to provide timely snapshots on student progress and needs • Complex Case Management system re-designed 	<ul style="list-style-type: none"> • Clear routines, classroom expectations and positive classroom tone are evident in every learning environment • Social and Emotional Learning is a priority for every teaching team • Tier 2 and 3 students identified with planned support and intervention at their level of need • The reduction in the number/frequency of student 'persistent minor' behaviour referrals • Regular range of lunchtime activities provided for students • Students requiring ICPs are identified and plans developed • Consolidated data reports meet the needs of teams and are provided to schedule
Highly Reliable Teams	<ul style="list-style-type: none"> • Use the Developing Performance Framework for staff to reflect on and individualise their capability needs and to guide each team's professional learning agenda • Prioritise staff meetings and collaborative planning to provide targeted professional learning differentiated to each team's needs in alignment with the Collegial Engagement Framework 	<ul style="list-style-type: none"> • Every staff member has a PDP • Teams plan for and engage in differentiated coaching and capability development • Leaders prioritise walkthroughs in class and lunchtimes
Community Partnerships	<ul style="list-style-type: none"> • Through the Tropical North Learning Academy: • Develop new TNLA Strategic Plan and Deliverables • Align Liberate Graduate Skillset • Identify 21st Century Learning implications for the partnership • Inquire into alternate methods of engaging the school community 	<ul 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

Measures of success...

Student Performance: Average grading across classes - 10% A, 30% B, 50% C (English and Maths)

Staff Capability: 90% of staff identify they are engaging in regular capability development at their point of need

Team Efficacy: 90% of staff identify they are part of a highly reliable team



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	923	958	1027
Girls	420	440	467
Boys	503	518	560
Indigenous	123	122	136
Enrolment continuity (Feb. – Nov.)	89%	91%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	25
Year 4 – Year 6	26	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 10
- 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
- Drama Club
- Premier's Reading Challenge

How information and communication technologies are used to assist learning

Throughout 2018, TBSS continued to work to on 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 Digital Technologies teacher and Makerspace teacher we are exploring how ICT can impact on 21st Century learning skills.

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 Focus Skills Program. In 2019 we are extending into the implementation of a social/emotional learning program.

We have an active Positive Behaviour for Learning team who also monitor the social climate of the school and work together in strategies to improve student and staff wellbeing e.g Trinity Dollars program in 2018.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	98%	93%
• this is a good school (S2035)	93%	91%	93%
• their child likes being at this school* (S2001)	93%	98%	95%
• their child feels safe at this school* (S2002)	96%	96%	91%
• their child's learning needs are being met at this school* (S2003)	85%	96%	90%
• their child is making good progress at this school* (S2004)	89%	96%	91%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	89%	90%
• teachers at this school motivate their child to learn* (S2007)	87%	93%	91%
• teachers at this school treat students fairly* (S2008)	82%	87%	84%
• they can talk to their child's teachers about their concerns* (S2009)	91%	95%	96%
• this school works with them to support their child's learning* (S2010)	87%	87%	89%
• this school takes parents' opinions seriously* (S2011)	87%	86%	81%
• student behaviour is well managed at this school* (S2012)	83%	77%	69%
• this school looks for ways to improve* (S2013)	98%	93%	96%
• this school is well maintained* (S2014)	89%	93%	91%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	89%	95%
• they like being at their school* (S2036)	96%	91%	91%
• they feel safe at their school* (S2037)	93%	77%	88%
• their teachers motivate them to learn* (S2038)	97%	89%	94%
• their teachers expect them to do their best* (S2039)	100%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	89%	91%
• teachers treat students fairly at their school* (S2041)	96%	70%	84%
• they can talk to their teachers about their concerns* (S2042)	88%	74%	77%

Percentage of students who agree# that:	2016	2017	2018
• their school takes students' opinions seriously* (S2043)	91%	72%	82%
• student behaviour is well managed at their school* (S2044)	93%	61%	80%
• their school looks for ways to improve* (S2045)	99%	97%	97%
• their school is well maintained* (S2046)	95%	78%	85%
• their school gives them opportunities to do interesting things* (S2047)	98%	87%	88%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	90%	91%
• they feel that their school is a safe place in which to work (S2070)	95%	76%	77%
• they receive useful feedback about their work at their school (S2071)	96%	78%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	78%	81%
• students are encouraged to do their best at their school (S2072)	96%	95%	92%
• students are treated fairly at their school (S2073)	89%	83%	76%
• student behaviour is well managed at their school (S2074)	68%	46%	55%
• staff are well supported at their school (S2075)	73%	59%	68%
• their school takes staff opinions seriously (S2076)	77%	68%	72%
• their school looks for ways to improve (S2077)	97%	90%	86%
• their school is well maintained (S2078)	96%	86%	80%
• their school gives them opportunities to do interesting things (S2079)	82%	77%	78%

* 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
- Fortnightly 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 education programs

At Tropical North Learning Academy – Trinity Beach SS we strongly value the importance of respectful relationships across our school community. This includes focusing on focus on personal safety and awareness, including preventing, identifying and responding to domestic and family violence and abuse, increasing gender equality, developing students’ knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. We have:

- Embedded our High 5 strategy on how to get along with others
- Embedded our Focus Skills program and prioritised the implementation of social/emotional learning in 2019
- Ensured all staff are trained in Student Protection
- Implemented small group activities to build self-regulation and respectful relationships with peers
- Participated in domestic violence week
- Partnered with agencies to provide support to family and students on an individual basis
- the curriculum

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	59	93	133
Long suspensions – 11 to 20 days	0	2	1
Exclusions	0	0	2
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school’s environmental footprint

The school has implemented a range of strategies to build awareness of environmental impact and our own footprint. We have done this through the curriculum, Young Scholars and environmental club. We have also experienced enrolment growth and facility expansion.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		44,024	418,861
Water (kL)		3,551	

Note:

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

*OneSchool is the department’s comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

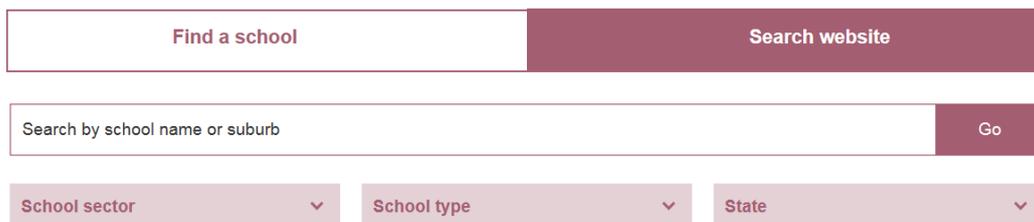
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	67	46	<5
Full-time equivalents	63	30	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	1
Graduate Diploma etc.*	14
Bachelor degree	45
Diploma	
Certificate	

*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 2018 was over \$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 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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	89%	91%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	95%	93%
Year 1	94%	95%	93%
Year 2	94%	95%	92%
Year 3	95%	94%	94%
Year 4	94%	94%	92%
Year 5	93%	92%	93%
Year 6	93%	93%	91%

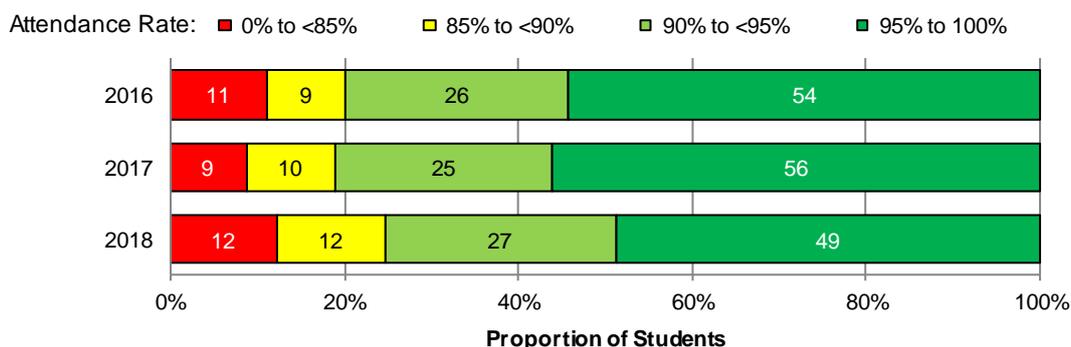
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.