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Principal's foreword

Introduction

In 2006 Trinity Bay State High School sustained high enrolment despite the opening of two new high schools in Cairns in the past two years. The school continues to enjoy a positive reputation in the community as one that has high expectations of students and produces solid outcomes in both academic and vocational achievements of students.

Staff at the school are committed to providing high quality learning opportunities for students and work to foster a productive work ethic and engagement in learning. Staff turnover remains low and satisfaction levels amongst staff are consistently better than like schools and state means.

Both parents and students continue to express confidence in the school's ability to provide a vibrant and varied curriculum that allows students to succeed and often excel. The pressures of continual growth have now been removed and this allows time for the school to consolidate its many recent initiatives including Junior Curriculum reform.

The school has won many regional showcase awards and is known in the Cairns and Tablelands communities as a school that excels in many dimensions of academic and vocational endeavour. The commitment of staff is such that extra curricula options for students are many and varied.

As the school approaches its 50th anniversary the total refurbishment of the buildings and grounds is now in sight. Without the support of the school's P&C and Student Council this would not be a reality, thank you.

Future outlook

The school will enjoy a sustained period of stable enrolment over the following 3 to 5 years. Even so the school will not be complacent and many of its programs will be enhanced so as to continually be responsive to student needs.

In addition to the school's high end academic program, the school will develop innovative and targeted literacy programs. Commencing in Year 8 these programs will keenly focus on functional literacy and the various genres necessary to succeed in the various subjects or fields of knowledge.

The Junior Curriculum structure will be reviewed in 2007 so as to provide a more engaging set of curriculum offerings to students in Years 8 & 9 and a transition year in Year 10.

The school's vibrant extra curriculum opportunities will remain and a continued focus on the creating a nurturing and caring environment at the school will also be sustained. Past students will continue to recognise that Trinity Bay ethic that protects and reassures students while they engage in the tremendous range of activities the school affords them as they move through the year levels.

Our school at a glance

School Profile

- Total student enrolments for your school = 1270 in 2006
- **Year levels offered** = Years 8 (13 Years of age) to Year 12 (17 Years of age)
- Trinity Bay State High is a co-educational school.

Curriculum offerings

Our distinctive curriculum offerings

- **Comprehensive curriculum** - Trinity Bay affords its students a vibrant and varied curriculum in both the Junior and Senior school. This allows students to achieve their very best academically.
- **Academic and vocational programs** - The senior school offers Accredited Queensland Studies Authority programs in the full range of academic and vocational options.
- **Traditional subjects** - The junior school offers traditional QSA subjects with Year 8 being a transition year from primary school.
- **Excellence programs** - The school offers enrichment and extension programs in dance, drama, music, technical theatre and sport. Trinity Bay State High School is an award winning school in Visual Arts, Science, Technology, Sport and Community Service.

Extra curricula activities

- **Camps, Overseas Excursions** – The Year 9 and Year 12 camps are much prized by students, overseas trips to the New Zealand Snow fields and to Japan afford students wonderful experiences.
- **Performances** – Musicals, Theatre Sports, Music Nights, Dance Competitions and other performances.
- **Enrichment activities** – Various competitions, Mentor Programs, Science Expos, Eisteddfods, excursions
- **Integrated ICT** - Information technology is integrated into all aspects of school curriculum.

Social climate

- **Draws from greater City of Cairns** - The school attracts students from all over the City of Cairns but primarily from eight (8) major feeder schools.
- **Enrolment footprint** - The surrounding “three M” suburbs of Manoora, Manunda and Moorooloolooloo have all been the focus of the Premier’s Urban Renewal Program, reflecting the low socio-economic status of this community. The school also draws students from the middle class mortgage belt of Cairns extending across City View, Kanimbla, Whitfield, Edge Hill, Brinsmead, Freshwater and Redlynch. The enrolment footprint of the school has changed over recent years in the face of reducing school age populations in surrounding suburbs and the growth of our city in the mortgage belt suburbs.
- **Multicultural** - The school student population reflects the multicultural nature of the greater city of Cairns.
- **Indigenous students** - Approximately 20% of students identify themselves as being indigenous (the vast majority of these being Torres Strait Islander). A significant proportion of these students board away from home at hostels or with family in order to attend a “mainstream” school in Cairns.

Involving parents in their child’s education.

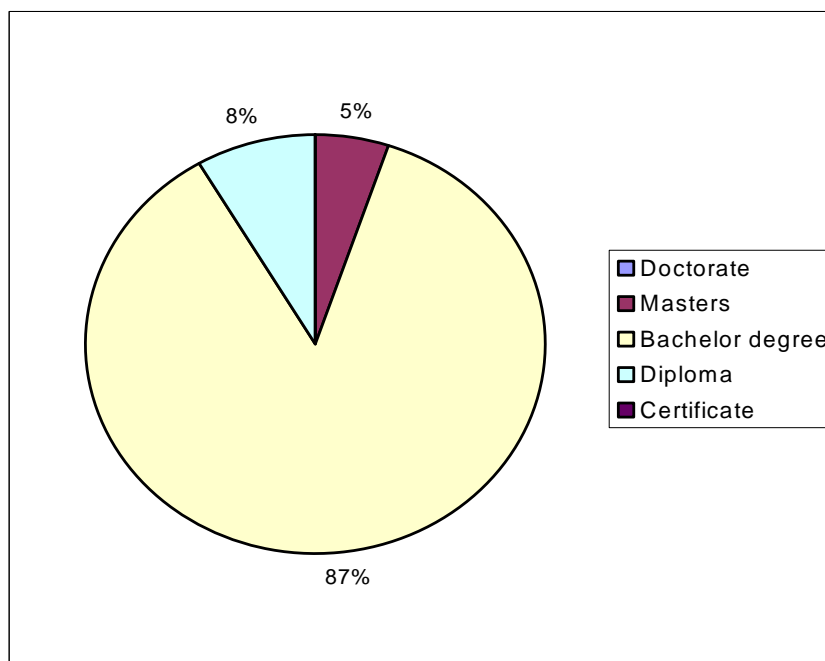
- **School Council** – The Council continues to monitor the school’s performance and direction.
- **P&C Support** – Parents on the school’s Parents and Citizen Association provided strong support for both curriculum initiatives and contributions to school refurbishment.
- **Communication** – Parents and care givers were kept informed through the school newsletter, various information nights and parent teacher interviews.
- **Celebrations** – Celebrations, ceremonies and presentations were all used to bring the community together to celebrate success and recognize achievement.
- **Community Partners** – The school used a number of organizations and community members to enrich student learning during 2006. Vocational providers such as VPG, CRGT, My Other Mum and Tafe provided valuable training for students. Visiting Artists, coaching barristers, community mentors, elite sportsmen and many others, provided invaluable enrichment to our school activities.

2006 School Annual Report

Our staff profile

Qualifications of all teachers.

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	
Masters	4.7
Bachelor degree	87.5
Diploma	7.8
Certificate	



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2006 was \$41869.
- The major professional development initiatives are as follows:
 - Our Head of Department in Art was awarded the opportunity to travel to Shanghai as part of an Access Asia Tour
 - Literacy Workshops – Genre
 - Profession network day during July pupil free day
 - Nutrition and health and well being workshops
 - Micro skills workshop
 - ICT showcase workshops
 - Innovative teaching techniques workshop
 - Geographical Information Systems Training
 - Yoga, Naturopathy, Financial Planning & Massage
- The involvement of the teaching staff in professional development activities during 2006 was 72.8 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was % in 2006.

Proportion of staff retained from the previous school year.

- From the end of the 2005 school year, % of staff were retained by the school for the entire 2006 school year.

2006 School Annual Report

Performance of our students

Student attendance

The average attendance rate as a percentage in 2006 was 91.4 %.

Key outcomes in the senior phase of learning

Apparent retention rates Year 8 to Year 12.

Year 12 student enrolment as a percentage of the Year 8 student cohort.	78.3 %
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Outcomes for our Year 12 cohort of 2006

Total number of Senior Certificates awarded	183
Percentage of Overall Position (OP) -eligible students with OP 1-15	69 %
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	33 %
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	80 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	96 %

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2006 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be posted to our website by early September.

Other Key Outcomes

Value added

- **School Based Police Officer** – The school was successful in receiving a SBPO for 2 day a weeks.
- **Science on Saturdays** – The school hosted these events from February through to April.
- **Child Care Prize** – A Trinity Bay student won the 'My Other Mum' Student Excellence Award.
- **New Sister School** – The school signed a new agreement with Ashikaga High School in Japan.
- **Debating Award** – A student received a North Queensland Advocate Award and was awarded a scholarship to Bond University.
- **Mathematics** – Year 8 students came first in QAMT Math's Quiz.
- **Hockey** – A Year 10 student made the Australian Hockey Team and will travel to China to play in 2007.
- **Regional Showcase Award** – The school won this award for its work in developing school student leaders.
- **Ministers Art Awards** - Students continue to excel in these awards this year particularly so in photography.

Parent, student and teacher satisfaction with the school

Parents - Overall parents rated the school "ABOVE" the 'like schools benchmarks'. Individually parents rated Student Outcomes, Pedagogy, School-Community Relations "ABOVE" like schools responses. Parents rated School Climate "ABOVE" both the state and like schools benchmarks. Parents did not rate the school below average on any of the eight dimensions used in the survey.

Students – Overall students rated the school "ABOVE" both the state benchmarks and the like schools. Individually students rated the school "ABOVE" state benchmarks and like schools on every dimension measured.

Teachers - The school performed better than like schools benchmarks in the areas of Relationships and Staff Morale, (this is the fourth consecutive year this has occurred). Overall staff rated the school comparable to like schools in the state but below the state benchmarks in School Operations, and Support, resources and training.

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