

Trinity Bay State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This report gives a snapshot of quantitative and qualitative data outcomes for the school illustrating critical outcomes and key performance indicators for 2015. It provides the reader an overview of the basic elements of the school's various dimensions and activities during that year.

School progress towards its goals in 2015

In 2015 the school has consolidated the improvement agenda work commenced in 2012 and attended to the key priorities of the four year plan. In 2015 the school specifically focused on the following key elements of the AIP as described in the table below.

Dimension	School progress towards:
Systematic Data collection and analysis	<ul style="list-style-type: none"> Data analysis discussion and sharing on a school wide basis has increased with teacher, students and parents/carers, with a particular focus on Attendance, A-C results and senior outcomes especially the QCE Data collection is a routine practice that teachers individually and at faculty levels engage in at set junctures throughout the annual academic calendar Increased Data literacies and analysis has meant teachers know their learners and more aware of individual students needs Analysis of data about student learning informs teachers planning and teaching in the classroom
Teacher capability development	<ul style="list-style-type: none"> Explicit teaching coaches continue to provide in class support and feedback to teachers about pedagogy Mentors provide valuable support to new/beginning teachers in a mentor beginning teacher program Classroom observations and feedback continued with HODs, DPs and Principal regularly conducting classroom observations twice a year A specific school wide focus on the transition to the Australian Professional Standards for Teachers prepared all teachers as part of ongoing capability and workforce development An annual schedule of professional learning was published providing teachers with specific professional development and learning opportunities from internal and external professional sources.

Systematic Curriculum Planning and Delivery	<ul style="list-style-type: none"> • Continuous planning, review and alignment of all KLA curriculum and assessment to provide evidence of the transition for students from Yr.8 to Yr.12 in all mandated and elective curriculum choices • Alignment of Australian Curriculum and school based KLA subject offerings in junior secondary, integration, adaption and adoption of selected C2C resources and assessment • Review and monitoring of all QCAA subjects (Authority, SAS and VET), through school based comparative moderation, internal audit processes and external QCAA audit and monitoring procedures
Junior Secondary student transition	<ul style="list-style-type: none"> • A program of information sessions were delivered to invited parents/carers and students interested in the transition from primary to secondary for 2015 • Planning for the transition of both Yr.7 and Yr.8 cohorts was coordinated thoroughly and prepared the school for the arrival 500 new students to the school in 2015 • Timetabling of KLA subjects, C2C and Australian Curriculum materials and resources provided a diverse range of learning opportunities whilst focusing on the core elements of student learning, especially Maths, English and Science. Extra subject time was allocated to allow for a focus on literacy and numeracy with all junior secondary students

Future outlook

The Trinity Bay State High School, SSIP 2016-19, prioritises the school's strategic improvement agenda work. The SSIP assists the school to review and reflect on its efforts to improve the quality of classroom teaching and learning. It supports school-wide conversations including teachers, parents and families, school governing bodies, local communities and students themselves, about aspects of current practice, areas for improvement and evidence that progress is being made. The ultimate goal of school improvement is to improve outcomes for all students.

Future Outlook for TBSHS

The School's 2015 Action Plan focuses on key domains of the National School Improvement Tool (NSIT) and is informed by the continuous (4) year school strategic planning cycle. Extracts from the plan are detailed below and shows the critical areas for improvement in the school over the year.

1. Explicit Improvement Agenda 2015

- A focus on student performance, with clear targets and plans that are rigorously actioned.

STUDENT ATTAINMENT:

- A-C student results: 85%

SENIOR RESULTS:

- OP 1-15 results: 70%, OP 1-5: 15%
- 100% with leaving qualification – including, VET, QCE SAT outcomes

READING:

- Year 9 NAPLAN Reading - 90%[^]NMS
- Year 9 NAPLAN U2B in Reading – 5% INCREASE

ATTENDANCE:

- attendance rate - 90% through ongoing interventions of school based staff

2. Use data to identify gaps in learning and to monitor improvement.

- A focus on professional development to enhance the data literacy skills of all teachers
- Enhanced data literacies will enable teachers to identify student learning needs and provide individual responses to assist student with learning development in KLA areas
- Teachers identify learning gaps and effectively tailor teaching and learning experiences for students in the classroom environment

3. Differentiation.

- Teachers use the SOP and placemat as a tool to differentiate their teaching and tailor their teaching and units of work
- Units of work show differentiated content, processes and products
- Teaching shows multiple means of engagement for students

4. Year 7 Transition.

- Year 7 units of work developed and reviewed to focus on curriculum content, literacy and numeracy,

- Develop foundation Reading, Spelling, Numeracy programs with all Yr. 7, 8 and 9 students
- Plans to transition students from Year 6 into 7 were implemented with local primary schools with support from ISSU staff and school administration, teachers and students conducting frequent visits to discuss the transition process.

5. Parents involved in positive/ productive partnerships.

- Work with ISSU and Dr.Geroge Otero was productively conducted in term 3, 2014 with a focus on school and community of engagement, students and community forums continued in 2015
- Parents to be invited into the school to participate in learning walks and to see first-hand learning environments that students and teachers engage in with their work.
- School Administration staff and teachers have conducted community forums focused on the learning opportunities that the school provides students at the school at local feeder primary schools and at the high school environment

6. Effective teaching practices.

- Continued investment in improving teaching practices through deployment of explicit teaching coaches
- School leaders are active in the observation of the classroom environment and observe teachers and students in the learning process frequently
- Teachers provide '**feedback, feedforward and feed up**' as a process to provide clarity for students about their expectations and to guided practice which enables students to become self-regulated learners

Summary of key priorities at whole school and subject/faculty areas (2016 - 2019)

Dimension	Key focus priorities
Teaching	Teachers engage in commitment to improved practice: <ul style="list-style-type: none"> ▪ Coaching, MBT, peer observations, classroom observations with feedback, walk throughs, professional learning
Literacy	Teachers: <ul style="list-style-type: none"> • embrace the whole school Language and Literacy agenda • and cater for students in the subject specific literacies to access curriculum
Numeracy	Teachers: <ul style="list-style-type: none"> • embrace the whole school Numeracy agenda • and cater for students in the subject specific numeracies to access curriculum
Parents and Community	Involve parents in individualised positive frequent communications via phone, post cards, emails, and face to face contacts

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1406	663	743	374	89%
2014	1454	673	781	420	88%
2015	1646	759	887	506	89%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the student body:

The school attracts students from all over the city of Cairns but primarily from eight major feeder schools.

The school also draws from the surrounding “three M” suburbs of Manoora, Manunda and Mooroolool in addition to 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.

The school continues to grow in enrolments and commenced 2015 with a student population of 1700, with students from all areas of the city being attracted to the school for the excellent programs offered at the school.

International students – between 25-50 international students from Europe, PNG and Asia choose the school each year to study abroad from their home countries.

The school student population reflects the multicultural nature of the greater city of Cairns and supports just over 100 refugees background students in an Intensive English Language program.

Approximately 33% of students identify themselves as being indigenous (the majority of these being Torres Strait Islander and Aboriginal). A significant proportion of these students board away from home at hostels or with family in order to attend a “mainstream” school in Cairns. The Indigenous Leaders Program supports and promotes young Indigenous leaders in the school and wider community.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	23	23
Year 11 – Year 12	19	18	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	197	239	313
Long Suspensions - 6 to 20 days	45	12	38
Exclusions	12	7	15
Cancellations of Enrolment	6	24	22

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum offerings

Our distinctive curriculum offerings

Comprehensive curriculum :

Trinity Bay affords its students a vibrant and varied curriculum in both the Junior and Senior secondary school. This allows students to achieve their fullest potential academically. Students have the opportunity to select and experience a very extensive and diverse range of subjects as well as engaging with the mandatory Australian Curriculum subjects offered to all students at the school.

Academic and vocational programs:

The senior school offers accredited Queensland Curriculum Assessment Authority programs in the full range of academic and study area specifications courses as well extensive vocational education and training options. Range and diversity are reviewed to meet student needs and pathways and post schooling options.

Australian Curriculum :

The junior school (Yr. 8 and 9) offers QCAA subjects, and opportunities for all students to access the Australian National Curriculum supported by the QLD C2C resources. Year 10 will be considered the transition year to the senior phase of schooling as of 2015. Intensive SET planning supports student pathways as they enter the senior phase of learning.

Excellence programs:

Were well researched and planned to be launched and introduced in 2015 in the areas of Visual Arts, Science, Performing Arts and Talented Athlete Academy. - The school also 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 Leadership camps are highly valued and patronised by students, these two opportunities are scheduled and based at selected venues at Lake Tinaroo, on the Atherton Tablelands each year. Overseas trips to the New Zealand Snow fields and to Japan afford students wonderful international cultural experiences. A sister school relationship was established between Trinity Bay SHS and number 6 Middle school in Suzhou China in September 2014. A inaugural student and teacher delegation to China took place in the September school holidays. This exciting event enabled educational and cultural interactions with staff and students of number 6 Middle school in Suzhou China. Planning is underway to continue to secure stronger ties with this school and other schools in new destinations in Mainland China.

Performances:

Musicals, Theatre Sports, school based Music Nights, the annual 'Night of Innovation', 'Audio Rumble', Dance Competitions are a unique feature of the an extremely active performing arts staff and student cohort

Enrichment activities:

Various competitions, Mentor Programs, Science Expo, Eisteddfods, excursions, subject workshops with feeder schools in Science. Performing Arts provide teachers and students with exciting opportunities to be challenged and

extended in a supportive learning environment. Partnerships with JCU at Smithfield has provided opportunities for students and teachers to engage with university mentors and staff and to experience campus life and various educational activities.

How Information and Communication Technologies are used to assist learning

Information technology is integrated into all aspects of the school's curriculum. More than 300 desktop computers in lab situations and class sets of laptops on mobile trolleys are presently available for student learning. The school has full wireless network and this infrastructure continues to be upgraded to double and strengthen capacity as well as planned bandwidth upgrades to provide increase service and support for all school users. Upgrade to the WAP system across the school will enhance connectivity for both students and teachers.

A Block construction and refurbishment of G Block has provided new eLearning spaces and the inclusion of a technician's help and support desk and store, as well as virtual classroom facilities has significantly augmented the school's capacity to use technology to enhance student learning.

Specialist technology subjects such as Film and Television, Media Arts, Certificate 2 in Digital Media continue to attract students and these subjects are at capacity and are oversubscribed every year. Planning for the transition to the BYOx device program has commenced with further planning and consultation to proceed during 2015 with roll out of the BYOx strategy scheduled for 2016. iPads for student use have been purchased with GRG funding and these are an integral tool to support student learning in literacy programs.

All staff now have access to the Laptops for Teachers Program. All communications with staff including staff notices and policy documents are now online with the OnePortal system.

Social Climate

The school promotes a positive and disciplined environment for students where the key value is respect, particularly for self and others. As a result school opinion results for both staff and students have always been and continue to be strongest in the areas of teacher – student relationships.

The school has a Year Level Co-ordinator for each year group (7,8, 9, 10, 11 and 12), a Junior and Senior Leaders (student council) Co-ordinator, an Indigenous leaders group at Junior and Senior levels and a very active junior and senior student council.

Other support staff include a full time Guidance Officer, School based Health Nurse, Attendance Officer, School Chaplain funded through SUQ and the P&C association, part time psychologist, social worker, a Youth Support Coordinator and a School Based Police Officer. A strong anti-bullying program called **"Speak up Speak out"** exists at the school. An online anti bullying program was introduced in 2015 across the FNQ region called STYMIE. The **"Speak up Speak out"** program has previously won a national award and continues today to support the school to provide a safe learning environment for students and staff.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree ^a that:	2013	2014	2015
their child is getting a good education at school (S2016)	86%	93%	100%
this is a good school (S2035)	100%	96%	100%
their child likes being at this school (S2001)	100%	96%	100%
their child feels safe at this school (S2002)	100%	96%	100%
their child's learning needs are being met at this school (S2003)	86%	93%	100%
their child is making good progress at this school (S2004)	86%	87%	100%
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)	100%	95%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school motivate their child to learn (S2007)	86%	91%	97%
teachers at this school treat students fairly (S2008)	83%	98%	89%
they can talk to their child's teachers about their concerns (S2009)	100%	96%	100%
this school works with them to support their child's learning (S2010)	86%	93%	96%
this school takes parents' opinions seriously (S2011)	83%	90%	96%
student behaviour is well managed at this school (S2012)	86%	95%	96%
this school looks for ways to improve (S2013)	86%	98%	97%
this school is well maintained (S2014)	100%	98%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	99%	97%
they like being at their school (S2036)	96%	96%	95%
they feel safe at their school (S2037)	96%	95%	97%
their teachers motivate them to learn (S2038)	88%	94%	95%
their teachers expect them to do their best (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	90%	96%	93%
teachers treat students fairly at their school (S2041)	86%	89%	94%
they can talk to their teachers about their concerns (S2042)	80%	86%	85%
their school takes students' opinions seriously (S2043)	85%	90%	93%
student behaviour is well managed at their school (S2044)	80%	82%	82%
their school looks for ways to improve (S2045)	97%	99%	97%
their school is well maintained (S2046)	96%	95%	96%
their school gives them opportunities to do interesting things (S2047)	96%	99%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	99%	99%
they feel that their school is a safe place in which to work (S2070)	98%	99%	96%
they receive useful feedback about their work at their school (S2071)	80%	90%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	88%	90%
students are encouraged to do their best at their school (S2072)	94%	98%	95%
students are treated fairly at their school (S2073)	97%	99%	95%
student behaviour is well managed at their school (S2074)	93%	97%	91%
staff are well supported at their school (S2075)	86%	92%	95%
their school takes staff opinions seriously (S2076)	69%	87%	85%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
their school looks for ways to improve (S2077)	91%	97%	98%
their school is well maintained (S2078)	92%	99%	95%
their school gives them opportunities to do interesting things (S2079)	80%	89%	88%

'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

School Opinion Survey responses for parents show ratings above like schools on making parents feel welcome at the school. Opportunities for parents to be involved in the school are available through:

P&C:

Parents attending and represented on the school's Parents and Citizen Association continue to provide strong support for curriculum initiatives, professional and financial contributions to school improvement and refurbishment, of new and existing facilities and infrastructure. Initiative to support extra on site school time for the school's Chaplain has been very rewarding and has supported a variety of programs for students at the school. Financial support of school based traineeships in the IT department has been a new initiative and has added strength to the IT technical staff and on site delivery at the school.

Communication:

Parents and care givers were kept informed through the school newsletter, various information nights and parent teacher interviews and increasingly and successfully through the use of social media especially through Facebook. The leverage of social media has increasingly grown and provides parents and carers an innovative means of interacting and staying connected to the school's diverse range of events, functions and activities. The use of ID attend system and applications has meant that parents and carers are well informed via text messages of students attendances, reports and teacher communications regarding assessment, exams and other subject based activities.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The staff at the school is committed to efficient and efficient use of the school's resources. An increasing need exists to mobilise all school users to consider sustainable environmental practices at the school. Litter and other main sources of rubbish are key areas where teachers and students must promote these sustainable practices and seek to explore reusing and recycling as viable options to enhance the schools environment. It is evident that an overall increase in student numbers, through the arrival of (300) Yr.7 students, increases in teachers, teacher aides and operations staff has had an impact on school resources consumption and the production of waste and other by products of work and play.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	1,091,776	6,185
2013-2014	1,132,564	6,867
2014-2015	1,227,347	9,006

*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.

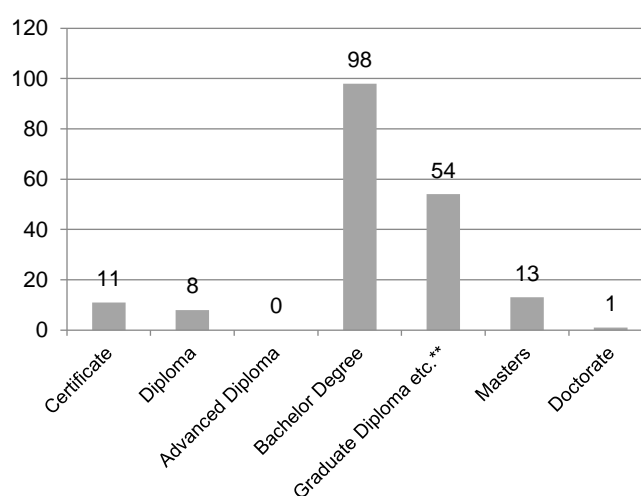
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	136	67	12
Full-time equivalents	129	52	9

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	11
Diploma	8
Advanced Diploma	0
Bachelor Degree	98
Graduate Diploma etc. **	54
Masters	13
Doctorate	1
Total	185



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 45,000.00

The major professional development initiatives are as follows:

- Three explicit teaching coaches were trained and deployed to support teachers in the implementation Explicit Teaching strategies,
- Four teachers were identified and completed the MBT program to support new and beginning teachers in 2015,
- School based workshops - Unit Planning, SET planning, Reports Management , Literacy and Numeracy strategies, QCAA policies, procedures and initiatives, NAPLAN,
- VET training in particular teachers required and completed Certificate 4 TAE qualifications,
- Staff Induction processes for new staff to the school held primarily on January SFD, but is provided as new staff are appointed as permanent and temporary contracts
- QCAA Senior Subject implementation, Verification and Monitoring processes
- All staff received initial training for the APDP and APST – setting goals and using evidence to match to APST in selected domains- i.e. Professional Practice
- Staff training on key school strategies linked to the school's Pedagogical practices – e.g. Feed Forward to students , Standards of practice to support consistent teaching and learning practices
- Staff meeting workshops on – updates to the Code of Conduct , Student Protection and Asbestos awareness and training

The proportion of the teaching staff involved in professional development activities during 2015 was 98%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 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/>.

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

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	83%	84%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

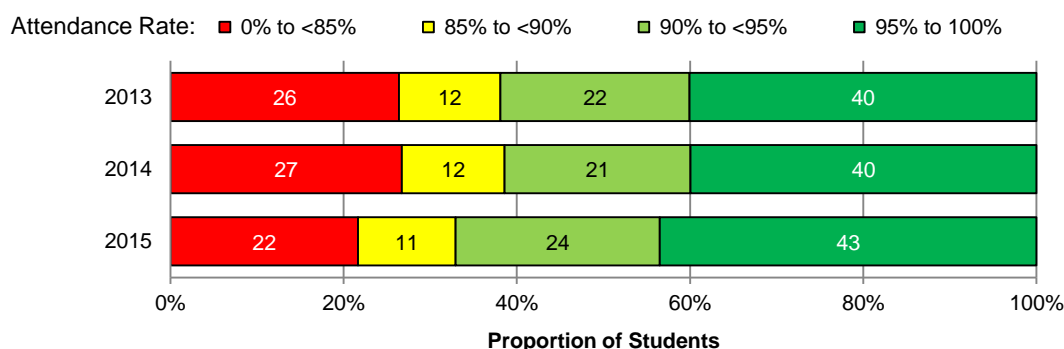
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									89%	89%	86%	88%	89%
2014									90%	87%	88%	88%	88%
2015							91%	91%	87%	88%	91%	91%	91%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

The school has a number of proactive approaches to non-attendance including:

- The employment of an Attendance Officer whose role and work it is to contact parents regarding all forms of attendance and absenteeism as well as chronic absences of individual students.
- This officer works in conjunction with the Guidance Officer and School Based Police Officer to track at risk students and undertake regular home visits.
- This officer monitors students daily and engages these students with the Student Engagement HOD and other associated support and intervention staff including CECs, the Responsible Behaviour teacher, Youth Support Coordinators, Chaplain,
- Re-engagement processes and strategies are coordinated through the SWAT team representative of students welfare, well-being and engagement services based at the school and external agencies that can assist with student reengagement and support,
- In 2015 the school continued to implement a positive behaviour program where students with exceptional attendance were rewarded at school with recognition,
- Students were formally recognised for having full and complete attendance the school invests into promoting a culture that recognises and rewards students with 100% attendance at the school,
- Classes across all year levels are also rewarded for high attendance rates with pizza parties at the end of each term, or alternatively with a school based pool and sausage sizzle party,

- Attendance data is publicly displayed and discussed daily on each year level assembly and positive praise and encouragement on these year level parades continues to build and sustain a culture that attendance is a key element to success at school.

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**.

Find a school

Where it says **‘School name’**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school’s *profile* webpage.

School NAPLAN information is available by selecting **‘NAPLAN’** in the menu box in the top left corner of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	68%	77%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	46%	70%	66%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	219	219	209
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	87	70	63
Percentage of Indigenous students receiving an Overall Position (OP)	11%	11%	9%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	24	23	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	177	178	191
Number of students awarded an Australian Qualification Framework Certificate II or above.	108	84	126
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	176	192	202
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	66%	88%	94%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	67%	64%	65%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	92%	97%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	96%	93%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	11	16	31	20	9
2014	10	14	21	23	2
2015	9	14	18	21	1

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	145	72	53
2014	151	49	45
2015	143	105	38

As at 16 February 2016. The above values exclude VISA students.

Students undertaking Certificate courses studied one or more of the following delivered at the school:

Certificate 1	Certificate 2	Certificate 3
Certificate I in Business Certificate I in Information, Digital Media and Technology Certificate I in Textiles Clothing and Footwear (Still on scope of registration)	Certificate II in Auslan Certificate II in Business Certificate II in Hospitality Certificate II in Information, Digital Media and Technology Certificate II in Information Technology Certificate II in Music Certificate II in Performing Arts Certificate II Workplace Practices Certificate II in Visual Arts	Certificate III in Early Childhood Education and Care Certificate III in Hospitality Certificate III in Music

- The school has MOU's with Cairns Training Academy to deliver Certificate III in Early Childhood Education and Care and TAFE to deliver Certificate II and Certificate III in Hospitality.
- The following qualifications were also completed by students as part of TAFE courses or School based apprenticeships/traineeships:

Certificate II:	Certificate III:
Retail Community Recreation Logistics	Visual Arts Health Administration Health Services Assistant Business Warehousing Events (on offer) Education Support Basic Health

- Students were also involved in the course pathway to complete units from a Diploma in Nursing.

Post-school destination information

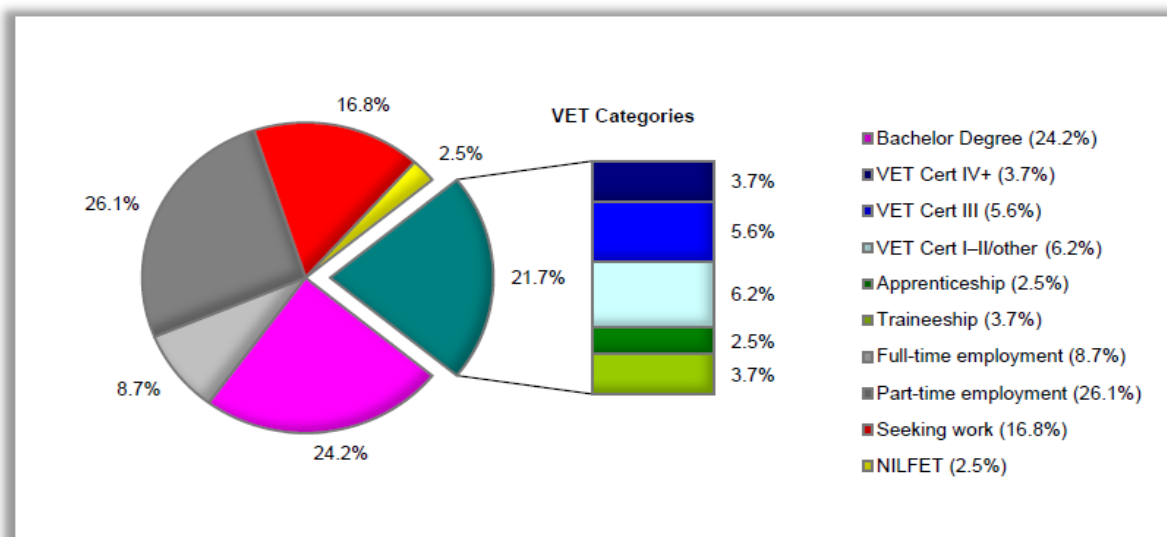
At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Historical trends summary - Trinity Bay SHS

In 2015, 46.0 per cent of young people who completed Year 12 at Trinity Bay State High School in 2014 continued in some recognised form of education and training in the year after they left school.

- The most common study destination was Bachelor Degree (24.2 per cent).
- The combined VET study destinations accounted for 21.7 per cent of respondents, including 15.5 per cent in campus-based VET programs, with 3.7 per cent of Year 12 completers entering programs at Certificate IV level or higher.
- 6.2 per cent commenced employment-based training, either as an apprentice (2.5 per cent) or trainee (3.7 per cent).
- In addition to the above study destinations, a further 5.6 per cent of respondents from this school deferred a tertiary offer in 2015 (deferrers are shown in Figure 1 in their current destination).
- 54.0 per cent did not enter post-school education or training, and were either employed (34.8 per cent), seeking work (16.8 per cent) or not in the labour force, education or training (2.5 per cent).

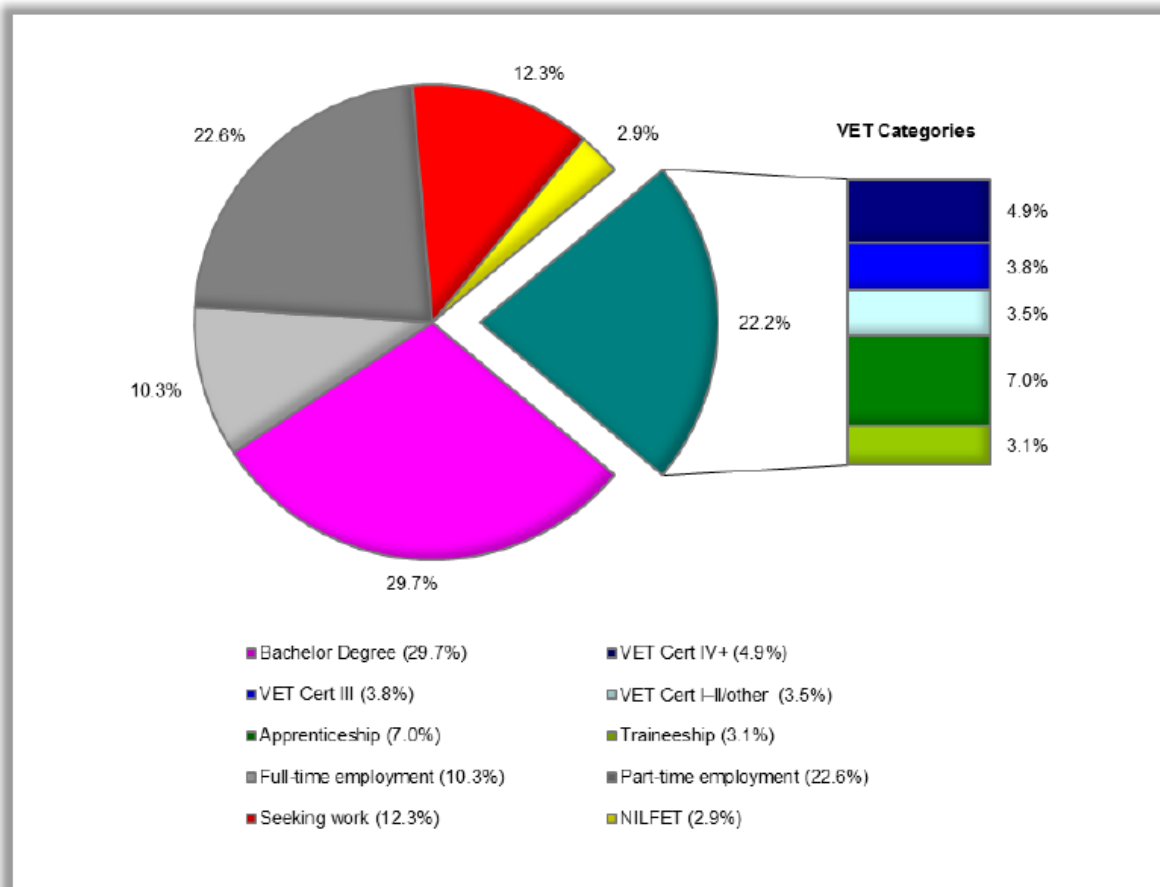
Figure 1: Main destination of Year 12 completers, Trinity Bay State High School 2015



Main destinations comparison the Cairns Region 2015

At the time of the survey:

- The majority of Year 12 completers in this region (84.7 per cent) were studying or in paid employment.
- Further study was a common destination for Year 12 completers, with 51.9 per cent continuing in some recognised form of education or training in the year after they left school.
- Students undertaking a Bachelor Degree accounted for 29.7 per cent of all Year 12 completers in this region.
- A further 22.2 per cent were studying vocational education and training (VET).
- Campus-based VET destinations accounted for 12.1 per cent with 4.9 per cent of Year 12 completers in programs at Certificate IV level or higher.
- Employment-based training accounted for 10.1 per cent of Year 12 completers in this region, either in apprenticeships (7.0 per cent) or traineeships (3.1 per cent).
- In addition to the above study destinations, a further 12.3 per cent of Year 12 completers from this region deferred a tertiary offer (deferrers are shown in Figure 1 in their actual current destination)
- 48.1 per cent did not enter post-school education or training, and were either employed (32.9 per cent), seeking work (12.3 per cent) or not in the labour force, education or training (2.9 per cent).

Figure 1: Main destination of Year 12 completers, Cairns 2015

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The Senior Schooling HOD and VET coordinator work diligently to transition students wishing to leave school early to worthwhile destinations. Of the 142 students that exited school in Years 10-12 in 2015 their destinations were:

Categories	Year 10 - 54 students	Year 11 - 64 students	Year 12 – 24 students
Full time employment	4	11	4
Part time employment	0	1	0
VET further education/training	1	12	2
Employment status unknown	0	0	0
Part time VET- further education/training	0	0	0
Secondary State schooling	23	22	12
Non State secondary schooling	19	2	0
Unemployed	0	0	0
Unknown destination	5	8	5
Other	2	8	1
TOTAL STUDENTS - 142	54	64	24

