



# Trinity Bay State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

## Contact Information

## School Overview

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Trinity Bay State High is a co-educational school with enrolments in 2016 being around 1670 students, across year levels 7 to 12.

Our school's vision is one of being 'An academic, innovative and caring school', underpinned by a range of values.

## Principal's Foreward

## Introduction

This report gives a snapshot of quantitative and qualitative data outcomes for the school illustrating critical outcomes and key performance indicators for 2016. It provides the school community with an overview of the

elements of the school's various priorities and professional activities during that year.

## School Progress towards its goals in 2016

Dimension	School progress towards:
Systematic Data collection and analysis	<ul style="list-style-type: none"> <li>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</li> <li>Data collection is a routine practice that teachers individually and at faculty levels engage in at set junctures throughout the annual academic calendar</li> <li>Increased Data literacies and analysis has meant teachers know their learners and more aware of individual students needs</li> <li>Analysis of data about student learning informs teachers planning and teaching in the classroom</li> </ul>
Teacher capability development	<ul style="list-style-type: none"> <li>Explicit teaching coaches continue to provide in class support and feedback to teachers about pedagogy</li> <li>Mentors provide valuable support to new/beginning teachers in a mentor beginning teacher program</li> <li>Classroom observations and feedback continued with HODs, DP's and Principal regularly conducting classroom observations twice a year</li> <li>Peer observations and learning walks were introduced to engage teachers, HODs and school leaders in innovative ways to observe and discuss teaching practices</li> <li>A specific school wide focus on the Australian Professional Standards for Teachers to prepare and engage all teachers in ongoing capability and workforce development</li> <li>An annual schedule of professional learning events was published providing teachers with targeted relevant professional development and learning opportunities from internal and external professional sources during each school term and student free days held in January.</li> </ul>
Systematic Curriculum Planning and Delivery	<ul style="list-style-type: none"> <li>Continuous planning, review and alignment of all KLA curriculum and assessment to provide evidence of the transition for students from Yr.7 to Yr.12 in all mandated and elective curriculum choices</li> <li>Alignment of Australian Curriculum and school based KLA subject offerings in junior secondary, integration, adaption and adoption of selected C2C resources and assessment</li> <li>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: i.e. Yr.11 February Monitoring and Yr.12 October Verification</li> </ul>
Junior Secondary student transition	<ul style="list-style-type: none"> <li>Information sessions were delivered at key junctures during the year. These informed parents/carers and students who were interested in the transition from primary to secondary for 2016</li> <li>Planning for the transition of Yr.7 was coordinated thoroughly and prepared the school for the arrival 300 (plus) new students to the school in 2016. Regular communication with primary feeder schools, key school personnel and DET FNQR staff is critical to this transition process</li> <li>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</li> </ul>

## Future Outlook

The Trinity Bay State High School, SSP 2016-19, prioritises the school's strategic improvement agenda work. The SSP assists the school to review and reflect on its priorities and actions to improve the quality of classroom teaching and learning. It encourages school-wide conversations including:

- teachers, parents and families,
- school governing bodies, P&C members,
- local communities and students themselves,

about aspects of current practice, areas for improvement and evidence that progress is being made. The ultimate goal of the school's improvement agenda work is to improve the learning opportunities and outcomes for all students.

## Future Outlook for TBSHS

The School's 2016 Action Plan focuses on (8) key domains of the National School Improvement Tool (NSIT) and is informed by the continuous (4) year school strategic planning cycle. Six key focus areas of the plan are detailed below and shows the critical areas for improvement in the school over the year.

### 1. Explicit Improvement Agenda 2016

- 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%<sup>NMS</sup>
- 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.

- Delivering professional development to further enhance the data literacy skills of all teachers
- Enhanced data literacies skills and tools 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 adjust and differentiate teaching and learning experiences for students in the classroom environment

### 3. Differentiation.

- Teachers use the Standard of Practice (SOP), data lens and placemat as a tools to differentiate their teaching and adjust their teaching and review units of work
- Units of work show differentiated content, processes and products
- Teaching shows multiple means of engagement and opportunities for students to learn and achieve success

### 4. Year 7 Transition.

- Year 7 units of work are developed on the Australian Curriculum. These are structured and reviewed to focus on alignment of curriculum content, literacy, numeracy and the general capabilities
- 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 DET FNQR staff and school administration, with teachers and students conducting frequent visits to discuss the transition process and experience the Trinity Bay SHS learning environment.

### 5. Parents involved in positive/ productive partnerships.

- Work with DET community engagement staff and Dr.Geroge Otero was productively conducted in 2016 with a focus on school and community of engagement, involving students, parents and community government and non-government stakeholders
- Parents were 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 conducted community forums focused on the learning opportunities that the school provides students at the school.

### 6. Effective teaching practices.

- A strategic continued investment in improving teaching practices was activated through deployment of explicit teaching coaches and classroom profilers to focus on pedagogy, literacy, numeracy and

Essential Skills for Classroom Management (ESCMs)

- 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 routine process to provide clarity for students about their expectations and to guide practice which enables students to become independent and self-regulated learners.

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

Dimension	Key focus priorities
Teaching	<ul style="list-style-type: none"> <li>• Teachers engage in commitment to improved practice:</li> <li>• Coaching, MBT, peer observations, classroom observations with feedback, walk throughs, professional learning</li> <li>• Appointment of a HOD Teaching/Learning to line manage a Capability Team of teachers</li> <li>• Use lesson intent and success criteria, Guided Practice and Independent practice</li> <li>• Check for understanding frequently, provide regular feedback</li> <li>• Teachers engage with the Capability development team</li> </ul>
Literacy	<p>Teachers:</p> <ul style="list-style-type: none"> <li>• Embrace the whole school Language and Literacy agenda</li> <li>• Cater for students in the subject specific literacies to access curriculum</li> <li>• Teach the literacy demands of the curriculum, understand quality literacy teaching</li> <li>• Monitor student literacy progress regularly, provide regular feedback</li> <li>• Build a whole school approach to literacy improvement</li> </ul>
Numeracy	<p>Teachers:</p> <ul style="list-style-type: none"> <li>• Embrace the whole school Numeracy agenda</li> <li>• Cater for students in the subject specific numeracies to access curriculum</li> <li>• Teach the numeracy demands of the curriculum, understand quality numeracy teaching</li> <li>• Monitor student numeracy progress regularly, provide regular feedback</li> <li>• Build a whole school approach to numeracy improvement</li> </ul>
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 2016:** Year 7 - Year 12  
**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1454	673	781	420	88%
<b>2015*</b>	1646	759	887	506	89%
<b>2016</b>	1658	783	875	497	91%

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.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the Student Body

#### Overview

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 2016 with a student population of 1664, 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 refugee 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	23	22
Year 11 – Year 12	18	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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

#### Comprehensive curriculum :

Trinity Bay delivers for its students an engaging 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. 7, 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 2016. Intensive SET planning supports student pathways as they enter the senior phase of learning.

#### Excellence programs:

High quality school of excellence programs are delivered to in catchment and out of catchment students in the areas of Visual Arts, Science, Performing Arts and Talented Athlete Academy. Quality learning experiences are provided by specialist teachers as well as local experts, coaches and practitioners. 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 attended by students, these two opportunities are scheduled and based at selected venues at Lake Tinaroo, on the Atherton Tablelands annually. 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. An inaugural student and teacher delegation to China took place in the September school holidays in 2015. 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 strengthen partnerships with number 6 Middle school in Suzhou and other foster friendship agreements with schools in Beijing, Shenzhen and Guilin.

##### 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, BSDE 'IMPACT' programs, Mentor Programs, leadership councils and programs, Science week, Science on the Oval, Eisteddfods, excursions and subject workshops with students in feeder

schools continue to offer students excellent opportunities. Performing Arts provides 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, through the 'Navigate program'.

### **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. More than 400 iPads provide students and teachers to engage in digital learning opportunities. The school has full wireless network and this infrastructure continues to be upgraded to 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 students, teachers and non-teaching staff.

A Block construction, refurbishment of G Block and the commencement of construction and refurbishment of B Block GLAs and hospitality facilities has provided new eLearning spaces. 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. The P&C has contributed to career opportunities of IT school based traineeship employing three Yr 11 students. The school employs three IT technicians to develop and maintain the school IT network and infrastructure.

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 2017 with roll out of the BYOx strategy scheduled for 2017. iPads for student use have been purchased with I4S 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**

### **Overview**

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, two Indigenous leaders programs, Indigenous leaders of the Future at Junior level and Indigenous leaders of Tomorrow at Senior levels, as well as a very active and engaged Junior and Senior student council. Other support staff include two full time Guidance Officers, three Community Education Councillors, a School based Health Nurse, an Attendance Officer, a School Chaplain funded through SUQ and the P&C association, a part time psychologist, a social worker, two Youth Support Coordinators 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 called STYMIE continued to be promoted and accessed in 2016 through the school and across the FNQ region. 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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	100%	95%
this is a good school (S2035)	96%	100%	99%
their child likes being at this school* (S2001)	96%	100%	97%
their child feels safe at this school* (S2002)	96%	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	100%	92%
their child is making good progress at this school* (S2004)	87%	100%	95%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%	89%
teachers at this school motivate their child to learn* (S2007)	91%	97%	93%
teachers at this school treat students fairly* (S2008)	98%	89%	96%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	97%
this school works with them to support their child's learning* (S2010)	93%	96%	91%
this school takes parents' opinions seriously* (S2011)	90%	96%	95%
student behaviour is well managed at this school* (S2012)	95%	96%	97%
this school looks for ways to improve* (S2013)	98%	97%	96%
this school is well maintained* (S2014)	98%	97%	99%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	97%	97%
they like being at their school* (S2036)	96%	95%	98%
they feel safe at their school* (S2037)	95%	97%	94%
their teachers motivate them to learn* (S2038)	94%	95%	89%
their teachers expect them to do their best* (S2039)	98%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	93%	90%
teachers treat students fairly at their school* (S2041)	89%	94%	87%
they can talk to their teachers about their concerns* (S2042)	86%	85%	76%
their school takes students' opinions seriously* (S2043)	90%	93%	83%
student behaviour is well managed at their school* (S2044)	82%	82%	84%
their school looks for ways to improve* (S2045)	99%	97%	99%
their school is well maintained* (S2046)	95%	96%	93%
their school gives them opportunities to do interesting things* (S2047)	99%	96%	99%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	99%	99%	96%
they feel that their school is a safe place in which to work (S2070)	99%	96%	97%
they receive useful feedback about their work at their school (S2071)	90%	91%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	90%	79%
students are encouraged to do their best at their school (S2072)	98%	95%	98%
students are treated fairly at their school (S2073)	99%	95%	97%
student behaviour is well managed at their school (S2074)	97%	91%	93%
staff are well supported at their school (S2075)	92%	95%	92%
their school takes staff opinions seriously (S2076)	87%	85%	85%
their school looks for ways to improve (S2077)	97%	98%	95%
their school is well maintained (S2078)	99%	95%	95%
their school gives them opportunities to do interesting things (S2079)	89%	88%	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.

## 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. Initiatives 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 three Yr. 11 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:

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 SMS messages of students attendances, reports and teacher communications regards assessment, exams and other subject based activities.

## Respectful relationships programs

Trinity Bay SHS has very proactive Year Coordinators, Senior and Junior Councils as well as a well-being and engagement team at the school. These groups and team members deliver an extensive range of programs for students at the school that are focused on appropriate, respectful and healthy relationships, including the following:

- 'Speak up - Speak out'
- SAFE technique
- RAGE – anger management
- Kombat fitness
- ART program – anger management and aggression replacement therapy programs
- SHINE and STRENGTH programs – delivered by school chaplain
- Drumbeat – EAL/D and the school social worker program, with Guidance officers
- Ripple effect program

- TBAY WAY yr. 7 and yr. 8
- Love bites - safe and health relationships to avoid DV
- Million Star programs – awareness and support of national campaign Domestic violence
- STYMIE- anonymous reports of bullying and harassment
- School initiative - #Walk away

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	239	313	386
Long Suspensions – 6 to 20 days	12	38	19
Exclusions	7	15	7
Cancellations of Enrolment	24	22	17

\* 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.

## Environmental Footprint

### 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 effective 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 waste 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 school's environment. It is evident that an overall increase in student numbers, through the addition 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	1,132,564	6,867
2014-2015	1,227,347	9,006
2015-2016	1,083,883	5,997

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

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Find a school

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Sector:

☒ Government

☒ Non-government

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

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	140	74	14
Full-time Equivalents	132	58	11

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	11
Graduate Diploma etc.**	50
Bachelor degree	84
Diploma	10
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 50,000.00.

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 2016,
- 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 2016 was 98%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	84%	87%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

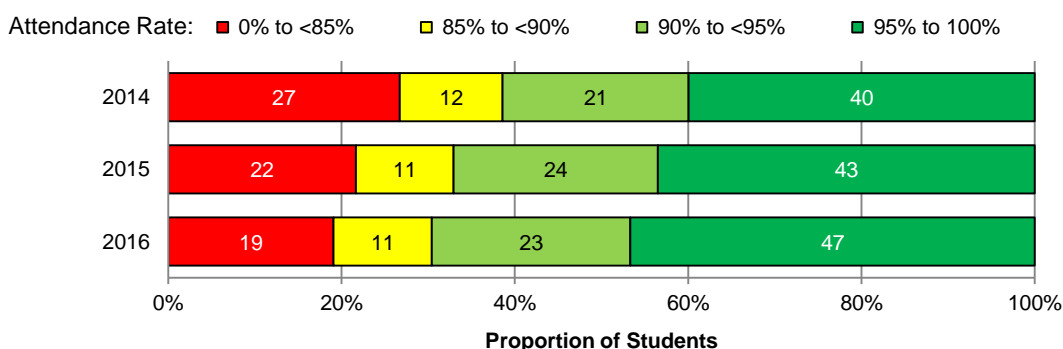
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									90%	87%	88%	88%	88%
2015								91%	91%	87%	88%	91%	91%
2016								91%	91%	91%	91%	91%	92%

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

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools 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.

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 a Community Liaison 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.
- The Community Liaison officer works in conjunction with the Guidance Officers and School Based Police Officer to track at risk students and undertake regular home visits.
- The Community Liaison officer monitors students daily and engages these students with the Student Engagement HOD and other associated support and intervention staff including (3)CECs, the Responsible Behaviour teacher, (2) Youth Support Coordinators, and a school based Chaplain,
- Re-engagement processes and strategies are coordinated through the SWAT members representative of students welfare, well-being and engagement services based at the school and external agencies that can assist with student re-engagement and support,
- In 2016 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 social/fun activities 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, positive praise and encouragement on these year level parades continues to build and sustain a culture that every day counts and that attendance is a key element to success at school.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

### Find a school

School name

Suburb, town or postcode

Sector:

☒ Government

☒ Non-government

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

School 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.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	
Number of students receiving a Senior Statement	219	209	238	
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1	
Number of students receiving an Overall Position (OP)	70	63	82	
Percentage of Indigenous students receiving an Overall Position (OP)	11%	9%	2%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	23	16	33	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	178	191	198	
Number of students awarded an Australian Qualification Framework Certificate II or above.	84	127	164	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	192	202	237	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	88%	94%	98%	
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.	64%	65%	72%	
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.	97%	99%	100%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	93%	93%	

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	10	14	21	23	2
2015	9	14	18	21	1
2016	10	20	29	22	1

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	151	49	45
2015	143	106	39
2016	94	157	33

As at 3rd February 2017. 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 Skills for vocational pathways	Certificate II in Auslan Certificate II in Business Certificate II in Information, Digital Media and Technology Certificate II in Performing Arts Certificate II in Music Certificate II in Skills for vocational pathways Certificate II Workplace Practices Certificate II in Visual Arts	Certificate III in Early Childhood Education and Care Certificate III in Hospitality Certificate IV in Music Industry

The following qualifications were also completed by students enrolled in Courses delivered through an outside RTO, Traineeship and Apprenticeship		
Certificate I	Certificate II	Certificate III
Construction	Aircraft Line Maintenance Automotive Tyre Servicing Automotive Vocational Preparation Logistics Community Recreation Engineering Pathways Electro technology Furniture Making Health Support Services Pharmacy Retail Retail Cosmetics Resources and Infrastructure Salon Assistant Tourism Warehousing Operations	Arboriculture Automotive Body Repair Technology Business Administration Cabinet Making Carpentry Commercial Cookery Disability Early Childhood Education and Care Engineering Events Hairdressing Health Support Services Health Services Assistant Hospitality Information, Digital Media and Technology Media Plumbing Polymer Processing Retail Tourism Visual Arts Warehousing Certificate IV in Aircraft Maintenance and Mechanical

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	77%	77%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	70%	66%	75%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

Table 1 below reports the response rate for Trinity Bay State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Trinity Bay State High School in 2015.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

**Table 1: Survey response rate, Trinity Bay State High School 2016**

Number of respondents	Number of students who completed Year 12	Response rate (%)
170	213	79.8

The report will be available at:

<http://www.trinitybayshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### 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 169 students that exited school in Years 10-12 in 2016 their destinations were:

Categories	Year 10 - 71 students	Year 11 - 63 students	Year 12 – 35 students
Full time employment	3	8	6
Part time employment	0	0	0
VET further education/training	10	9	7
Employment status unknown	0	0	1
Part time VET- further education/training	0	0	0
Secondary State schooling	37	25	14
Non State secondary schooling	12	2	2
Unemployed	0	0	0
Unknown destination	1	10	1
Other	28	9	4
<b>TOTAL STUDENTS - 169</b>	<b>71</b>	<b>63</b>	<b>35</b>

## Historical trends summary - Trinity Bay SHS

### Summary of findings

Of the young people who completed Year 12 at Trinity Bay State High School in 2015 42.4% continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (15.9%). The combined VET study destinations accounted for 26.5% of respondents, including 18.2% in campus-based VET programs, with 5.3% of Year 12 completers entering programs at Certificate IV level or higher.

8.2% commenced employment-based training, either as an apprentice (2.4%) or trainee (5.9%).

In addition to the above study destinations, a further 8.8% of respondents from this school deferred a tertiary offer in 2016 (deferrers are included in their current destination).

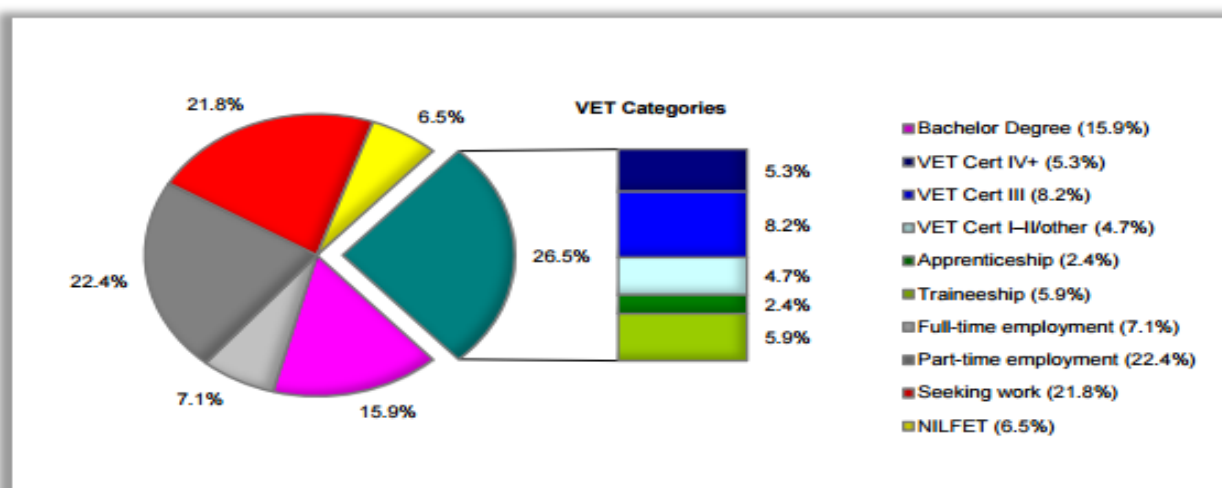
57.6% did not enter post-school education or training, and were either employed (29.4%), seeking work (21.8%) or not in the labour force, education or training (6.5%).

## Main destinations comparison the Cairns Region 2016

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).

**Figure 1: Main destination of Year 12 completers, Trinity Bay State High School 2016**



- 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 and in Figure 3 as deferrers).
- 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**

