



Trinity Bay State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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 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 2017

In 2017 the school achieved Independent Public School status and commenced the third annual planning sequence of a four year new strategic planning cycle (SSP). This new strategic planning cycle builds on the work completed during the previous four year planning cycle (2012-15), the annual implementation plans (AIP) and the key priorities. In 2017 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 particularly student attainment of a QCE, Data collection is a routine practice that teachers engage in individually and at faculty levels at set junctures throughout the annual academic calendar, Increased data literacies skills, analysis and actions has meant teachers know their learners and are more aware of individual student's needs, Analysis of data about student learning informs teachers planning and teaching in the classroom.
Teacher capability development	<ul style="list-style-type: none"> Coaches continue to provide in class support and feedback to teachers about pedagogy, explicit teaching, student engagement and classroom management, New/beginning teachers receive valuable support by mentors through a mentor beginning teacher program, Classroom observations and feedback continue with HODs, DPs and Principal regularly conducting classroom observations, Learning walks were introduced to engage teachers, HODs and school leaders in innovative ways to observe, discuss teaching practices and provide feedback, A specific school wide focus on the Australian Professional Standards for Teachers to prepare and engage all teachers links to ongoing capability and workforce development, 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.
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.7 to Yr.12 in all mandated and elective curriculum choices, Alignment of Australian Curriculum and school based KLA subject offerings in junior secondary with the integration, adaption and adoption of selected C2C resources and assessment practices, 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.
Junior Secondary student transition	<ul style="list-style-type: none"> 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 2017, Planning for the transition of Yr.6 into Yr.7 was coordinated thoroughly and prepared the school for the arrival of 300 new students to the school in 2017,

	<ul style="list-style-type: none"> • Regular communication with primary feeder schools, key school personnel and DoE FNR staff is critical to this transition process, • 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 in elective subjects including the Arts and Digital technologies.
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Future Outlook

The key priorities for 2018-19 include the sharp and narrow focus of the school's improvement work to be targeted to the following key elements:

1. Quality teaching:

Develop professional knowledge

Use a deep understanding of the Australian Curriculum (ACV8), to adopt and adapt the (C2C) materials and school curated resources.

Develop professional practice

- Implement a research-validated school-wide pedagogical framework (ET, DOTL, ASOT),
- Improve students' literacy and numeracy achievement in all learning areas,
- Use peer observation, feedback, differentiated coaching to improve teaching practices.

Develop professional engagement

- Support career and capability development using performance development practices & processes aligned to the APSTs.

2. Student engagement:

The concept of **student engagement** is based on the premise that learning improves when students are inquisitive, interested and inspired.

- A student's attention, curiosity, interest, optimism and passion is displayed when they are learning or being taught and extends to the level of motivation they have to learn and progress in their education.
- Students who are **self-regulated learners** have the ability to monitor and control their own behaviour, emotions and thoughts, utilising these within the demands of learning situations and environments.
- In 2018 teachers and students will focus on the tools and skills necessary to develop self-regulated learners to increase successful engagement and outcomes.

Future Outlook for TBSHS

The School's 2017 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 to indicate the critical areas for improvement in the school over the year.

1. Explicit Improvement Agenda 2017

- 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 – 7.5% (^QSS)

ATTENDANCE:

- attendance rate - 92% 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 FNR 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 DoE community engagement staff and Dr. George Otero was productively conducted in 2017 with a focus on school and community of engagement, involving students, parents and community government and non-government stakeholders,
- Parents and community 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 is delivered by 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.

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 about aspects of current practice, areas for improvement and evidence that progress is being made with the following stakeholders:

- teachers, parents and families,
- school governing bodies such as the P&C Association and the School Council,
- local communities and students themselves.

The ultimate goal of the school's improvement agenda work is to improve the learning opportunities and outcomes for all students.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	22	22
Year 11 – Year 12	18	18	17

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 an 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. Extensive vocational education and training options are offered through the school as an RTO or through other registered RTO organisations. The range and diversity of these VET options 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 is considered the transition year to the senior phase of schooling as of 2017. 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.

Co-curricular Activities

Extra curricula activities

Camps, Overseas Excursions:

The Year 9, Year 11 and Year 12 Leadership camps are highly valued and attended by students; these three opportunities are scheduled and based at selected venues at Pt. Douglas and Lake Tinaroo, on the Atherton Tablelands annually. Overseas trips to the New Zealand 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. Student and teacher delegations to China have developed and take place in the September school holidays in 2015 and 2017. These exciting events enabled educational and cultural interactions with staff and students of number 6 Middle school in Suzhou as well as Number 4 High school in Beijing. Further tourism opportunities in Xian and Beijing have allowed students to explore cultural and historical aspects of China. The Principal has travelled to other areas of China to continue to strengthen partnerships to 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, 'Word Up' poetry slam competition are a unique feature of the an extremely active performing arts staff and English department and respective student cohorts.

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 have 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

The last few years have seen a shift in emphasis on how ICT is used to assist learning at Trinity Bay State high school.

ICT is now seen as a "general capability" and as such, is embedded into all subjects at all year levels. Where once the emphasis was wholly on the school to provide all aspects of ICT the emphasis will evelove gradually so that the school will only be supplying the "backbone" services. This means that students are increasingly empowered to bring their own devices to school to connect to our network and resources. This means that they will have a seamless experience moving between school and home without disconnect.

With students bringing their own devices, Trinity Bay is committed to supplying robust infrastructure to allow smooth and continuous connectivity across all classes and year levels. Some subjects require costly bespoke software which will only run properly on a large desktop PC. In these cases Trinity Bay supplies specialist computer labs (for example Film and TV, Graphics, Music production).

As we make the transition to "Bring Your Own Device" as a school, we will gradually phase out general computers in labs, laptop trolleys and school owned tablet devices in favour of providing the infrastructure (network, servers, learning management system, printing and reprographics) that the modern learner demands.

For the families that are not yet able to purchase and supply a suitable device for our program, we have extensive borrowing facilities which are administered out of our library.

In service of our technical infrastructure, the school has prioritised the on-site school-based technician workforce. We now have a sophisticated and highly-skilled technical department made up of the following professionals:

- Three highly-skilled school based IT technicians
- A help desk manager servicing the Support Desk and allocating school-based technical work to the technicians in service of the management, teaching staff and students.

In addition, Trinity Bay runs an innovative school-based traineeship program employing three Yr. 11 students

on a part-time basis. This program has been established and maintained by our P&C.

Student access to digital platforms such as virtual classrooms, and an e-textbook system (READ Cloud and Jacaranda LEARN ON) have bolstered our capacity to use technology to enhance student learning. Class sets of iPads for student use have been purchased with I4S and IPS funding and these are an integral tool to support student learning in literacy and numeracy programs.

All Trinity Bay teachers are digital practitioners using electronic communications and (increasingly) Learning Management Systems to deliver curriculum.

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 survey 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. The Student Welfare, Attendance and Transition team, includes two full time Guidance Officers, two Community Education Councillors; a school based Health Nurse, an Attendance/Community liaison Officer, a School Chaplain funded through SUQ and the P&C association, a part time psychologist, a part time social worker, two Youth Support Coordinators and a School Based Police Officer. The school deploys a Responsible Behaviour teacher to support school wide positive behaviours in the classroom and in the playground. Intervention and support programs, including 'RAGE', 'ART' and 'Kombat' fitness, engage students in school activities to connect them to education and learning opportunities. A strong anti-bullying program called **"Speak up Speak out"** exists at the school. 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. An online anti bullying program called STYMIE continues to be promoted and accessed in 2017 through the school and across the FNQ region. In 2017 the school entered into a partnership to secure the services of the TBSHS Clontarf Academy. The Director and a team of 7 staff, mentors and promotes the education, personal development, community engagement and workforce transition of 230 indigenous boys. The Clontarf Academy has deliberately engaged with local businesses, government and non-government agencies and especially parents and carers to fully support the success, health and well-being of young indigenous men at the school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	95%	100%
this is a good school (S2035)	100%	99%	98%
their child likes being at this school* (S2001)	100%	97%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	92%	96%
their child is making good progress at this school* (S2004)	100%	95%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	89%	96%
teachers at this school motivate their child to learn* (S2007)	97%	93%	96%
teachers at this school treat students fairly* (S2008)	89%	96%	96%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	96%
this school works with them to support their child's learning* (S2010)	96%	91%	96%
this school takes parents' opinions seriously* (S2011)	96%	95%	94%
student behaviour is well managed at this school* (S2012)	96%	97%	96%
this school looks for ways to improve* (S2013)	97%	96%	100%
this school is well maintained* (S2014)	97%	99%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	97%	98%
they like being at their school* (S2036)	95%	98%	98%
they feel safe at their school* (S2037)	97%	94%	94%
their teachers motivate them to learn* (S2038)	95%	89%	94%
their teachers expect them to do their best* (S2039)	99%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	93%
teachers treat students fairly at their school* (S2041)	94%	87%	82%
they can talk to their teachers about their concerns* (S2042)	85%	76%	78%
their school takes students' opinions seriously* (S2043)	93%	83%	89%
student behaviour is well managed at their school* (S2044)	82%	84%	80%
their school looks for ways to improve* (S2045)	97%	99%	98%
their school is well maintained* (S2046)	96%	93%	91%
their school gives them opportunities to do interesting things* (S2047)	96%	99%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	99%	96%	96%
they feel that their school is a safe place in which to work (S2070)	96%	97%	95%
they receive useful feedback about their work at their school (S2071)	91%	90%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	79%	81%
students are encouraged to do their best at their school (S2072)	95%	98%	98%
students are treated fairly at their school (S2073)	95%	97%	97%
student behaviour is well managed at their school (S2074)	91%	93%	91%
staff are well supported at their school (S2075)	95%	92%	93%
their school takes staff opinions seriously (S2076)	85%	85%	85%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school looks for ways to improve (S2077)	98%	95%	97%
their school is well maintained (S2078)	95%	95%	97%
their school gives them opportunities to do interesting things (S2079)	88%	88%	89%

* 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 from parents show ratings above like schools with respect to 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.

SCHOOL COUNCIL:

The process of forming a school council commenced in 2017. Representation on the council includes two student representatives, from Yr. 11 and Yr.12 as well as two parent representatives. Appointed representatives and the P&C president also provided greater opportunities for input to the strategic direction and governance of the school. The process of creating the structure of the School Council has been a gradual process but the effective functioning of the council and its governance role has been established place. The elected members now engage to gain knowledge about current school systems and processes related to annual budgetary finances, curriculum planning and annual improvement plans and school strategic planning over a four year cycle. Communication to the community will increase through the actions of the School Council.

INDIGENOUS PARENT FORUMS:

In 2017 the Deputy Principal with the portfolio of Well-being and Engagement and the CECs initiated three indigenous parent forums. Inviting parents/carers and interested community members to attend information sessions about the school. The focus was on a range of topics including attendance data, curriculum and subjects offered, outcomes of indigenous students, closing the gap strategies as well as support and interventions available at the school.

ENDEAVOUR AWARDS:

These awards have been a distinct feature of the school culture for over twenty years. In 2016 a new and innovative approach to the awards was implemented to provide a unique recognition of students in specific fields of endeavour, Academic, Sport, Cultural and Community Service. The awards are hosted during term 2, 3 and 4 and are delivered as part of the student's respective Year level assemblies. Parents, carers and interested community members are invited to these special assemblies to see students acknowledged by Year level coordinators before their peers, parents and family members. Students receive Gold, Silver and Bronze endeavour awards as part of these special year level presentations.

PARENT INFORMATION SESSIONS:

Information sessions were delivered in a variety of formats to engage parents with the school and the education of their children. Parent-teachers evenings are scheduled twice a year, and attendance by parents is consistently very pleasing. At these parents and families were surveyed by members of SWAT (*student welfare attendance and transition team*). This survey ascertained the most effective, preferred ways in which parents wanted to be provided with communications from the school regards events, activities and opportunities related to their child's education. A sausage sizzle is held at these events creating an informal meeting opportunity for parents and students to meet teachers and members of SWAT.

Respectful relationships programs

Trinity Bay SHS has very proactive approach to respectful relationship education. The Deputy Principal Well Being and Engagement, HOD Student Engagement, Year Coordinators, Senior and Junior Councils and the SWAT members at the school host a range of positive activities. 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'** – program supporting zero tolerance to bullying,
- **SAFE** technique- **S**olve it, **A**sk a friend, **F**ind an adult helper and **E**xpect the best.
- **RAGE** – anger management,
- **'Kombat fitness'** – resilience, fitness and engagement programs,
- **'ART'** program – anger management and aggression replacement therapy programs,
- **SHINE** and **STRENGTH** programs – delivered by school chaplain,
- **Drumbeat** – Guidance officers and school social worker program,
- TBAY WAY yr. 7 program,
- **'Love bites'** - safe and healthy relationships to avoid Domestic Violence,
- **'Million Stars'** programs – awareness and support of the national campaign against Domestic Violence initiated by the CEC team,
- **STYMIE**- online program for anonymous reports of bullying and harassment,
- **#Walk Away** a senior school initiative - zero tolerance to bullying and violence,
- **Restorative practices** - conversations identifying impacts, actions and behaviours on others as well as ways to rebuild positive working relationships with staff and students,
- **Harmony week** – recognition of multiculturalism,
- **NAIDOC week** – celebration of Indigenous cultures and contributions to the community,
- **Mental Health week** in conjunction with school based and external agencies,
- **'Sexual Health'** awareness hosted by senior Health Education curriculum students,
- Breakfast program promoted by School based health nurse, Youth Support coordinators, chaplain and CEC team
- **'Brave and Team up'** – PCYC program for girls and boys regards – resilience, identity, self esteem and getting along with others,
- **'UR strong'** – 'Friendology 101' – a friendships skills program for teenagers.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	313	386	305
Long Suspensions – 11 to 20 days	38	19	29
Exclusions	15	7	15
Cancellations of Enrolment	22	17	16

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. Yr. 7 and Yr. 9 students with the help and support of teachers are proactively involved in recycling programs as well as an awareness campaign of the impact of plastics on local and neighbouring environments. The school is a member of the 'Reef Guardian' schools network in Cairns. Trinity Bay State High has been selected in the Palaszczuk Government's Advancing Clean Energy Schools (ACES) program. The school will be one of 827 state schools involved in the ACES program aiming to reduce the school's carbon footprint and contribute to the Government's 50% renewable energy target by the year 2030. The program will commence in 2018 with Trinity Bay SHS having an initial site assessment to identify energy saving measures to suit local conditions and to reduce energy costs.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	1,227,347	9,006
2015-2016	1,083,883	5,997
2016-2017	864,970	8,849

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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	141	77	12
Full-time Equivalents	135	60	9

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	9
Bachelor degree	123
Diploma	5
Certificate	3

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$27767

The major professional development initiatives are as follows:

- 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.
- Ongoing PD and networking opportunities for Explicit Teaching Coaches;
- Mentoring training for Beginning teacher mentors;
- Staff training on key strategic initiatives, such as embedding digital technologies and STEM initiatives (e.g. Drone flight planning);
- PD on strategies for differentiation, including leaning support and differentiation;
- Staff training on key initiatives around student wellbeing and behaviour management (e.g. Restorative Practices);
- Teacher training on improving literacy (especially writing strategies) and numeracy (e.g. Yumi Deadly Maths);
- Staff development in entrepreneurship;
- Professional development for all beginning teachers;
- Essential WH&S training;
- QCAA SATE Conferences and workshops;
- QELI Teaching and Leadership PD for coaches and associate leaders;
- Various PD for Admin staff (e.g. Diploma of Business);
- Staff attendance at various conferences (e.g., Positive Schools, Music, Design and Technology, ATOM, i-Educate etc.);
- School based workshops - Unit Planning, SET planning, Literacy and Numeracy strategies, QCAA policies, integrating ICTs, Read Cloud, Marzano Taxonomy and 21st Century Skills.
- PD for all staff- Crossing Cultures, Explicit teaching, ESCMs, NAPLAN strategies; subject-specific PD, Student Engagement, OneNote class Notebook, Positive Schools, QCE Attainment, Feedback and Feed Forward.

The proportion of the teaching staff involved in professional development activities during 2017 was 98%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	87%	85%

*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 2017 for all Queensland Secondary schools was 90%.

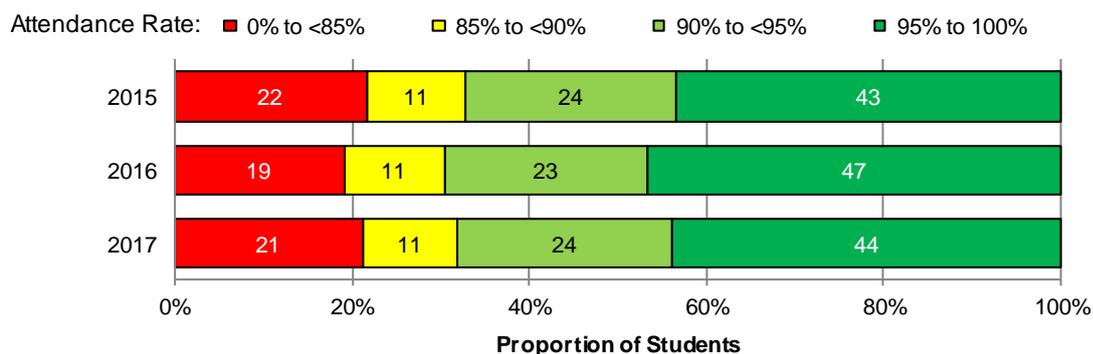
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								91%	91%	87%	88%	91%	91%
2016								91%	91%	91%	91%	91%	92%
2017								91%	88%	89%	90%	90%	91%

*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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed 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 (2) 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 2017 the school continued to implement a positive behaviour program where students with exceptional attendance were rewarded at school with recognition,
- In 2017 the school introduced a Re-engagement program as an intervention strategy for students. An A02 was employed to run programs based on the concept of restorative practices, choices and consequences as well as goal setting to re-engage students in schooling and learning opportunities,
- 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

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	2015	2016	2017
Number of students receiving a Senior Statement	209	238	220
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	4
Number of students receiving an Overall Position (OP)	63	82	57
Percentage of Indigenous students receiving an Overall Position (OP)	9%	2%	7%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	33	24
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	191	198	201
Number of students awarded an Australian Qualification Framework Certificate II or above.	127	164	176
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	202	237	216

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	94%	98%	95%
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.	65%	72%	79%
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	93%	89%

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
2015	9	14	18	21	1
2016	10	20	29	22	1
2017	6	14	25	11	1

As at 14th February 2018. 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
2015	143	106	39
2016	94	157	33
2017	115	170	38

As at 14th February 2018. The above values exclude VISA students.

Students at the school have the opportunity to engage with an extensive range of VET courses, either delivered by the school as an RTO or through access and engagement with external RTOs.

Students undertaking Certificate courses studied one or more of the following delivered at the school		
Certificate 1	Certificate II	Certificate IV
Certificate I in Business Certificate I in Information, Digital Media and Technology Certificate I in Skills for Vocational Pathways Certificate I in Hospitality	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 Industry Certificate II in Skills for Work and Vocational pathways Certificate II in Active Volunteering Certificate II in Visual Arts	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 Financial Services	Aircraft Line Maintenance Automotive Vocational Preparation Engineering Pathways Electro technology Furniture Making Logistics Health Services Support Maritime Operations Outdoor Recreation Retail Retail Cosmetics Resources and Infrastructure Work Preparation Sport and Recreation Salon Assistant Tourism	Allied Health Services Automotive Body Repair Technology Business Business Administration Cabinet Making Carpentry Commercial Cookery Individual Support Early Childhood Education and Care Engineering Fitness Hairdressing Health Services Administration Hospitality Health Services Assistant Hospitality Information, Digital Media and Technology Media Plumbing Retail Tourism Certificate IV in Aircraft Maintenance and Mechanical

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	77%	84%	75%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	66%	75%	66%	

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

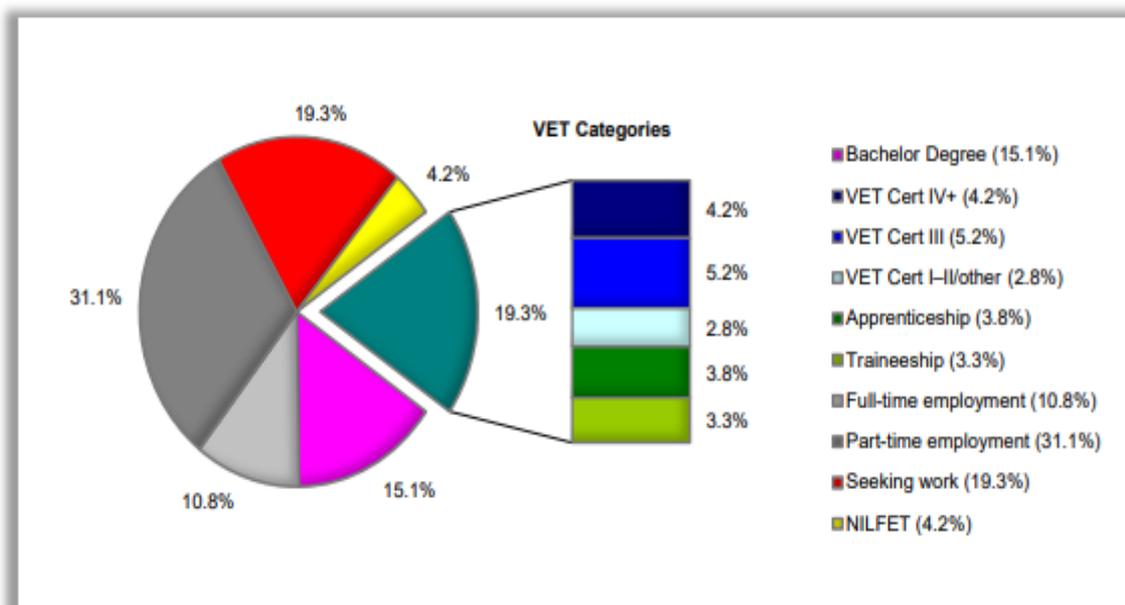
Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

Early leavers information

The Senior Schooling HOD and VET coordinator work diligently to transition students wishing to leave school early to worthwhile destinations. Of the 158 students that exited school in Years 10-12 in 2017 their destinations were:

Categories	Year 10 - 38 students	Year 11 - 91 students	Year 12 – 29 students
Full time employment	1	10	4
Part time employment	0	0	0
VET further education/training	3	24	5
Employment status unknown	0	1	0
Part time VET- further education/training	0	0	0
Secondary State schooling	22	43	9
Non State secondary schooling	9	4	0
Unemployed	0	0	0
Unknown destination	2	7	10
Other	1	2	1
TOTAL STUDENTS - 158	38	91	29

Figure 1: Main destination of Year 12 completers, Trinity Bay State High School 2017



Summary of findings – TBSHS 2017 Next Step Destinations

- **Yr. 12 completers 2016** - 34.4% did some recognised form of education and training in the year after they left school.
- **Bachelor Degree (15.1%)** most common study destination was
- **VET study destinations** accounted for 19.3% of respondents, including:
 - ✚ 12.3% in campus-based VET programs,
 - ✚ 4.2% of Year 12 completers entering programs at Certificate IV level or higher.
- 7.1% **commenced employment-based training**, either as an apprentice (3.8%) or trainee (3.3%).
- **Deferred a tertiary offer** - 14.6% of respondents from this school in 2017 (deferrers are included in their current destination).
- **Post-school education or training** - 65.6% did not enter, and were either employed (42.0%), seeking work (19.3%) or not in the labour force, education or training (4.2%).