



Trinity Bay State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## From the Principal

## School overview

Trinity Bay State High is a co-educational school with enrolments in 2018 growing steadily throughout the year to in excess of 1700 students, across year levels 7 to 12.

- Our school's vision is to **ENGAGE** and **ENABLE** students to achieve meaningful personal and future life pathways,
- There is a continued focus on three key pillars at the core of the school's philosophy; '**An academic, innovative and caring school**' evident on the school's logo dating back to 1960,
- The mission of the school is to provide high quality teaching that **ENGAGES** students in active learning to become global citizens of the 21<sup>st</sup> century,
- The values of '**Respect, Relationships, Responsibility, Pride and Learning, in all we do**' support key expectations for all students.

Trinity Bay affords its students a vibrant and varied curriculum. This allows students to achieve their very best academically. The senior school offers the full range of academic and vocational options. The junior school offers traditional core subjects but an increasingly diverse range of elective subjects with Year 7 being a transition year from primary school. 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.

Digital learning and information technology is being steadily integrated into specific aspects of the school curriculum, including Mathematics, English and Science. The school draws from greater city of Cairns but primarily from feeder schools located in or near the suburbs of Manoora, Manunda and Mooroobool. Trinity Bay student population reflects the diverse and multicultural nature of the greater city of Cairns.

## School progress towards its goals in 2018

This report gives a snapshot of quantitative and qualitative data outcomes for the school illustrating significant outcomes and key performance indicators for 2018. 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 2018

In 2018 the school commenced developmental work through engaging with the School Council as part of the achieved Independent Public School status and continued an annual planning sequence of a four year strategic planning cycle (SSP). This 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 2018 the school continued to specifically focus 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"> <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 particularly student attainment of a QCE,</li> <li>• Data collection is a routine practice that teachers engage in individually and at faculty levels at set junctures throughout the annual academic calendar,</li> <li>• Increased data literacies skills, analysis and actions has meant teachers know their learners and are more aware of individual student's 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>• Coaches renewed their focus to provide in class support and feedback to teachers about pedagogy, explicit teaching, student engagement and classroom management,</li> <li>• New/beginning teachers receive valuable support by mentors through a mentor beginning teacher program,</li> <li>• Classroom observations and feedback continue with HODs, DPs and Principal regularly conducting classroom observations,</li> <li>• Learning walks were given greater emphasis to further engage teachers, and school leaders in innovative ways to observe, discuss teaching practices and provide feedback,</li> <li>• 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,</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 with the integration, adaption and adoption of selected C2C resources and assessment practices,</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> <li>• Significant and intensive planning and preparation was devoted at faculty level to the introduction of the new QCE system to be introduced in 2019. This work was led by the Senior Secondary team engaging HODs and identified key curriculum personnel.</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 2018,</li> <li>• 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 2018,</li> <li>• Regular communication with primary feeder schools, key school personnel and DoE FNR 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,</li> <li>• 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.</li> </ul>

## 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 and DOTL),
- Improve students' literacy and numeracy achievement in all learning areas,
- Use peer observation, feedback, differentiated coaching to improve teaching practices as well as accessing digital feedback tools such as iObservation..

#### 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 - 19 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 2018 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 2018

- 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 - 94% 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.

**Differentiation.**

- Teachers use the Standard of Practice (SOP), data sources, One School 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.

**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,
- Teachers and students conducting frequent visits to discuss the transition process and experience the Trinity Bay SHS learning environment.

**Parents involved in positive/ productive partnerships.**

- Work with DoE community engagement staff 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.

**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.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Year 7 - Year 12
<b>Student enrolments</b>	

Table 1: Student enrolments at this school

Enrolment category	2016	2018	2018
Total	1658	1623	1699
Girls	783	743	810
Boys	875	880	889
Indigenous	497	511	544
Enrolment continuity (Feb. – Nov.)	91%	89%	90%

Notes:

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

## 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 suburbs including 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 increasing school age populations in surrounding suburbs and the growth of our city in the mortgage belt suburbs to the south and north of the city.

The school continues to grow in enrolments and commenced 2018 with a student population of 1710, with students from all areas of the city being attracted to the school for engagement in the excellence programs in Visual Arts, Performing Arts, Talented Athlete Academy and Science offered at the school.

A unique International students program attracts 75 international students from Europe, PNG and Asia who choose the school each year to study abroad from their home countries and reside with homestay families. Ecotourism, Outdoor Education and Marine Science experiences at Orpheus Island continue to be developed and attract students repeatedly. The additional of the Daintree Rainforest Observatory classroom in the Rainforest has further consolidated unique opportunities for students.

The school student population reflects the multicultural nature of the greater city of Cairns and supports 95 refugee background students in an Intensive English Language program. Increases in the settlement of refugee families in the Cairns region is predicted to increase with students accessing the school and its specialist Intensive English Language facilities and staff.

A dedicated Special Education Unit supports a diverse range of students with disabilities which accounts for 4.8% of the student population. Approximately 33% of students identify themselves as being indigenous (the majority of these being Torres Strait Islander and Aboriginal). Students from remote Cape York and Torres Strait locations board away from home at hostels, such as AFL Cape York house, or with family

relatives in order to attend a “mainstream” school in Cairns. The schools Indigenous Leaders Program supports and promotes junior and senior secondary Indigenous leaders in the school and wider community.

## Average class sizes

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

Phase of schooling	2016	2018	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	22	23
Year 11 – Year 12	18	17	17

Note:

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

## Curriculum delivery

### Our approach to curriculum delivery

#### 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 2018. 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 ensued and developed to 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 formerly travelled to other areas of China to continue to strengthen partnerships to foster friendship agreements with schools in Beijing, Shenzhen and Guilin. Visits from several Chinese student and teachers delegations occurred during 2018, with professional visitation from the high school affiliated to Beijing Institute of Technology with a STEM collaboration as the focus of this event.

#### 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, extension and challenge 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 evolve 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 a 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:

- selected 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 Yr. 10 and 11 students on a part-time basis depending on interest and suitability. 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) will engage with school based Learning Management Systems to deliver curriculum and wider aspects of teaching and learning.

## 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 2018 through the school and across the FNQ region.

In 2018 the school continued to foster a partnership to secure the services of the TBSHS Clontarf Academy. The Director and a team of 8 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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree <sup>#</sup> that:	2016	2018	2018
• their child is getting a good education at school (S2016)	95%	100%	98%
• this is a good school (S2035)	99%	98%	97%
• their child likes being at this school* (S2001)	97%	100%	99%
• their child feels safe at this school* (S2002)	100%	100%	97%
• their child's learning needs are being met at this school* (S2003)	92%	96%	91%

Percentage of parents/caregivers who agree <sup>#</sup> that:	2016	2018	2018
• their child is making good progress at this school* (S2004)	95%	91%	95%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	96%	91%
• teachers at this school motivate their child to learn* (S2007)	93%	96%	91%
• teachers at this school treat students fairly* (S2008)	96%	96%	90%
• they can talk to their child's teachers about their concerns* (S2009)	97%	96%	95%
• this school works with them to support their child's learning* (S2010)	91%	96%	91%
• this school takes parents' opinions seriously* (S2011)	95%	94%	89%
• student behaviour is well managed at this school* (S2012)	97%	96%	90%
• this school looks for ways to improve* (S2013)	96%	100%	96%
• this school is well maintained* (S2014)	99%	98%	98%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree <sup>#</sup> that:	2016	2018	2018
• they are getting a good education at school (S2048)	97%	98%	95%
• they like being at their school* (S2036)	98%	98%	92%
• they feel safe at their school* (S2037)	94%	94%	91%
• their teachers motivate them to learn* (S2038)	89%	94%	92%
• their teachers expect them to do their best* (S2039)	100%	99%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	93%	94%
• teachers treat students fairly at their school* (S2041)	87%	82%	83%
• they can talk to their teachers about their concerns* (S2042)	76%	78%	84%
• their school takes students' opinions seriously* (S2043)	83%	89%	91%
• student behaviour is well managed at their school* (S2044)	84%	80%	81%
• their school looks for ways to improve* (S2045)	99%	98%	96%
• their school is well maintained* (S2046)	93%	91%	95%
• their school gives them opportunities to do interesting things* (S2047)	99%	98%	96%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree <sup>#</sup> that:	2016	2018	2018
• they enjoy working at their school (S2069)	96%	96%	91%
• they feel that their school is a safe place in which to work (S2070)	97%	95%	89%
• they receive useful feedback about their work at their school (S2071)	90%	85%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	81%	78%

Percentage of school staff who agree <sup>#</sup> that:	2016	2018	2018
• students are encouraged to do their best at their school (S2072)	98%	98%	92%
• students are treated fairly at their school (S2073)	97%	97%	91%
• student behaviour is well managed at their school (S2074)	93%	91%	78%
• staff are well supported at their school (S2075)	92%	93%	84%
• their school takes staff opinions seriously (S2076)	85%	85%	64%
• their school looks for ways to improve (S2077)	95%	97%	88%
• their school is well maintained (S2078)	95%	97%	93%
• their school gives them opportunities to do interesting things (S2079)	88%	89%	83%

\* 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 and the focus of the Council in 2018 was to build relationships and identify processes and procedures deployed at the school. 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 2018 the Deputy Principal with the portfolio of Well-being and Engagement and the CECs initiated further 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. Since 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 data has informed the school regards 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 education 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- Solve it, ask a friend, Find an adult helper and **expect** the best.
- **RAGE** – anger management,
- **'Kombat fitness'** – resilience, fitness and engagement programs,
- **'ART'** program – anger management and aggression replacement therapy programs,
- **Drumbeat** – Guidance officers and school social worker program,
- **TBAY WAY** - Friendology – including awareness and focus on the following: friendship skills program, Accepting Difference - celebrating diversity and understanding others, Staying Safe - managing peer pressure situations, Sharing Kindness - being aware of being kind to others
- **Girls United** - PCYC program for girls - resilience, self-esteem, confidence, team work, communication skills, getting along with others.
- **Yarning Mats** - CEC led discussions
- **'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,

## School disciplinary absences

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

Type of school disciplinary absence	2016	2018	2018
Short suspensions – 1 to 10 days	386	305	377
Long suspensions – 11 to 20 days	19	29	43
Exclusions	7	15	11
Cancellations of enrolment	17	16	11

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The staffs at the school are 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.

Yr.7, 8 and 9 students supported by Junior Secondary Coordinator, Yr. 9 Student Council coordinator as well as form teachers initiated a 'War on Waste' at the school during term 3. This involved students in form class groups coming together on Friday's at morning tea to collect waste in selected sites across the school. The 'War on Waste' competition was a significant success with students removing approximately 50 kilograms of waste from the school environment as well as raising awareness of the need to be waste disposal conscious and proactive.

The school is a member of the 'Reef Guardian' schools network in Cairns. Trinity Bay State High was selected in the Palaszczuk Government's Advancing Clean Energy Schools (ACES) program. The school was identified as 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 has been scheduled to involve research and development 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. Further information regards this scheme will be provided through the Department and relations with the ALP member for Cairns, Mr Michael Healy. The P&C and the School Council are keen to explore ways to reduce environmental impacts and support sustainable energy renewal as well as waste recycling initiatives.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2018	2018–2018
Electricity (kWh)	1,083,883	864,970	1,449,170
Water (kL)	5,997	8,849	7,565

Note:

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

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

## School funding

### School income broken down by funding source

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

#### *How to access our income details*

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

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. The 'Find a school' button is highlighted in a darker shade of red.

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

A rectangular button with a red border and the text 'View School Profile' in a dark red font.

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

The screenshot shows a row of navigation tabs for a school profile. The tabs are labeled 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' tab is highlighted with a darker red background.

Note:

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



# Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	141	76	10
Full-time equivalents	134	61	9

\*Teaching staff includes School Leaders.

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

### Qualification of all teachers

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

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	11	
Graduate Diploma etc.*	53	
Bachelor degree	81	
Diploma	4	
Certificate	1	

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 57021.00

Staff induction processes for new staff to the school was held primarily on the January SFD, but is also provided as new staff are appointed as permanent and temporary contracts.

#### **The major professional development initiatives are as follows:**

- 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,
- 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),
- Professional development and inductions for all beginning teachers,
- Essential WH&S training, including First Aid, CPR and Bronze and Oxygen First Aid Course, Remote Area



#### First Aid Course

- Women in Leadership workshops,
- Spatial Technology Workshops,
- 25 x staff involved in VET upgrade to TAE40116 Cert IV TAA,
- STEM research and development learning in Victoria, STEM Symposium,
- 3 x staff attended Technology in the Tropics,
- 3 x staff attended Spatial Technology PD,
- Administrative staff involved in training, including- Managing Accounts Receivable, Managing Assets and Asset Stocktake,
- QCAA SATE Conferences and workshops,
- CEC team Trauma workshops, 2018 Indigenous Education Conference, Crossing Cultures workshops, Cultural Psychological Self,
- 4 x HPE staff involved in Online ASCA Level 1 Coach Accreditation Course,
- 17 x teachers involved in REACH PD- Visual and Performing Arts
- 4 x classified officers involved in Operational and Strategic Timetabling Workshops,
- Compassion-Based Trauma Informed Care and Practice for Guidance Officers, VISC IV Assessment Training,
- 25 x staff ( HODs and Executive) engaged with Steve Francis PD – 4 sessions delivered,
- All staff involved in Pedagogy for 21st Century Learners, January SFD event,
- All staff involved I Well Being workshops provided by John Hendry OM – January SFD event,
- QELI Teaching and Leadership PD for associate leaders;
- Staff attendance at various conferences (e.g., Positive Schools, Music, Design and Technology, ATOM, i-Educate Conference)
- School based workshops - Unit Planning, SET planning, Literacy and Numeracy strategies, QCAA policies, integrating ICTs, Read Cloud, Marzano Taxonomy and 21<sup>st</sup> Century Skills.
- Learning Lounges that provide school based professional learning opportunities each term to include: 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 2018 was 95%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2018	2018
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, 91% of staff was retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2016	2018	2018
Overall attendance rate* for students at this school	91%	90%	90%
Attendance rate for Indigenous** students at this school	87%	85%	85%

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

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

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

Year level	2016	2018	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

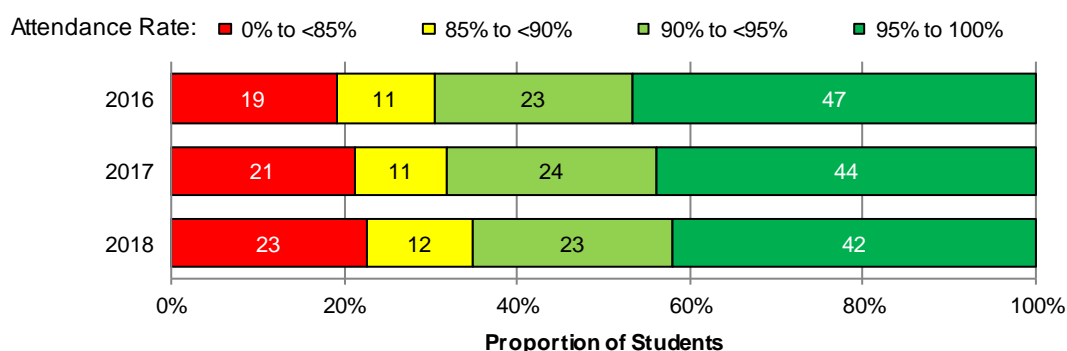
Year level	2016	2018	2018
Year 7	91%	91%	90%
Year 8	91%	88%	89%
Year 9	91%	89%	89%
Year 10	91%	90%	90%
Year 11	91%	90%	90%
Year 12	92%	91%	93%

Notes:

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

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



### Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

## School management protocols

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, (2) Responsible Behaviour teachers, (2) Youth Support Coordinators, (2) Guidance Officers 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 2018 the school continued to implement a positive behaviour program where students with exceptional attendance were rewarded at school with recognition,
- In 2018 the school introduced a Re-engagement program as an intervention strategy for students. A Teacher Aide 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 by issuing an Attendance Certificate and movie voucher,
- Students across all year levels are also rewarded for high attendance rates with 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 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

### How to access our NAPLAN results

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

The screenshot shows the search interface of the My School website. It features a header with two buttons: 'Find a school' and 'Search website'. Below this is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. At the bottom, there are three dropdown menus labeled 'School sector', 'School type', and 'State'.

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

[View School Profile](#)

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

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

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2018	2018
Number of students who received a Senior Statement	238	220	248
Number of students awarded a QCIA	1	4	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	237	216	243
Percentage of Indigenous students awarded a QCE at the end of Year 12	98%	95%	95%
Number of students who received an OP	82	57	72
Percentage of Indigenous students who received an OP	2%	7%	6%
Number of students awarded one or more VET qualifications (including SAT)	198	201	221
Number of students awarded a VET Certificate II or above	164	176	187
Number of students who were completing/continuing a SAT	33	24	33
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	72%	79%	75%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	99%
Percentage of QTAC applicants who received a tertiary offer.	93%	89%	95%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2018	2018
1-5	10	6	9
6-10	20	14	18
11-15	29	25	27
16-20	22	11	18
21-25	1	1	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2018	2018
Certificate I	94	115	124
Certificate II	157	170	178
Certificate III or above	33	38	36

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

The following qualifications were delivered within the TBSHS			
Certificate I	Certificate II	Certificate III	Certificate IV
Business	Active Volunteering	Business	Music Industry
Hospitality	Auslan	Fitness	
Information, Digital Media and Technology	Business	Hospitality	
Skills for Vocational Pathways	Information, Digital Media and Technology		
	Music Industry		
	Performing Arts		
	Skills for Work and Vocational Pathways		
	Visual Arts		

The following qualifications were delivered through an outside RTO, SB Traineeship and SB Apprenticeship		
Certificate I	Certificate II	Certificate III
Construction	Aircraft Line Maintenance	Business Administration
	Automotive Vocational Preparation	Aircraft Maintenance and Mechanical
	Electro technology	Allied Health Assistant
	Engineering Pathways	Carpentry
	Furniture Making	Commercial Cookery
	Health Support Services	Early Childhood Education and Care
	Logistics	Engineering
	Outdoor Recreation	Hairdressing
	Pharmacy	Hospitality
	Plumbing	Individual Support
	Resources and Infrastructure Work Preparation	Information, Digital Media and Technology
	Retail Cosmetics	Plumbing
	Retail Services	Retail Operations
	Salon Assistant	Retail Services
	Sport and Recreation	Tourism
	Tourism	

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2018	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	84%	75%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	75%	66%	78%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

## Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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 (2) Responsible Behaviour teachers, (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 2018 the school continued to implement a positive behaviour program where students with exceptional attendance were rewarded at school with recognition,
- In 2018 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.
- 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.

Categories	Year 10 - 62	Year 11 - 44	Year 12 - 14
Full time employment	5	7	3
Part time employment		1	1
VET further education/training	12	6	3
Employment status unknown			
Part time VET- further education/training		1	
Secondary State schooling	34	17	1
Non State secondary schooling	8	1	
Unemployed			
Unknown destination	2	10	3
Other	1	1	3
<b>TOTAL STUDENTS - 120</b>	<b>62</b>	<b>44</b>	<b>14</b>



## Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

The Senior Secondary team have over the past 3 year initiated an in school Next Steps Destination Survey. This initiative is operationalised in March, term 1, following the graduation of the previous Yr. 12 seniors. An AO2 officer is charged with initiating contact with every Yr. 12 graduating senior student to ascertain the outcomes and possible directions of post-secondary life.

This post-secondary tracking, monitoring and follow up allows the Senior Secondary school team to get a very clear and accurate picture of the directions students have taken and to then support students who have not successfully transitioned, to education training and or employment.

### Next Step 2018 Post-School Destinations Trinity Bay State High School



This is a summary of the post-school destinations of students from Trinity Bay State High School who completed Year 12 and gained a Senior Statement in 2017. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website [www.qld.gov.au/nextstep](http://www.qld.gov.au/nextstep). Regional and statewide reports will be available from October 2018.



#### 78.1% response rate

178 out of 228 Year 12 completers from this school responded to the 2018 survey.  
*Results may not be representative of all Year 12 completers at this school.*

#### Post-school destinations



In 2018, 73.6% of Year 12 completers from Trinity Bay State High School were engaged in education, training or employment in the year after they completed school.



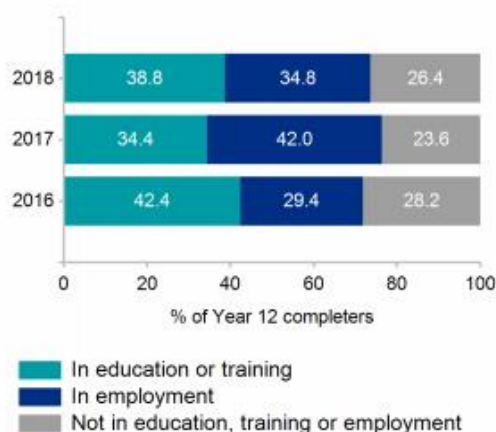
Of the 178 respondents, 38.8% continued in some recognised form of education and training. The most common study destination was bachelor degree.



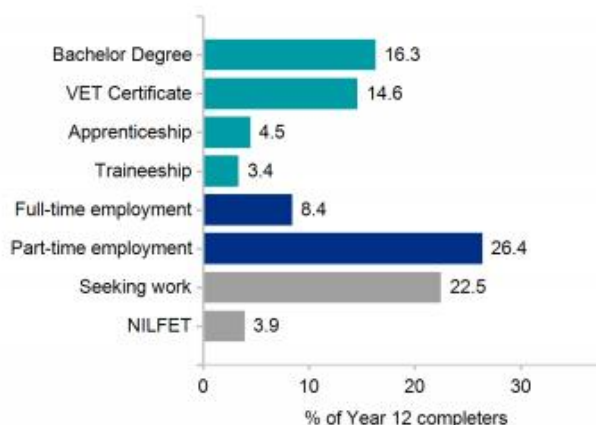
A further 34.8% transitioned directly into paid employment and no further study.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



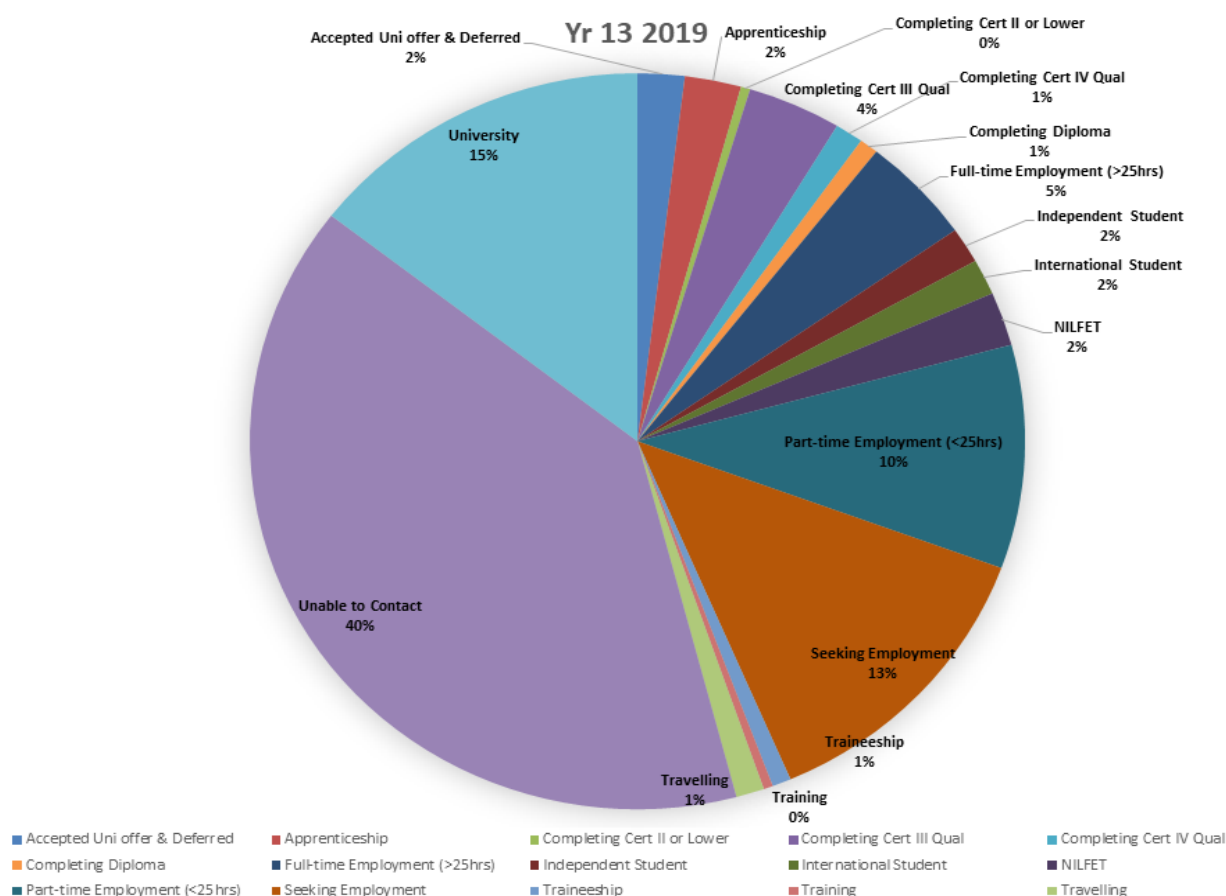
Main Destination in 2018



Queensland  
Government



## Trinity Bay SHS Yr. 13 – Student destinations



**Summary table: Student destinations as graduates of 2018 TBSHS.**

Destination - 2019	Number of students
Accepted Uni offer & Deferred	5
Apprenticeship	6
Completing Cert II or Lower	1
Completing Cert III Qual	10
Completing Cert IV Qual	3
Completing Diploma	2
Full-time Employment (>25hrs)	12
Independent Student	4
International Student	4
NILFET	6
Part-time Employment (<25hrs)	25
Seeking Employment	33
Traineeship	2
Training	1
Travelling	3
Unable to Contact	101
University	37
2018 No. of Graduates	255

This school's report will be available at: <http://www.trinitybayshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

