School Improvement Unit
Report

Tropical North Learning Academy - Trinity Beach State School
Executive Summary

Queensland
Government

1. Introduction

1.1 Background

This report is a product of a review carried out at Tropical North Learning Academy – Trinity Beach State School from 27 to 29 April 2016. It provides an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	Wewak Street, Trinity Beach
Education region:	Far North Queensland Region
The school opened in:	1979
Year levels:	Prep to Year 6
Current school enrolment:	932
Indigenous enrolments:	13 per cent
Students with disability enrolments:	Three per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1002
Year principal appointed:	2012
Number of teachers:	58 (full-time equivalent)
Nearby schools:	Tropical North Learning Academy – Smithfield State High School, Caravonica State School, Yorkeys Knob State School.
Significant community partnerships:	Tropical North Learning Academy – Smithfield State High School and James Cook University, Early Childhood Mt Isa Program, Breakfast Club, Team Trinity – Buddies Program, Breakfast Club, Student Engagement Officer, Friends of Trinity.
Unique school programs:	0-3 Montessori Program, bikebus , Tropical North Learning Academies – Young Scholars, Baseball and Soccer, Focus Clubs, Co-teaching model through QSIL project , Teaching and Learning Team model, Reading Script.

1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

  o Principal and three deputy principals

  o Head of teaching and learning and head of inclusive education

  o Master teacher and Business Services Manager (BSM)

  o Specialist teacher – Support Teaching Literacy and Numeracy (STLaN), Languages other than English (LOTE), health and physical education, and drama.

  o Principal, Smithfield State High School

  o Parents and Citizens' Association (P&C) executive

  o Director of Early Learning Centre

  o Local councillor and Member of Parliament

  o 30 teachers, administration officers and ancillary staff members

  o 32 parents, six teacher aides and 52 students

1.4 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Jan Cooper	Peer reviewer
Paul Herschell	External reviewer

2. Executive summary

2.1 Key findings

- The school is recognised as a hub in the community and is held in high regard by the wider community.

  The school has placed a high priority on developing productive community partnerships which bring benefits to student learning and development. The establishment of the Tropical North Learning Academy (TNLA) is a unique program which provides seamless transitions through primary school and high school to post-school destinations. Parents are valued as partners in their child's education and genuine opportunities are provided for them to contribute to the life of the school.

- The school is driven by a deep belief that every student can learn and make progress. There is a culture of high expectations across the school.

  The school presents as calm and orderly and is focused on learning. Relationships between staff and students are positive and respectful. Students, staff and parents speak well of the school and value its friendly and professional culture.

- The school leadership team and staff are committed to implementing an improvement agenda which focuses on attendance, reading and explicit teaching. Specific targets and timelines have been established to measure the success of this improvement agenda.

  Teaching staff are able to articulate the school's improvement priorities and can demonstrate strategies being implemented to effectively engage with this agenda. Parents and students are able to articulate elements of the improvement agenda. The agenda has been widely communicated and regularly reiterated.

- School leaders see the development of staff into an expert teaching team as central to improving student outcomes and that high quality teaching is the predominant factor that will improve student learning outcomes.

  The school has developed a teaching and learning school improvement action plan including performance targets and timelines. This is designed to improve repertoires in effective teaching and to build consistency of teaching practice across the school. The 2016 plan focuses on improving teaching in relation to reading, mathematics and writing.

- A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes. Data, relating to reading, is collected from a range of sources.

  The school leadership team believe that reliable data on student outcomes is crucial to the school's improvement agenda. The school has established and is implementing a systemic plan for collection, analysis and use of a range of student achievement data. Assessment data in literacy and numeracy are key elements of this plan.

- The school has a sequenced plan for curriculum delivery in English that supports consistent teaching and learning expectations and provides a reference for monitoring learning across the year levels.

  This level of rigour occurring in other curriculum areas is yet to be developed and teaching staff describe different degrees of adjustments to Curriculum into the Classroom (C2C) resource units, particularly to deliver curriculum areas in a limited timeframe. The introduction of quality assurance processes needs to be applied to ensure that all Australian Curriculum (AC) requirements are being delivered, particularly in the areas of mathematics, science and history.

- Differentiated teaching is seen as a strategy to ensure that the needs of all learners are considered in the teaching and learning process.

  Structural differentiation has been effectively implemented across the school in a range of programs including reading scripts, Comprehension Assessment of Reading Strategies (Cars) and Strategies to Achieve Reading Success (Stars) and Spelling Mastery. Teaching staff are at different stages in their ability to differentiate learning in other curriculum areas

- The school sets high expectations for teaching staff to engage in professional learning, specifically related to the Explicit Improvement Agenda (EIA).

  The school leadership team identifies coaching and feedback as a key component of instructional leadership. The school has a coaching and feedback model which is yet to be fully actioned.

- Data is used in building a culture of self-evaluation and reflection across the school.

  Teaching staff are at varying stages of data literacy skills.

2.2 Key improvement strategies

- Expand the collaborative curriculum planning process to include all other curriculum areas and give consideration to including appropriate general capabilities and/or cross-curriculum priorities.

- Develop a systematic approach to further support teaching staff in planning for and delivering curriculum programs for the range of student abilities.

- Ensure that there is systematic quality assurance built into the process to guarantee that all AC content descriptions are covered allowing students an opportunity to demonstrate learning in relation to the AC achievement standards.

- Ensure that a coaching and feedback model is fully implemented and that feedback is provided to teaching staff on all aspects of key improvement areas.

- Continue to provide Professional Development (PD) to build data literacy skills of all staff members.