

Tropical North Learning Academy – Trinity Beach State School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Tropical North Learning Academy – Trinity Beach State School** from **21 to 23 May 2018**.

The report presents 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 report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
John Bosward	Internal reviewer
Raelene Fysh	External reviewer



1.2 School context

Location:	Wewak Street, Trinity Beach
Education region:	Far North Queensland Region
Year opened:	1979
Year levels:	Prep to Year 6
Enrolment:	1020
Indigenous enrolment percentage:	13.2 per cent
Students with disability enrolment percentage:	4.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	991
Year principal appointed:	2012
Full-time equivalent staff:	58
Significant partner schools:	Smithfield State High School, Caravonica State School, Yorkeys Knob State School
Significant community partnerships:	Tropical North Learning Academy (TNLA), Team Trinity – Buddies Program, Breakfast Club, Student Engagement Officer, Friends of Trinity, Montessori Australia Foundation & YUMI Education
Significant school programs:	TNLA Academies – Young Scholars, netball and soccer, diverse range of extracurricular 'Focus Clubs', Makerspace - Science, Technology, Engineering and Mathematics (STEM), Collaborative Teams model for capability development, Reading Script, Parent/Toddler Montessori Program, 3-6 Montessori Program, Bike Bus



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Special Education Services (HOSES), Head of Teaching and Learning (HoTL), two Support Teachers – Literacy and Numeracy (STLaN), master teacher, guidance officer, Speech Language Pathologist (SLP), 26 classroom teachers, digital technology teacher, three Special Education Program (SEP) teachers, behaviour teacher, Health and Physical Education (HPE) teacher, seven teacher aides, Business Manager (BM), four members business services team, seven ancillary staff members, 52 students, 21 parents, Positive Behaviour for Learning (PBL) team, writing improvement team and mathematics improvement team.

Community and business groups:

- Two representatives International Student Program, Parents and Citizens' Association (P&C) president, school council chair and local state high school council chair.

Partner schools and other educational providers:

- Principal local high school, coordinator local early childhood centre and Meriba Montessori Program teacher and two parents.

Government and departmental representatives:

- Councillor for Cairns Regional Council, State Member for Barron River and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2018-2021
Headline Indicators (2018 release)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Teaching and Learning handbook 2018	Curriculum planning documents
School improvement targets	Teacher capability plan 2018
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	School calendar



2. Executive summary

2.1 Key findings

All teachers value the work they do in their year level teams that are enabling a strong sense of collegiality and respect in the professional culture of the school.

Year level teams are supporting the professional capability development of the teaching staff and are enhancing consistency of practice across the school. Many year level teams meet informally on a regular basis with a strong commitment apparent from all members to working with their colleagues. The work of year level teams provides opportunities for sharing of resources and curriculum planning.

The school's deputy principals are leading collaborative inquiry processes with their year level teams.

These processes are undertaken with the aim of identifying and effectively responding to problems of practice in implementing a specific element of the Explicit Improvement Agenda (EIA). Year level teams are using data to guide these conversations and are beginning to utilise strategies identified through this process to improve teaching and learning processes in their classrooms. Teachers speak positively of this process and of the opportunity to work with colleagues to improve their professional practice.

Positive and caring relationships are identified features within the school, and there is a strong commitment from school staff members to the wellbeing and learning of all students.

Staff members value the establishment of environments that are conducive to learning, are supportive of students and value risk taking and mistakes as part of the learning journey for each student. Students report they value the positive relationships they have with school staff members and the ongoing support and encouragement they receive during the teaching and learning process.

The school has established clear expectations regarding how students should behave and interact with one another.

The Positive Behaviour for Learning (PBL) team analyses data, refines processes and clarifies expectations regarding behaviour across the school using the PBL framework. Many staff members and students indicate there needs to be a greater consistency of practice in the implementation of agreed strategies designed to enhance the school's safe, supportive and disciplined learning environment. The leadership team is committed to working with staff members to ensure a consistent whole-school approach for managing student behaviour is implemented and monitored.



The school team is committed to improving learning outcomes for all students with a clear vision established for the school.

Teachers are able to confidently talk about the expected practices they are implementing in their classrooms in relation to the teaching of reading, writing and mathematics. Teachers recognise the value of these activities in improving student learning with many indicating a challenge in timetabling these strategies into their programs and meeting the demands of implementing their curriculum units in English and mathematics. The leadership team is committed to working with teachers to define the appropriate balance of agreed practices and existing structures relating to the EIA.

The school leadership team articulates a belief that reliable and timely data regarding student outcomes is crucial to the school's improvement agenda.

Most teachers make reference to utilising data to inform their teaching. Deputy principals support year level teams to engage in some data analysis to identify appropriate teaching strategies that support the learning of the full range of student abilities. Regular opportunities for teachers to engage in comprehensive discussions of achievement data and strategies for the continuous improvement of student outcomes are emerging.

The principal leads a range of Professional Development (PD) processes to support the capability development of the leadership team.

Strategies used in this process include regular strategic planning, engagement in regional forums and professional learning and enactment of Annual Performance Development Plans (APDP). Members of the leadership team are committed to developing their knowledge of effective school leadership. Continual enhancement of knowledge as an instructional leader enabling the leadership of curriculum, teaching and learning across the school is an ongoing priority for all school leaders.

Staff members are supportive of each other and demonstrate a desire to maintain a work environment that is supportive of the needs of all stakeholders.

Interviews with staff members identify a number of factors that currently impact on their levels of morale and wellbeing. Teachers report some of these issues are ongoing and require further analysis and understanding to be resolved. The leadership team expresses a commitment to work with staff members to build and maintain high levels of staff wellbeing and morale.

Students at the school are offered a broad range of co-curricular learning experiences.

The Arts is promoted through choral, instrumental music, drama, dance and strings performances at a range of events. The annual *Encore* concert is a feature on the school calendar. Students in the senior school participate in weekly elective sessions. Learning opportunities are additionally offered to students through a variety of activities called 'Focus Clubs'. The Young Scholars and Global Tropic Futures programs provide extension learning experiences for a large number of students each year. Students express appreciation for the time teachers take to provide them with these learning experiences to develop their skills in areas of enthusiasm or interest.



The school leadership team has developed a targeted approach in enhancing community partnerships and school identity.

A unique and successful partnership between the school, Smithfield State High School and James Cook University (JCU) is known and branded as the Tropical North Learning Academy (TNLA). This partnership has established its own set of beliefs and strategies to enhance transitions, staff capability and student engagement. There is a strong and positive relationship with Smithfield State High School. This includes the sharing of resources, professional practice, moderation and reciprocal visitation programs.

The principal views the development of staff members into an expert teaching team as central to improving outcomes for all students.

Staff members express a genuine desire to engage in continuous improvement of their professional capabilities. Strong alignment to recent research underpins the work undertaken in the school to enhance curriculum, teaching and learning processes. A collegial engagement framework is developed that details the range of professional learning opportunities for teaching staff members to assist in their professional capability development. The framework establishes the importance of school leaders working alongside individual teachers and year level teams to strengthen and support classroom practices.



2.2 Key improvement strategies

Ensure a whole-school approach for managing student behaviour, led by the leadership team, to enable consistent implementation of agreed strategies to enhance the school's safe, supportive and disciplined learning environment.

Work with teachers to define the appropriate balance of agreed practices relating to the EIA and what this looks like in their classrooms, providing sufficient time and support to embed these into classroom practice.

Strengthen processes for teams of teachers to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

Provide opportunities for members of the leadership team and teacher leaders to further develop their capacity and abilities as instructional leaders.

Collaboratively develop, implement and monitor strategies to maintain high levels of staff morale and promote wellbeing.