

Tropical North Learning Academy – Trinity Beach State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Tropical North Learning Academy – Trinity Beach State School** from **10 to 12 May 2022**.

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 implement 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.

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

1.1 Review team

Scott Medford	Internal reviewer, EIB (review chair)
Mark Johnston	Peer reviewer
Marnie Morrison	Peer reviewer
David Hinton	External reviewer



1.2 School context

Indigenous land name:	Currently under review between Traditional Owners
Location:	Wewak Street, Trinity Beach
Education region:	Far North Region
Year levels:	Prep to Year 6
Enrolment:	955
Indigenous enrolment percentage:	11.4 per cent
Students with disability percentage:	15.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	993
Year principal appointed:	2021



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 35 teachers, Business Manager (BM), two administration officers, Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSSES), Executive Services Officer (ESO), 20 teacher aides, Speech Language Pathologist (SLP), two cleaners, three youth workers, 31 parents and 92 students.

Community and business groups:

- Intensive Family Support (IFS) practitioner, Early Childhood Education and Care (ECEC) community network member, Parents and Citizens' Association (P&C) operations manager, Outside School Hours Care (OSHC) coordinator and school council chair.

Partner schools and other educational providers:

- Principal Advisor Autism – Far North Coast Region, Principal Advisor Complex Case – Far North Coast Region, Smithfield Child Care, Tropical North Learning Academy (TNLA) Smithfield State High School principal, deputy principal (junior school) and students with disability teacher.

Government and departmental representatives:

- Regional Councillor – Northern Beaches Council and ARD.

2. Executive summary

2.1 Key findings

The school is led with a focus on developing and harnessing a positive school culture for students, staff, parents and community partners.

The principal, led by a strong child-centred ethos, has revitalised a vision for the school that, at its core, articulates '*Our students matter – Students are central to our focus*'. In 2021, the newly formed leadership team embarked on developing a collaborative and transparent school culture to harness a collective understanding of the work to be prioritised. The school leadership team, Local Consultative Committee (LCC), school council and Parents and Citizens' Association (P&C) collaborated and co-designed a preferred culture to be clearly understood by all stakeholders.

Students and parents speak positively of the supportive and engaging learning environment at the school.

Students articulate valuing the positive relationships they have with staff members and the ongoing support and encouragement they receive during the learning process. Students value the care provided by the entire school staff. Students express appreciation for the effort their teachers put into preparing their learning. They discuss the enthusiastic approach of staff members, and their efforts to make learning engaging, interesting, and fun.

The school has high expectations for all students to engage with the curriculum, and for supporting their learning.

The school has a set of identified end-of-year Level of Achievement (LOA) targets. Some members of the leadership team express a need to create a plan that may provide teachers with short-term targets that align formative assessment data to capture students' learning progress against the LOA across the curriculum. The leadership team acknowledges a desire to co-design a set of identified progress learning targets for all students that are monitored through systemic processes and supported through instructional leadership.

School leaders and teaching staff are aware of the value of the analysis, discussion, and use of data to inform planning, case management processes, and teaching practices across the school.

The Student Engagement Wellbeing Program (SEWP) is the school's process for referring students who are identified by teachers as possibly requiring additional support or further assessment for learning, physical and/or social and emotional wellbeing. The SEWP engages in qualitative and quantitative data analysis and identify the next steps in supporting students and families. Some teachers use the OneSchool class dashboard and student folios to gain an understanding of students' achievement standards and requirements at the start of the year. Conversations using data to improve pedagogical practice and student learning are yet to be fully enacted by staff.



The leadership team and teaching staff see the delivery of a high quality, purposeful and engaging curriculum as a critical component of the teaching and learning agenda within the school.

With the support of school leaders and inclusion staff, teachers are developing learning experiences that are accessible and engaging for students to promote inclusion. All teaching staff are committed to the process of implementing the Australian Curriculum (AC). The three levels of planning are apparent and aligned to the AC in English, mathematics and specialist areas. The school is working towards staff incorporating cross-curriculum priorities within the units of work being taught, and establishing a shared understanding of the general capabilities outlined within the AC.

The leadership team is committed to making learning visible across the school.

Learning walls that display annotated marking guides, samples of student work and developed learning intentions and success criteria of lessons, are identified by the leadership team as high-yield teaching strategies. Some staff experiment with a range of learning wall constructs. School-wide practices and expectations for providing various forms of feedback and the setting of personal learning goals for students, particularly regarding the Explicit Improvement Agenda (EIA) focus, are yet to be fully developed.

Leaders have made strategic choices to ensure the school staffing model reflects the priority of class teachers focusing on the teaching of English, mathematics, science and Humanities and Social Sciences (HASS).

Some members of the leadership team identify that managing the complexities of a school this size impacts on their ability to provide instructional leadership. The principal acknowledges that an ongoing review of local human resource requirements is essential to ensure alignment to annual school priorities. The leadership team recognises that with regional support, there is a need to develop a workforce plan to ensure that the depth of instructional leadership is enacted to support the implementation of school priority areas.

Students and parents speak positively of the supportive and engaging learning environment at the school.

Students articulate that they value the positive relationships they have with staff members and the ongoing support and encouragement they receive during the learning process. Students value the care afforded them by the entire school staff. Students express appreciation for the effort their teachers put into preparing learning. Students discuss the enthusiastic approach of staff members, and their efforts to make learning engaging, interesting, and fun.

The school regards parents and families as integral members of the school community and partners in student learning.

The principal seeks ways to enhance student learning and wellbeing through partnering with parents, families, local businesses, community and government organisations. The deliberate approach adopted by senior members of the leadership team to be visible, active and available within the school and wider community is viewed by community members as a



positive and effective means of communicating school values and direction within and outside the school gate.



2.2 Key improvement strategies

Co-design a set of identified progress learning targets for all students, that are monitored through systemic processes and supported through instructional leadership.

Develop teacher capability to improve data literacy where data is discussed and used to improve pedagogical practices and student learning.

Develop accountability criteria for all leadership levels leading curriculum delivery to ensure that the intended curriculum is enacted and aligned to the EIA.

Collaboratively review the pedagogical approaches and practices to develop agreed key signature pedagogies and improve learning outcomes for the full range of students, including high achievers.

With regional support, develop a workforce plan to ensure the depth of instructional leadership is enacted to support the implementation of school priority areas.