

Tropical North Learning Academy - Trinity Beach State School

Action Plan Final Report



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1. Introduction

This report is a product of a 12-month check-in review at **Tropical North Learning Academy – Trinity Beach State School** on **18 June 2019**. It provides an evaluation of the school's performance against the 12-month action plan developed by the school in consultation with the Assistant Regional Director (ARD).

The 12-month check-in was completed by staff from the School Improvement Unit (SIU). For more information regarding the SIU and school reviews please visit the [website](#).

1.1 School context

Location:	Wewak Street, Trinity Beach
Education region:	Far North Queensland Region
Year opened:	1979
Year levels:	Prep to Year 6
Enrolment:	1007
Indigenous enrolment percentage:	11.4 per cent
Students with disability enrolment percentage:	3.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	992
Year principal appointed:	2012
Full-time equivalent teachers:	64.9
Significant partner schools:	Smithfield State High School – Tropical North Learning Academy; Whitfield State School, White Rock State School, Mossman State School, Mareeba State School, Machans Beach State School, Caravonica State School, Yorkeys Knob State School – Primary Principals' Learning Community
Significant community partnerships:	Tropical North Learning Academy – Trinity Beach State School, Smithfield State High School and James Cook University (JCU); Meriba Montessori – including Yumi Education; Montessori Australia; Team Trinity – volunteers engaging with our school including through Buddies Program, Breakfast club, Bike B us

Significant school programs:

Young Scholars; Montessori Education – parent/toddler, Prep to Year 2; Makerspace – STEM (Science, Technology, Engineering and Mathematics) ,coding and robotics, drones; Extracurricular focus clubs; Netball and Soccer development academy; BikeBus; Reading Script; Collaborative Planning

1.2 Review team

The review was conducted by:

Racquel Gibbons	Assistant Director-General, SIU (case manager)
Alan Whitfield	Senior review
Warren Merchant	Peer reviewer

1.3 Contributing stakeholders

The following contributed to the 12-month review:

- a desktop review of the school's performance data and other school information
- consultation with the school's ARD
- a school visit of up to one day, and
- interviews with relevant staff, students, parents and community representatives, including:
 - Principal
 - Three deputy principals
 - Head of Curriculum (HOC)
 - Head of Special Education Services (HOSES)
 - Guidance officer
 - 21 teachers
 - 42 students
 - Four parents



2. SIU monitoring

2.1 Action plan improvement strategies

The 12-month review looked at how the school implemented the improvement strategies from the action plan with the support of the region.

- 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 Explicit Improvement Agenda (EIA) and what it looks like in their classrooms, providing sufficient time and support to embed these into classroom practice.

2.2 Action plan check-ins

The 12-month review was preceded by the following visits:

Three month	August 2018
Six month	November 2018
Nine month	March 2019

3. Findings

3.1 School performance data

The school's 2019 February enrolment was 1014. The 2019 Semester 1 School Data Profile indicates this is above the 2018 enrolment of 1027 students. Enrolment has increased incrementally from 894 in 2015.

Student behaviour is being targeted by school leaders and teachers. Data indicates short-term School Disciplinary Absences (SDAs) increased from 56 in 2015 to 133 in 2018. Currently, in Semester 1 2019 there have been 105 SDAs actioned. OneSchool data indicates a strong increase in follow-ups recorded and support and intervention provided across the period 2017-2019 as indicated below.

Behaviour action support summary	2017	2018	Sem. 1, 2019
Follow up	175	416	374
Support and intervention	1	20	33
SDAs (Long & short-term)	95	134	105

The 2018 National Assessment Program – Literacy and Numeracy (NAPLAN) provides an outline of student achievement relative to state and national performance for students in Years 3 and 5.

NAPLAN Mean Scale Score (MSS) reading achievement for students in Year 3 and Year 5 is similar to Queensland State Schools (SQSS).

In 2018, student performance in the Upper Two Bands (U2B) in reading is above SQSS in Year 3 and similar to SQSS in Year 5.

2016-2018 relative gain for matched students completing the Year 3 NAPLAN assessment in 2016 and the Year 5 assessment in 2018 is similar to SQSS in reading. The percentage of students attending the school for both tests is 89.1 per cent.

In 2018 NAPLAN, the Year 3 participation rate in the reading strand is 91.0 per cent and the Year 5 participation rate is 94.1 per cent.

Improvement of A-E Level of Achievement (LOA) data in English has been the school's number one priority for the last 12 months. OneSchool report card data indicates a strong trajectory of improvement in this focus area as indicated below.

Semester 1 reports	2017	2018	2019
A – C LOA: English	69.1 per cent	73.2 per cent	81.8 per cent



The 2018 School Opinion Survey (SOS) indicates that parents, students and staff members express a range of views regarding the school and school programs. 92.9 per cent of parents, 83.5 per cent of staff and 90.5 per cent of students agree with the survey item 'This is a good school'.

54.8 per cent of staff members, 69.0 per cent of parents and 79.8 per cent of students agree 'Student behaviour is well managed at this/my school'. This reflects an increase in staff and student agreement from 46.2 per cent and 61.4 per cent in 2017 respectively.

Student agreement with the survey item 'My English skills are being developed at my school' is 96.1 per cent. Students surveyed indicate 91.4 per cent agreement with the survey item 'My teachers provide me with useful feedback about my school work'. 94.5 per cent of students indicate they are receiving a good education at this school.

74.7 per cent of staff agree that they have access to quality Professional Development (PD), an increase from 67.6 per cent in 2017. Staff agreement with the survey item 'I feel that staff morale is positive at this/my school' indicates 58.1 per cent agreement. In 2018, 93 staff members responded to the SOS. Internal school surveys indicate 92.0 per cent agreement that each member of the team contributes to the team and 96.0 per cent of staff agree that they are supported by their team leader.

3.2 Regional support

ARD support:

The school's ARD has provided ongoing support to the school and the principal. This support has focused on the key improvement actions as identified in the school's action plan and included:

- provision of regular feedback for the leadership team and staff members on action plan and implementation plan progress
- brokering of targeted State Schooling Team support
- regular contact including visits to the school, phone conversations and emails
- discussion on the implementation of the four-year strategic plan and action plan
- meetings with middle leaders regarding portfolio area – feedback on plans and implementation strategies.
- provision of observation and feedback for the leadership team and staff members
- coaching of the leadership team

Regional support:

A range of regional personnel provided support to the school. This support focused on addressing key improvement actions and included:

- learning regarding accessibility features available on Windows 10 and the iPad to support text to speech to address student needs
- identification of functional level of hearing impaired student in relation to school life, curriculum and the discipline of Deaf Education
- review and feedback support intervention for students with Autism Spectrum Disorder (ASD)
- development and use of Response to Intervention (RTI) data sets
- development of a procedure and case management process to work more effectively with parents
- capacity building of student with disability teacher in completion of C2 using prompts and collected data
- development of consistency in use of visuals to support communication and organisation
- building staff capability with parent-school meetings and relationships
- individual case management support
- observation of use of visuals in classroom and follow-up meeting
- support to edit and complete verification documents
- support for HOSSES to identify obstacles to student engagement so as to maximise alternatives to School Disciplinary Absences (SDAs)
- Science, Technology, Engineering and Mathematics (STEM) and Digital Technologies Collaborative planning for Prep – 2 band
- Functional Behaviour Assessment (FBA) training
- PBL coaches and team leader training and network meeting
- Post-training follow up


3.3 Observations and general findings

The leadership team presentation and staff conversations reflect the leadership team having spent considerable time and energy producing documents to clearly articulate school-expected practices. These documents are developed to support staff understanding of the EIA. The newest of these documents is the five stage collaborative planning framework.

The leadership team has introduced a five stage collaborative planning process that includes a data dive prior to unpacking the unit, and skills gap analysis that identifies the learning and teaching skills gap required to successfully implement the unit. Teachers collaboratively decide on the lesson progression and how it will be taught and reach agreement on moderation and reporting practices.

There is substantial financial and human resource investment in collaborative planning. Every year level is released for an additional two hours per fortnight to plan with their deputy principal. Teachers talk positively regarding the flexibility of this time with some cohorts using one hour each week and others using two hours per fortnight. Teachers are highly appreciative of the time and support provided for planning.

Teachers describe multiple opportunities to work with curriculum leaders to develop their knowledge of assessment tasks and the constructing of Guides to Making Judgements



(GTMJ). Teachers indicate an emerging need for additional collaborative planning time to ensure units are fully unpacked and understood by all, prior to implementation.

There is a strong understanding that data is the starting point for teaching and learning discussions. Year level teams are using data to inform the planning, teaching and assessment of the unit. Pre-assessment tasks are an expected whole-school practice at the commencement of a new unit of work. Teacher understanding of the purpose of this activity varies across year levels.

During the curriculum planning process teachers describe the identification of marker students at the 'D' Level of Achievement (LOA). They indicate engaging in discussions and purposeful planning for the support of these students with a clear intention to move these students towards a 'C'. Some teachers indicate a recent practice of identifying students at the 'B' LOA with the intention of maintaining this or moving to an 'A' LOA. Teachers and school leaders report a significant shift in LOA data with increasing numbers of students achieving in the A-C range.

Teachers describe a detailed process for the moderation of student LOAs against the GTMJ. They report meeting in year level groups and sharing student work samples across the A-E range. Vertical and external moderation processes are yet to be established. Teachers report increasing levels of confidence and competence in this process aligned to the planning process.

Teachers talk with confidence in relation to the unpacking of the AC including the achievement standards and use of GTMJ. This process has significantly contributed to the high level of staff confidence and use of the AC.

The school's professional learning model is tightly aligned to the Annual Performance Development Plan (APDP) process and Australian Institute for Teaching and School Leadership (AITSL) professional standards. Professional learning is tailored to the needs of each year level and each individual teacher. The deputy principals of each sector capture the professional learning needs of each staff member as identified in the APDP process and track the opportunities offered to each staff member. Staff report high levels of satisfaction in the school's approach to professional learning, especially the highly personalised nature of the process.

Staff have the opportunity to participate in peer observations in a model of Watching Others Work (WOW). This is appreciated by staff as a way of sharing practice and learning from others. There is an opportunity to further mature this practice to more regularly involve observations across year levels.

The school has created a strong team culture within each year level through collaborative planning and shared professional learning. Teams speak highly of the support they offer each other and the support offered by their deputy principal. There is little opportunity to share practice and build teams across year levels beyond year level coordinators.

The leadership team has been strategic in ensuring that there are key staff in key places with high levels of capability and credibility. Staff report an increasing level of support available in



class for teaching and learning, behaviour and social and emotional learning. The leadership team has begun to build distributive leadership with year level coordinators who are off line two hours a week to work with the deputy principals.

The leadership team is using instructional walks using Sharratt¹ 5 Questions to improve their line of sight to the classroom. The principal additionally uses learning walks in their meeting and feedback sessions with the deputy principals. The deputy principals have begun meeting on a weekly basis to share their learnings as a method to moderate between year levels. The leadership team is yet to establish strong processes to monitor that the intended curriculum is the enacted curriculum in all classrooms.

Teachers express the belief that they are able to successfully manage student behaviour with the continuing support provided by the leadership team. They report that this level of support has increased since last year and as such they feel more confident in their classroom management. There is a strong sense amongst staff that there is a reduction in inappropriate behaviour incidents.

Semester 1 school data indicates higher level of SDAs than the previous two years. The leadership team, ARD and teachers articulate that this is a direct result of an increased level of consistency in the application of high expectations. The school has stood strong in relation to physical violence, disrespect and verbal abuse towards teachers. Teachers are highly appreciative of this support and consistent approach.

The school has established strong processes to support students with complex needs that include high levels of regional support, employment of youth workers and effective engagement with external agencies. This process is helping students and parents to successfully engage with the school and has resulted in improvements in attendance, behaviour and academic results.

Monitored play and individual behaviour plans are used for those students who repeatedly make the wrong choices. These appear to be effective in reducing playground behaviours for some students.

There is optimism that the work with the social and emotional learning program 'You Can Do It!' (YCDI) will make a difference to student engagement. There is a school-wide expectation that three lessons will be delivered per fortnight. Consistency of implementation is an area of continuing focus amongst school leaders. Teachers acknowledge that their greatest concern pertains to how they find time in their timetable to teach the required lessons.

There is a lack of clarity as to how PBL and YCDI work together. As a result the implementation of PBL is less consistent than at the nine-month check-in. There is an emerging need to revisit the school-wide expectations of PBL and support this through in-class coaching.

¹ Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Thousand Oaks, CA: Corwin Press.



4. Outcomes

The SIU recognises the emerging school improvements that have been initiated over the past 12 months.

There is a collaborative planning process with a clear focus on English and in some year levels Humanities and Social Sciences (HASS). Teachers report that there is time provided of approximately two hours per fortnight to collaboratively work through the collaborative planning framework.

Teachers are continuing to grow their understanding of the AC through collaborative planning and the diverse range of professional learning opportunities available.

All teachers value the opportunity to work in teams to build their own and others' understanding of the AC. There is a strong team culture within year levels.

The school has established and implemented a highly differentiated and personalised approach to professional learning. Staff professional learning is aligned the APDP process and AITSL professional standards. Teachers report that they are well supported in their learning. A whole-school plan for a systematic approach to professional learning is yet to be established.

The school has commenced work regarding YCDI. School leaders acknowledge the need to continue to work with teachers to build confidence and competence in the delivery of the program. Teachers report strong levels of support for the introduction of the program. They articulate concerns regarding how this program can be implemented within their existing timetable structure and how it works in tandem with PBL.

The Regional Director and ARD are committed to continuing their close support and guidance for the leadership team at the school.

5. Next Steps

Engage the teaching team in a review of the 2018 school review report. Pay particular attention to the key improvement strategies and the improvement strategies in each domain for evidence of implementation or scheduled development as a component of the four-year strategic planning cycle.

Collaboratively develop Quality Assurance (QA) processes that monitor that the intended curriculum is the enacted curriculum in every classroom.

Provide opportunities for all staff to participate in ongoing moderation processes that include horizontal, vertical and external moderation.

Provide opportunities for deputy principals to participate in peer coaching during collaborative planning processes and walkthroughs to build capability and consistency of practice.



Work with the broader team, including year level leaders, to build ownership of the school improvement journey. Collaboratively develop a clear understanding of the preferred future.

Consider expanding the current professional learning modelled to include universal – systematic – learning opportunities in conjunction with the highly personalised and differentiated model that currently exists.

Strengthen PBL structures and processes across the school to ensure that universal strategies are embedded in all classrooms.

6. Conclusion

Based on the findings from the 12-month review, and information gathered at the previous three-month check-ins, the SIU concludes:

There is sufficient implementation of the key improvement strategies for the SIU to finalise its support and monitoring of **Trinity Beach State School**.