Background:
Tropical North Learning Academy, Smithfield SHS, is located 17 kilometres north of Cairns, within the Far North Queensland education region. The school was opened in 1983 and has a current enrolment of 897 students. The Principal, Barry Courtney, was appointed in 2010.

Commendations:
- The Leadership Team has a strong and clear focus on building a school culture of improvement.
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school has a small number of positively stated school wide expectations and appropriate behaviours including, Be Safe, Be Respectful and Be a Learner. There is evidence of a strong commitment to the implementation of explicit teaching.
- The school has a wide range of opportunities, programs and specialist personnel provided to students including the James Cook University Academy programs and the Empowerment and Support Team.
- The Senior Success Management System for students in Years 11 and 12 is implemented to improve student engagement, achievement and the attainment of exit qualifications.
- The school has a strong alignment with Trinity Beach State School which has built a strong platform for the transition of Year 7 students to Junior Secondary.

Affirmations:
- The Parents and Citizens’ Association (P&C) endorses the school’s Responsible Behaviour Plan for Students (RBP).
- The school positively recognises appropriate behaviours and achievement through its rewards system, which includes certificates and awards for students.
- A year level Health Report review process, through year level coordinators, is being implemented across the school.
- The classroom observation and coaching model, as well as, Professional Learning Communities has been established to develop teacher capability.
- An attendance management strategy with five weekly reviews and actions has been developed at the school.

Recommendations:
- Prioritise the engagement of all school staff members and the community with Schoolwide Positive Behaviour Support (SWPBS) in order to ensure the agenda is widely understood and rigorously actioned.
- Further engage all members of the teaching team in the implementation of consistent and explicit behavior management practices and explicit teaching of expected behaviours.
- Develop consistent understanding and processes for minor and major behaviours, referrals and the consistent recording of positive behaviours in OneSchool.
- Explore processes to improve school wide communication loops to provide timely feedback and enhanced coordination between key stakeholders particularly in regards to complex case management, Individual Behaviour Plans and school disciplinary absence re-entry processes.
- Continue to develop a common understanding of what constitutes high standards and clear expectations for effort and behavior in reporting. Ensure that the behaviour and effort standards are consistently and rigorously applied by all teachers and communicated to students.
- Strategically explore and provide opportunities for parents to participate in training and information days on behaviour support and positive parenting strategies.
- Further develop and implement school wide teacher observation, feedback processes and Professional Learning Communities to develop a school wide, self-reflective culture focused on explicit teaching and SWPBS. Clearly link priorities within the school’s documented Professional Learning Plan to staff members’ Performance Development Plans.