



Tropical North Learning  
Academy - Smithfield State  
High School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

Tropical North Learning Academy Smithfield State High School is a high performing academic school with a co-educational cohort of 1150 students. The fundamental principles of learning at Smithfield are based on high expectations, a disciplined and caring environment and quality outcomes for all students. We have an academic alliance with James Cook University (JCU), through which we run academy classes specialising in successful university preparation and academic excellence. Our junior school offers core subjects in line with the National Curriculum, complimented by a range of creative electives. We have a strong focus on National Standards in literacy, numeracy and the crucial 21st century skills of critical thinking, communication, creativity, collaboration, character and citizenship. We develop these through our Literate Graduate program. The school also has a commitment to inclusivity and success for all students. Our senior school offers an extensive range of O.P.(general) subjects with 55% of our students being eligible for university studies. This is complimented by a first class vocational education program. We are one of a handful of schools offering high quality I.T. courses with our Certificate IV in Digital and Interactive Media and Internet of Things Engineering course codesigned with JCU. The school has Academies of Excellence in Jazz and Contemporary Music, Soccer and Netball, as well as our JCU Academies. We are located 15 minutes north of Cairns and only 2 minutes from James Cook University. Smithfield has an outstanding reputation in extracurricular activities including our own 'Coast FM' radio station. All this enables Smithfield State High School to aspire to our vision: "Aspiration, Belief, Motivation, Success."

## Principal's Foreword

### Introduction

At the Tropical North Learning Academy Smithfield State High School we are in the business of changing lives, by giving each and every student the best possible chance for success in school and future success in life.

Our vision of 'ASPIRATION – BELIEF – MOTIVATION – SUCCESS' gives a framework through which we drive our teaching and learning.

Through the Tropical North Learning Academy (TNLA) partnership we work closely with Trinity Beach State Primary School, James Cook University, our affiliate primary schools (Yorkeys Knob and Caravonica) and other significant partners, to drive an improvement agenda allowing us to turn our vision into reality.

We have select programs (Academies) which allow high potential students to prosper in;

- Academic Performance – our James Cook University Academies
- Jazz and Contemporary Music – Jazz Academy
- Sports Performance – Soccer and Baseball Academies

All our students study Philosophy in Action (Years 7 – 10) as a means to refine critical thinking skills.

We offer a wide range of subjects allowing students to excel in their chosen senior pathway, be it academic or vocational.

This report will outline both the strategies we put in place and illustrate the data we can use to measure and drive improvement.

## School Progress towards its goals in 2017

### Improvement Priority 1 – Literacy & Numeracy

Priority	Strategy	Targets	Outcome
Improve Year 9 U2B outcomes in Writing & Reading	Continue to use Critical Friend, Alison Davis, to build teacher capacity in explicit teaching of writing/reading with the ongoing development of a school Based Literacy Coach	U2B Writing > 15%	10.6%
		Reading > 15%	16.1%

#### Summary

Reading target was met, with a best ever U2B result  
Writing target not met, with a gain of 7% from 2016

### Improvement Priority 2 – Learning Support Framework 7 - 12

Priority	Strategy	Targets	Outcome
Improve school A – C outcomes to 93% Continue Year 12 QCE/QCIA > 98%	Support framework resourced and implemented to enable individual tracking and support intervention to occur	A - C 93%	93%
		QCE/QCIA 100%	100%

#### Summary

School improvement in A – C outcomes continued with target met.  
High outcome success in Year 12 continued with QCE/QCIA results

### Improvement Priority 3 - Literate Graduate Skillset

Priority	Strategy	Targets	Outcome
Build the '6Cs' into faculty units of work so they can be explicitly taught	Lead HOD workshops all HODs re Literate Graduate Skillsets HODs critique and amend at least one unit of work	All faculties have at least 1 unit of work aligned to 6Cs	Achieved

#### Summary

The development of the Literate Graduate Skillset Plan will guide our future work in this space. We are working with significant community partners to enable our students to exit with legitimate global skillsets.

### Improvement Priority 4 - Innovation Practices

Priority	Strategy	Targets	Outcome
Increase use of Makerspace across faculties, embed courses in Philosophy, Internet of Things (IoT), Sustainability & Entrepreneurship	HOD Innovations/STEM to lead embedding of these subjects into junior curriculum	IoT course Year 7 taught	Achieved
		75% school faculties use Makerspace	> 50%
		EoT course Year 7 taught	Achieved
		Sustainability courses taught through Humanities	Achieved

## **Summary**

The school continues to develop a range of highly innovative learning programs for students that meet the needs of their future schooling and lives after school.

## **Future Outlook**

- continue the improvement in A – C results through personalised tracking and intervention of student success
- embed the Literate Graduate Key Deliverables
- act as a catalyst across the Cairns northern suburbs coalition of school to drive connected, seamless education from “prep to PHD and all you can be”.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1054	497	557	100	88%
<b>2016</b>	1056	480	576	107	88%
<b>2017</b>	1003	454	549	96	88%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Characteristics of the student body:

TNLA Smithfield State High School holds consistent student numbers across all year levels ranging between 180 – 200 students in each year level. We engage a multicultural mix of students from a wide range of cultures. We also have an International Student Program which includes students from countries such as Papua New Guinea, Japan, Italy Germany and Switzerland to name a few.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	23	22
Year 11 – Year 12	19	19	18

## Curriculum Delivery

### Our Approach to Curriculum Delivery

**Our distinctive curriculum offerings that distinguish TNLA Smithfield State High School are:**

- Philosophy in Action - developing and engaging young minds through critical thinking
- University Academies in conjunction with James Cook University
- Jazz and Contemporary Music Academy

- Soccer and Baseball Academies
- Certificate III/IV specialization in Digital & Interactive Media, Community Services, Fitness
- Language programs French & Chinese (including French Immersion Program and Confucius Classroom)

### **Co-curricular Activities**

- Camps and overseas excursions
- Performance - Stage and Concert Bands (Gold and Silver medals at Fanfare), Cheerleading, Dance, Performing Arts Night
- School based Radio Station 101.9 Coast FM
- Leadership Program across all year levels
- Academic - subject competitions and excursions

### **How Information and Communication Technologies are used to Assist Learning**

Tropical North Learning Academy Smithfield State High School has been and will continue to be a leading school in the use of ICT's to enhance learning. We have a forward thinking and innovative culture in this area. There are four key areas to our ICT vision for teaching and learning;

1. Working Digitally - our focus here is to create a highly efficient and effective ICT working environment for staff and students. This includes the use of Virtual Learning spaces, Team Sites, Share Points and the creation of a 21<sup>st</sup> Century Library
2. Developing Professionals - the school offers extensive professional development for staff to assist them in engaging learners through ICT's. There is Professional Development offered to school leaders, staff are expected to attain a Pedagogical License and a school e-learning team offers regular Professional Development sessions for staff
3. Enabling Learners – the school has embarked upon a BYOX (bring you own device program), commencing in Year 7, with access across all year levels. This is supplemented by:
  - 4 designated computer laboratories including a “Mac Lab”
  - 2 Technologically Enhanced Active Learning (TEAL) classrooms
  - 4 classroom laptop trolleys
  - Library computers for individual research
  - laptops to supplement the BYOX program
4. Harnessing Digital Platforms - in this area the school is committed to maintaining a high quality network with wireless internet capability. All servers and ICT hardware are kept up to date and serviced regularly. The school has four high tech computer laboratories, including a MAC laboratory for the Arts faculty.

## **Social Climate**

### **Overview**

TNLA Smithfield State High School prides itself on having an all-inclusive education for all students. We have a wide range of support across the school including:

- Literacy and Numeracy Support Program
- Focus on positive attitude and perceptions through Habits of Mind
- Specific “Speak Up and Speak Out” with a Cyber Safety emphasis, bullying program
- Responsible Behaviour Plan enacted through our Positive Behaviour for Learning Processes and Procedures
- Empowerment and Support Team including; Chaplain, School Based Police Officer, Community Education Officer, Guidance Counsellor and School Based Youth Health Nurse



- Inclusive practices, including designated programs for students with disabilities
- Student leadership groups in all year levels including Indigenous Student Leaders

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	90%	81%	91%
this is a good school (S2035)	90%	83%	84%
their child likes being at this school* (S2001)	93%	89%	85%
their child feels safe at this school* (S2002)	94%	92%	91%
their child's learning needs are being met at this school* (S2003)	86%	84%	84%
their child is making good progress at this school* (S2004)	90%	86%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	84%	86%
teachers at this school motivate their child to learn* (S2007)	86%	83%	80%
teachers at this school treat students fairly* (S2008)	81%	80%	78%
they can talk to their child's teachers about their concerns* (S2009)	88%	90%	83%
this school works with them to support their child's learning* (S2010)	84%	83%	85%
this school takes parents' opinions seriously* (S2011)	81%	83%	81%
student behaviour is well managed at this school* (S2012)	83%	78%	83%
this school looks for ways to improve* (S2013)	91%	90%	83%
this school is well maintained* (S2014)	93%	95%	94%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	91%	91%	95%
they like being at their school* (S2036)	83%	91%	84%
they feel safe at their school* (S2037)	91%	95%	91%
their teachers motivate them to learn* (S2038)	87%	83%	88%
their teachers expect them to do their best* (S2039)	95%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	82%	83%	84%
teachers treat students fairly at their school* (S2041)	74%	67%	70%
they can talk to their teachers about their concerns* (S2042)	73%	61%	69%
their school takes students' opinions seriously* (S2043)	69%	65%	73%
student behaviour is well managed at their school* (S2044)	66%	71%	67%
their school looks for ways to improve* (S2045)	85%	94%	91%
their school is well maintained* (S2046)	86%	87%	85%
their school gives them opportunities to do interesting things* (S2047)	83%	79%	86%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	92%	91%	84%
they feel that their school is a safe place in which to work (S2070)	92%	93%	88%
they receive useful feedback about their work at their school (S2071)	94%	93%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	78%	81%
students are encouraged to do their best at their school (S2072)	92%	92%	91%
students are treated fairly at their school (S2073)	96%	89%	90%
student behaviour is well managed at their school (S2074)	71%	75%	64%
staff are well supported at their school (S2075)	78%	76%	57%
their school takes staff opinions seriously (S2076)	76%	63%	57%
their school looks for ways to improve (S2077)	94%	89%	86%
their school is well maintained (S2078)	84%	82%	77%
their school gives them opportunities to do interesting things (S2079)	83%	83%	72%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

As well as a functioning School Council and P & C, the school engages parents through:-

- Bi-annual parent/teacher interviews
- Monthly newsletters, use of Parenting Schools program for parents
- Regular text messages to parents on an individual basis
- Working with parents for ICPs and learning adjustments

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

We focus on developing respect and tolerance, personal safety and awareness. Programs are delivered through our

- HPE Curriculum
- Senior Pathways Program
- Our annual School Domestic Violence awareness week

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	217	190	152
Long Suspensions – 11 to 20 days	10	14	15
Exclusions	7	8	5
Cancellations of Enrolment	20	21	11



## Environmental Footprint

### Reducing the school's environmental footprint

The school's Facilities Committee continues to bring about procedures designed to reduce the school's environmental footprint. These include:

- Air conditioners not turned on during the four winter months
- A litter recycling program
- Use of bore water for irrigation

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	607,940	5,638
2015-2016	551,307	10,814
2016-2017	291,487	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

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Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	91	49	<5
Full-time Equivalents	89	36	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	15
Bachelor degree	67
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$184,000.00

The major professional development initiatives are as follows:

- Teaching of Reading
- Teaching of Writing
- Explicit Teaching
- Essential Skills of Classroom Management
- Developing STEM practices into Teaching & Learning

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2017

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	82%	82%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

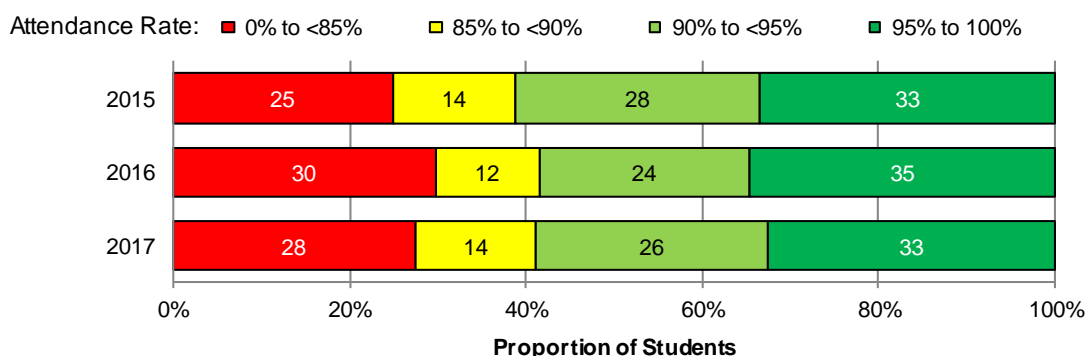
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	91%	89%	87%	86%	90%
2016								90%	91%	86%	88%	88%	86%
2017								92%	88%	89%	86%	89%	88%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

TNLA Smithfield State High School's Policy is as follows:



- The TNLA Smithfield State High School day commences at 8.40 am and concludes at 2.30 pm.
- Students are required to attend “Form Class” where rolls are marked by a supervising teacher; students are also marked on a roll for each class they attend.
- Students are marked every lesson of the day
- Students arriving after this time are required to ‘sign in’ through the front Administration Office, a parent/guardian note; verbal or sighted permission is required.
- Any unexplained absences are followed up with a text message through the ‘ID Attend’ system which sends a text at 10.30 am each day to parent/caregivers mobile phone notifying them of the student absence. For students at risk, including in care of the state, a phone call is made to check absence.
- A process is in place to deal with students who are chronically late or absent. This includes BMO referral, parent contact and/or meeting, detentions and counselling. Attendance rates over the past 12 months have improved

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

### Find a school

Sector:

Government

Non-government

Where it states ‘**School name**’, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school’s *profile* webpage.

School NAPLAN information is available by selecting ‘**NAPLAN**’ in the menu box in the top left corner of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	129	133	147

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students awarded a Queensland Certificate of Individual Achievement.	3	2	2
Number of students receiving an Overall Position (OP)	50	55	64
Percentage of Indigenous students receiving an Overall Position (OP)	22%	25%	27%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	5	15	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	67	75	75
Number of students awarded an Australian Qualification Framework Certificate II or above.	49	71	69
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	125	131	145
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	89%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	74%	91%	63%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%	98%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	96%	91%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	6	14	17	11	2
2016	6	20	24	5	0
2017	7	20	13	20	4

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	40	35	25
2016	31	53	39
2017	7	53	30

As at 14th February 2018. The above values exclude VISA students.

Vet Qualifications completed by students.

- Cert II Animal Studies; Business; Community Activities; Creative Industries; Hospitality; Sport & Recreation; Tourism; Workplace Practices.
- Cert III Allied Health; Children's Services; Community Services; Disability; Education Support; Fitness; Hospitality.
- Cert IV Interactive Digital Media; Multimedia.

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	71%	72%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	63%	60%	50%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<https://smithfieldshs.eq.edu.au/Supportandresources/Pages/School-Data-Documents.aspx>

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

The school works hard to maintain all students through to successful Year 12 completion.

Destinations of early leavers include:

- transition to work or other study
- transition to other schools
- intra/interstate family relocations

## Conclusion

Tropical North Learning Academy Smithfield State High School continues to provide quality education for our school community.

Through the Tropical North Learning Academy we provide seamless, futures focused learning opportunities for our students.

In 2017 our year 12s all exited with a QCE/QCIA and we obtained three OP1s. Our School Dux was recognized as one of the top academic achievers in Queensland.