

# Tropical North Learning Academy-Smithfield State High School

## 2024-2027 SCHOOL STRATEGIC PLAN



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| <b>School profile</b><br>Tropical North Learning Academy-Smithfield State High School is a high performing academic school with a co-educational cohort of 1270 students. The fundamental principles of learning at Smithfield are based on high expectations, a disciplined and caring environment and quality outcomes for all students. 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. Through the Tropical North Learning Academy (TNLA) partnership we work closely with Trinity Beach State School, James Cook University, our affiliate primary schools (Yorkeys and Caravonica) and other significant partners, to drive an improvement agenda allowing us to turn our vision into reality.                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Vision and values</b><br><br>Aspiration-Belief-Motivation-Success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>School review key improvement strategies</b> <ul style="list-style-type: none"> <li>Collaboratively create and build a shared understanding amongst all stakeholders of a vision to enable the enactment of the school's strategic direction.</li> <li>Expand opportunities for community voice to be collected and considered in the collaborative design of policies, procedures and activities to build shared ownership.</li> <li>Build the capability of all leaders to function as a high-performing united team who are committed to, and focused on, leading teaching and learning for successful student outcomes.</li> <li>Fully implement the Whole-school Approach to Pedagogy in all faculties, supported by professional development and quality assurance processes, to enhance effective teaching and learning.</li> <li>Deepen teachers' knowledge and understanding of differentiation to build capability to meet the diverse needs of all students and enable access and progress through the curriculum.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>School priorities</b> <ul style="list-style-type: none"> <li><b>School Priority 1</b> Build the capability of all leaders to function as a high-performing united team who are committed to, and focused on, leading teaching and learning for successful student outcomes.</li> <li><b>School Priority 2</b> Fully implement the Whole-school Approach to Pedagogy in all faculties, supported by professional development and quality assurance processes, to enhance effective teaching and learning.</li> <li><b>School Priority 3</b> Deepen teachers' knowledge and understanding of differentiation to build capability to meet the diverse needs of all students and enable access and progress through the curriculum.</li> <li><b>School Priority 4</b> Recognition of values, service contribution and high expectations.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>School priority 1:</b><br>Build the capability of all leaders to function as a high-performing united team who are committed to, and focused on, leading teaching and learning for successful student outcomes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>School priority 2:</b><br>Fully implement the Whole-school Approach to Pedagogy in all faculties, supported by professional development and quality assurance processes, to enhance effective teaching and learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>School priority 3:</b><br>Deepen teachers' knowledge and understanding of differentiation to build capability to meet the diverse needs of all students and enable access and progress through the curriculum.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>School priority 4:</b><br>Recognition of values, service contribution and high expectations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Strategies</b> <ul style="list-style-type: none"> <li>Define what makes a high performing team – leadership approaches (instructional leadership).</li> <li>Reflect on current leadership practices and create consistent approaches across faculties.</li> <li>Identify potential leadership approaches that we currently utilise and how this supports a high performing team.</li> <li>Evaluate and decide which approach best supports our context and needs.</li> <li>Plan the implementation cycle.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Strategies</b> <ul style="list-style-type: none"> <li>Professional development for all staff to build capability, confidence and competence to implement Universal Design for Learning (UDL) and/or New Art and Science of Teaching (NASOT)</li> <li>Internal and External professional development</li> <li>Coaching</li> <li>Learning walks</li> <li>Annual Performance Development Plan</li> <li>Data Literacy</li> <li>Collaborative planning in faculties in response to data to select and employ effective pedagogy to support students' achievement, wellbeing and engagement.</li> <li>Use school standards of practice (SOP) to ensure quality assurance in the employment of practices.</li> <li>Consistent implementation of learning and teaching cycle</li> <li>Faculty meeting agendas and minutes – Line of sight</li> </ul> | <b>Strategies</b> <ul style="list-style-type: none"> <li>Professional development for staff to build capacity in differentiation, adjustments and inclusion.</li> <li>Collaborative Learning Community to support the development of knowledge and understanding.</li> <li>Allocation of additional planning time to enable teachers to collaborate across faculties/support staff to ensure collaboration in the development of adjusted curriculum.</li> <li>Prioritise and refine Learning Reviews and the timing of Learning Reviews throughout the term as part of the inquiry cycle- review. Utilise collaborative time in Week 6 (Feedback)</li> <li>Strategic Case Management Team (SCMT) monitor levels of case management and support complex case managed students</li> </ul>                                                           | <b>Strategies</b> <ul style="list-style-type: none"> <li>Develop a student and staff engagement and acknowledge system which positively impacts feelings of value and worth, seeking opportunities for celebration, validation, encouragement and recognition.</li> <li>Prioritise employee engagement through positive, real-time feedback and recognition.</li> <li>Provide professional development opportunities which; <ul style="list-style-type: none"> <li>recognise and align with the values of our school community</li> <li>educate and enable stakeholders of the benefits of service including how to influence/lead through service contribution and target practices which develop/foster high expectations for the entire school community</li> </ul> </li> <li>Foster a culture of high expectations delivered through aligned, effective, consistent and meaningful communication by leaders</li> <li>Build a culture/system of service and create service projects which are real, relevant, rewarding and develop students as global citizens.</li> </ul> |
| <b>Measurable outcomes</b> <ul style="list-style-type: none"> <li>Clearly identified and articulated leadership approach.</li> <li>School opinion survey:<br/>-This school is well managed<br/>-The school leadership team model behaviours expected of all employees</li> <li>Number of people who are interested in aspirational positions EOI and Permanent.</li> <li>Successful attainment of Leadership positions EOI and Permanent.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Measurable outcomes</b> <ul style="list-style-type: none"> <li>Whole school reporting data<br/>% Effort and Behaviour Reporting Data<br/>(7-12 Effort A-C 90%, Whole School Behaviour A-C 95%)<br/>A-C achievement (7-12 all subjects) &gt; 93% (A 23%, B 35%)<br/>JCU Learning Academy (CORE subjects and Philosophy only)<br/>A = 70%, B = 30%</li> <li>Faculty data A-C achievement (7-12) &gt; 90%</li> <li>Individual student LOA tracking</li> <li>Teachers can identify an aspect of NASOT and/or UDL by the end of the 2024 implementation year through the use of school Teaching and Learning Toolkit and Standards of Practice and embed aspects into teaching practice</li> </ul>                                                                                                                                                | <b>Measurable outcomes</b> <ul style="list-style-type: none"> <li>Improved attendance<br/>% Attendance – 2% improvement for all students including closing the gap</li> <li>Reduction in minor behaviour data/ classroom disruptions<br/>&lt;oneschool classroom behaviour referrals monitored in PCL</li> <li>Improvement of staff moral<br/>School Opinion Survey<br/>I feel that staff morale is positive at this school</li> <li>Improved LOAs</li> <li>Alignment of teacher classroom strategies with relevant Standards of Practice</li> <li>All students who require ICPs are catered for and monitored</li> <li>Consistent processes and procedures for case management are established and communicated to all staff</li> </ul>                                                                                                           | <b>Measurable outcomes</b><br>(Numerical increase for each outcome for the duration of the plan based on the previous year) <ul style="list-style-type: none"> <li>Yearly improvement in School Opinion Survey % results in the following areas; <ul style="list-style-type: none"> <li>Staff wellbeing</li> <li>Partnerships</li> <li>Workplace culture</li> <li>Fairness/Clarity of rules</li> </ul> </li> <li>Increasing number of service opportunities conducted by a range of student and staff stakeholder groups within the school and broader community each year</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <div><b>Success criteria</b><br/><b>Behaviourally:</b><br/>Students can/will:<ul style="list-style-type: none"><li>Display a reduction in behaviour and improved A-C levels of achievement</li></ul>Teachers can/will:<ul style="list-style-type: none"><li>Improve retention, feel empowered, build confidence and show consistence of practice</li><li>Identify career pathways/aspirations and relevant professional development through Annual Performance Development Plan</li></ul>Leadership team can/will:<ul style="list-style-type: none"><li>demonstrate consistent approaches (instructional leadership)</li><li>Distributed leadership is created whereby leaders within the leadership team create and lead projects with greater confidence to achieve identified project goals</li></ul><b>Resourcing</b><ul style="list-style-type: none"><li>External professional development for leadership team e.g. High Performing Teams</li><li>Leaders are encouraged to partake in collaborative learning communities</li></ul></div> |             |             |             |             | <div><b>Success criteria</b><br/><b>Behaviourally:</b><br/>Students can/will:<ul style="list-style-type: none"><li>Achieve A-C achievement (7-12) &gt; 90%</li><li>Be engaged in classroom learning (Reduced students with multiple SDAs and Reduced SDAs and lost learning time)</li></ul>Teachers can/will:<ul style="list-style-type: none"><li>apply effective pedagogy</li><li>collaboratively plan</li><li>differentiate and plan for inclusion</li></ul>Leadership team can/will:<ul style="list-style-type: none"><li>identify effectively pedagogy and support faculty</li><li>regularly reflect with faculty and line manager</li></ul><b>Resourcing</b><ul style="list-style-type: none"><li>School Q Learn Standards of Practice</li><li>Coaching / Professional development</li></ul></div> |             |             |             |             | <div><b>Success criteria</b><br/><b>Behaviourally:</b><br/>Students can/will:<ul style="list-style-type: none"><li>Access the curriculum and enable success and progression through all subjects</li><li>Minimise negative behaviour by building engagement through improved capabilities</li><li>Become more engaged in this subject through increased self-efficacy</li><li>Improvement in attendance (increased % attendance &gt;90%)</li></ul>Teachers can/will:<ul style="list-style-type: none"><li>Complete ICPs to ensure student success</li><li>Use whole school pedagogy in particular UDL to examine new ways to teach and assess students</li><li>Improvement in LOAs A-C achievement (7-12) &gt;90%</li></ul>Leadership team can/will:<ul style="list-style-type: none"><li>Model expectations for staff</li><li>Observe classes and coach teachers to help support their capability development and provide timely feedback</li><li>Increase the frequency of learning reviews so we can support students across all faculties.</li></ul><b>Resourcing</b><ul style="list-style-type: none"><li>Time out of normal schooling day so teachers can come off line to work with each other to write ICPs and plan for students who require significant adjustments- TRS.</li></ul></div> |             |             |             |             | <div><b>Success criteria</b><br/><b>Behaviourally:</b><br/>Students can/will:<ul style="list-style-type: none"><li>feel a greater sense of connection and meaning to school life and experience growing opportunities to contribute and make connection to their school and community</li></ul>Teachers can/will:<ul style="list-style-type: none"><li>recognise their contributions are adding value to student's experiences and school culture.</li></ul>Leadership team can/will:<ul style="list-style-type: none"><li>will drive the 'high expectations' culture and lead through the priority areas articulated in this plan.</li></ul><b>Resourcing</b><ul style="list-style-type: none"><li>Time allocation for Year Level Deans, House Masters, PCL team leader, RTW Coordinator</li></ul></div> |             |             |             |             |
| <b>Phases</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>2024</b> | <b>2025</b> | <b>2026</b> | <b>2027</b> | <b>Phases</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>2024</b> | <b>2025</b> | <b>2026</b> | <b>2027</b> | <b>Phases</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>2024</b> | <b>2025</b> | <b>2026</b> | <b>2027</b> | <b>Phases</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>2024</b> | <b>2025</b> | <b>2026</b> | <b>2027</b> |
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| Reviewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |             |             | ✓           | Reviewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |             |             | ✓           | Reviewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |             |             | ✓           | Reviewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |             |             | ✓           |