

Tropical North Learning Academy – Smithfield State High School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Tropical North Learning Academy – Smithfield State High School** from **2 to 5 May, 2023**.

The report presents an evaluation of the school’s performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school’s next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school’s planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

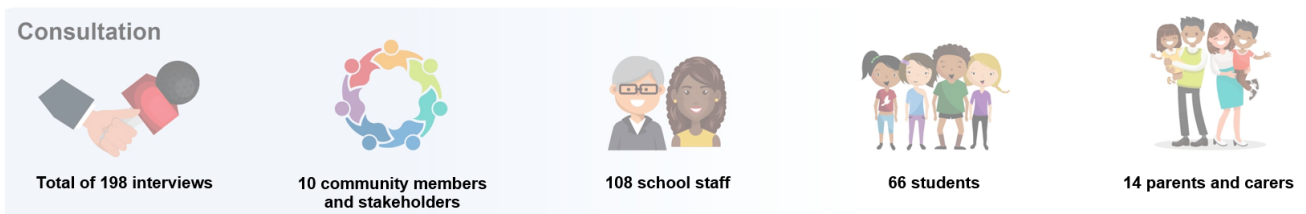
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Julie Pozzoli	Internal Reviewer, SRR (review chair)
Anthony Lansky	Peer Reviewer
Vanessa Moller	Peer Reviewer
Wayne Troyahn	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Advice from the National Native Title Tribunal is that there is currently no determination by the Federal Courts over the lands of the school and until further progress and confirmation via the National Native Title Tribunal with the Federal Court Determination register we should remain using a generic acknowledgment.
Education region:	Far North Queensland Region
Year levels:	Years 7 to 12
Enrolment:	1222
Indigenous enrolment percentage:	12.4%
Students with disability percentage:	17.8%
Index of Community Socio-Educational Advantage (ICSEA) value:	987

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **9 to 12 September 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 987 and the school enrolment was 1193 with an Indigenous enrolment of 11% and a student with disability enrolment of 3.7%.

The key improvement strategies recommended in the review are listed below.

- Systematically and rigorously monitor and evaluate the efficiency, effectiveness and sustainability of human, physical and financial resource allocations in priority areas to ensure they are producing desired learning outcomes for all students. (Domain 4)
- Collaboratively review the vision, culture and directions of the school to inform the Explicit Improvement Agenda (EIA) and the next steps to further advance school improvement and learning outcomes for all students. (Domain 1)
- Collaboratively develop a sustainable organisational structure with roles, responsibilities and accountabilities for individuals and teams to quality assure the implementation of the EIA to improve learning outcomes for all students. (Domain 1)
- Develop a systematic approach and routine processes for evaluating the effectiveness of teaching to inform professional growth through collaboratively agreed processes. (Domain 8)
- Develop and implement an approach to build staff capacity to differentiate in all classes, for all students that is aligned with the Department of Education's (DoE) inclusive education policy. (Domain 7)

2. Executive summary

2.1 Key affirmations

Care and support programs meet the wellbeing needs of all students.

Staff articulate a strong emphasis on supporting the wellbeing needs of all students, referencing the Student Support Team that caters for student wellbeing. Students praise approaches from their teachers and strong relationships they have developed with teachers who are supporting their learning and catering for their needs. Many parents express appreciation of school's efforts and for outcomes achieved by their child, with a parent sharing that it is an 'amazing school where amazing things happen for a broad range of children'.

Dedicated staff strive to meet the learning needs of all students.

Staff share their belief that all students are able to learn, given the appropriate adjustments to support their learning needs. In their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Parents speak highly of the work of teachers and their efforts to provide suitable learning experiences for their child. Teachers speak of the great team with whom they are working. Non-teaching staff express pleasure in working in the school and feel they are part of the team working closely with teachers. The dedicated team is seen by many as one of the school's fine attributes.

Community support for the school is apparent through extensive partnerships.

The school community describes the significant partnerships established as a strength of the school which promote academic and vocational student outcomes in addition to being a source of financial and human resources to assist innovative school programs. Of particular note is the extensive use of partnerships to support student wellbeing. Strong links with local primary schools have contributed towards seamless transition for students entering high school.

Exciting opportunities are developed for students' progress and future pathways.

Staff, students, parents and community members are actively invested in the school. A wealth of opportunities are provided and a range of co- and extracurricular activities and excellence programs are offered. A broad base of curriculum offerings are provided to cater for the diverse range of student interests and needs. Staff access external programs and supports to develop fit-for-purpose options to cater for and deliver pathways for individual students.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Collaboratively create and build a shared understanding amongst all stakeholders of a vision to enable the enactment of the school's strategic direction.

Expand opportunities for community voice to be collected and considered in the collaborative design of policies, procedures and activities to build shared ownership.

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.

Domain 8: Effective pedagogical practices

Fully implement the Whole-school Approach to Pedagogy in all faculties, supported by Professional Development (PD) and Quality Assurance (QA) processes, to enhance effective teaching and learning.

Domain 7: Differentiated teaching and learning

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.