

# Miami State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Miami State School** from **15 to 17 October, 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Evan Willis	Peer reviewer
Jo Diessel	External reviewer



## 1.2 School context

<b>Location:</b>	Oceanic Drive, Mermaid Waters
<b>Education region:</b>	South East Region
<b>Year opened:</b>	1979
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	844
<b>Indigenous enrolment percentage:</b>	2 per cent
<b>Students with disability enrolment percentage:</b>	3.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1047
<b>Year principal appointed:</b>	2018 (acting)
<b>Day 8 Staffing Teacher Full-time equivalent numbers:</b>	60
<b>Significant partner schools:</b>	Broadbeach State School, Caningeraba State School, Burleigh Heads State School, Miami State High School
<b>Significant community partnerships:</b>	Miami State High School, Early Childhood Development Program (ECDP), Autism Queensland, City of Gold Coast, Local Chaplaincy Committee, local kindergarten teacher network, Griffith University
<b>Significant school programs:</b>	Heads of Learning (HOL)/Coaching Processes, Rigorous Reading/Text-dependent questioning, Talented Sports Program (TSP), Science, Technology, Engineering, Arts and Mathematics (STEAM), inclusive Special Education Program (SEP), ECDP, AUSLAN Project - educational interpreters, AUSLAN Language Models (ALM) and Teacher of the Deaf, excellence opportunities, lunchtime clubs



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, four Heads of Learning (HOL), Head of Special Education Services (HOSES), 28 classroom teachers, music teacher, Teacher of the Deaf, two Health and Physical Education (HPE) teachers, two digital technology teachers, dance teacher, Support Teacher – Literacy and Numeracy (STLaN), ECDP teacher, two SEP teachers, 10 teacher aides, Business Manager (BM), two administration officers, 24 parents and 143 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and tuckshop convenor.

Partner schools and other educational providers:

- Principal local feeder high school, director local kindergarten and child care centre.

Government and departmental representatives:

- Division 12 Councillor for the City of the Gold Coast and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2014-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation planners
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Leadership team 50 day action plans	Learning area action plans
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Report Card and NAPLAN Update Semester 1 2018
Miami Agreed Practices (MAP) document	



## 2. Executive summary

### 2.1 Key findings

**A strong culture of staff collegiality and mutual trust exists throughout the school.**

This is particularly apparent in the school's model of collaborative curriculum planning, regular team and staff meetings, the establishment of professional teams, and the use of Heads of Learning (HOL) to provide instructional coaching, intervention and curriculum support for cohort teams. Staff members readily share practices and resources with colleagues and provide informal support for each other and to new and beginning teachers.

**There is an expectation that teachers identify and document differentiation in their planning and ensure it becomes part of practice.**

All teachers use the school's differentiation planner and action plans that provide a clear and detailed mechanism for differentiation in reading, number and writing. A range of formative, summative and diagnostic assessments is used to identify student needs, adjustments and to monitor progress. Classroom and specialist teachers collaborate on curriculum planning and teaching strategies for a range of student needs and ability levels.

**The school's leadership team and teaching staff members express a commitment to implementing curriculum programs relating to learning areas aligned to the Australian Curriculum (AC).**

Collaborative planning processes provide for consistency in the implementation of curriculum units and assessment tasks across all year levels. Teachers describe beginning the planning process by considering the assessment task and Guides to Making Judgements (GTMJ) from the Curriculum into the Classroom (C2C) resource. Consideration of the achievement standard and the content descriptions that will be the focus for teaching and learning are considered as a key aspect of the planning process. Quality Assurance (QA) processes to ensure the rigour and intent of the AC are maintained in curriculum planning and implementation processes are conducted by the HOLs.

**The school team is committed to improving learning outcomes for all students with a clear vision established for the school.**

The principal has identified five priority areas for collective implementation in 2018. The school's current Explicit Improvement Agenda (EIA) is broad in nature. The refinement of the EIA to have a narrower and sharper focus in priority areas for development could yet occur. Processes to closely monitor the implementation of the school's EIA in terms of consistency of teacher practice and enhanced student outcomes are emerging through the work of school leaders. Targets are established for improvements sought in student learning. Teachers report they do not regularly refer to these school-wide targets to measure the success of the learning programs they are implementing in their classrooms.



**The school team is strongly committed to the use of reliable student outcome data to progress the school's improvement agenda.**

School leaders, particularly HOLs, work with year level cohorts to coordinate data analysis and discussion processes. Teachers are increasingly utilising data to track student progress, inform their teaching programs and to reflect on their practice. School expectations and processes in relation to analysing and discussing data are supporting the development of a culture of self-evaluation and reflection. Deeper discussions regarding data, monitoring progress overtime, identifying starting points for future learning and the development of robust case management processes are emerging practices.

**The leadership team sets high expectations for teachers to deliver effective pedagogical experiences.**

A Miami Agreed Practices (MAP) document is developed and covers wide-ranging approaches to pedagogy, learning intentions and the creation of the classroom environments. A pedagogical framework document supports the MAP and includes a visual representation of the Dimensions of Teaching and Learning (DoTL). Teachers report varying levels of awareness of the pedagogical framework. The leadership team recognises the potential benefit of collaboratively reviewing the school's pedagogical framework to ensure all teachers have a clear understanding of agreed high-yield strategies for consistent implementation in all classrooms.

**The leadership team views the development of staff members into an expert teaching team as central to improving outcomes for students.**

Teachers and other school personnel are committed to continuous improvement in implementing strategies for students to demonstrate success. The leadership team is focused on developing staff capability in delivering the priorities as identified across a wide-ranging EIA. A broadly-focused professional learning plan is developed and provides information regarding a suite of Professional Development (PD) and training opportunities. The principal acknowledges the need to create a more coordinated, sequenced and timetabled approach to capability development that is reflective of a sharper and narrower set of priorities.

**The school places a high priority on ensuring that classroom teachers identify and address the learning needs of all students.**

Provision for the full range of students, including high achieving students is considered in the school's approach to using the differentiation planner. Some extension learning programs are provided on a withdrawal basis in order to cater for the learning needs of these students. Some teachers express a challenge in being able to effectively cater for the learning needs of these students within their classroom learning programs and require further support and advice on how best to develop repertoires of practice in this area of differentiated teaching and learning.



**The school has built strong community partnerships as demonstrated through high levels of community support, participation and engagement.**

Parents are highly valued as partners in their child's learning and their involvement in the school is actively encouraged and welcomed. Parents and community representatives speak positively regarding the school and the range of learning opportunities available to students. Parents articulate the professionalism of school staff members and their commitment to the learning and wellbeing of students are appreciated. There is a strong sense of belonging amongst students, parents and members of the broader community.

**Students are provided with a broad range of learning experiences that enable them to develop skills in areas of interest or enthusiasm.**

The school promotes the Arts through its instrumental music, strings, dance and choral programs that engage large numbers of students. A school musical is performed every second year and is a highlight on the school calendar. Students are additionally offered the opportunity to participate in a range of 'user pays', Talented Sports Programs (TSP) and Science, Technology, Engineering, Arts and Mathematics (STEAM) initiatives. These signature programs are popular with students and are conducted by external coaches and dance teachers. A broad range of sporting experiences is offered throughout the year to large numbers of students across Years 4 to 6.



## 2.2 Key improvement strategies

Refine the EIA to have a narrow and sharp focus; use data to monitor the effectiveness of implementation and measure success against established targets through regular data cycles.

Continue to build a culture of self-evaluation and reflection that enables deeper discussions regarding data, generates strategies for continuous improvement and monitors progress overtime.

Collaboratively review the school's pedagogical framework to ensure all teachers have a clear understanding of agreed high-yield strategies for consistent implementation in all classrooms.

Refine the professional learning plan to reflect a more coordinated, sequenced and timetabled approach to capability development that is reflective of a sharper and narrower set of priorities.

Ensure that differentiation is an ongoing school priority and a feature of every teacher's planning and practice, including consideration of high achieving students.