

Miami State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Miami State School** from **30 August** to **1 September 2022**.

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 implement 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 SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

| | |
|----------------|---------------------------------------|
| Keith Graham | Internal reviewer, SRR (review chair) |
| Tracy Egan | Peer reviewer |
| Emily Robinson | Peer reviewer |
| John Wessel | External reviewer |



1.2 School context

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| Indigenous land name: | Kombumerri families of the Yugambeh Language Region |
| Location: | Oceanic Drive, Mermaid Waters |
| Education region: | South East Region |
| Year levels: | Prep to Year 6 |
| Enrolment: | 862 |
| Indigenous enrolment percentage: | 3.4 per cent |
| Students with disability percentage: | 8.7 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1056 |
| Year principal appointed: | 2019 |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two Heads of Department – Curriculum (HOD-C), Head of Inclusion (HOI), Business Manager (BM), Support Teacher Literacy and Numeracy (STLaN), guidance officer, information technology technician, two school's officers, 21 teacher aides, 46 teachers, three administration officers, three school cleaners, 52 parents and 111 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and two employees, MultiLit product development manager and Netball Queensland development officer.

Partner schools and other educational providers:

- Griffith University school liaison, Merrimac State School principal, Miami State High School associate principal, Aussie Kids director, Kool Kids director and Advisory Visiting Teacher – Physical Impairment (AVT-PI).

Government and departmental representatives:

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



2. Executive summary

2.1 Key findings

The school provides an extensive range of extracurricular opportunities to enhance student learning.

The school has fostered strong partnerships to deliver a diverse range of extracurricular programs, which are highly valued by students, staff and parents. Many of these programs are offered before and after school, and are coordinated by staff volunteers and representatives of community sporting organisations. Sporting organisations involved in these activities speak positively of the relationship between the school and the organisation they represent.

School leaders are committed to leading the school in a deliberate way, promoting improved outcomes for students.

School leaders understand the important role a focused and aligned improvement agenda plays in guiding the school's strategic direction. The leadership team endeavours to develop, monitor, and enact a budget that aligns to the Explicit Improvement Agenda (EIA). School leaders recognise the importance of ensuring clear alignment between school priorities and the allocation of human and financial resources. Through the strategic and deliberate allocation of school resources, school leaders provide a range of support to optimise the learning environment for all students.

School documents provide a purposeful direction for school improvement.

School leaders use aligned and detailed documentation to provide clarity to staff and guide school direction and resourcing. Key documents include the school's Strategic Plan 2019–2022, the Annual Implementation Plan (AIP) and Investing for Success (I4S) agreement. More than one key priority is identified for this year, with associated actions and targets. Some staff highlight a need to establish a main curriculum focus to guide and connect the different agendas. School leaders acknowledge the different key agendas and understand the need to develop one key focus to align the school's direction.

Staff express a strong commitment to implementing curriculum that's reflective of the school's vision of being '*an empowered learning community, striving for excellence*'.

A coherent, sequenced plan for curriculum delivery has been developed, which includes a strong focus on the development of literacy skills utilising curriculum support programs. Some teachers indicate they would appreciate greater clarity regarding how these programs align with Curriculum into the Classroom (C2C) tasks and the Australian Curriculum (AC). Teachers indicate they would benefit from additional professional learning to develop a deeper understanding of the AC and alignment to the programs being implemented.

The school's EIA has a strong focus on pedagogy.

The whole-school improvement priority is writing. Some teachers describe the professional learning that has taken place through the use of research drawn from professional



reflections and conversations. They outline their use of daily writes and professional conversations associated with the use of the common assessment strategy implemented twice a year across the school. Some teachers speak of modelled writing, shared writing, guided writing and independent writing. Deep knowledge and a consistent pedagogical approach for the teaching of writing within the context of the AC is yet to be apparent across the school.

The school's inclusive environment is a source of pride within the school community.

The school environment supports the right for every student to access the curriculum in their classroom with their peers. Staff understand that all students learn at different rates and have different starting points for their learning. Students with diverse learning needs are supported by a team of highly regarded, school-based support staff including the Head of Inclusion (HOI), inclusion teachers, teacher aides, a guidance officer and a Support Teacher Literacy and Numeracy (STLaN). School leaders acknowledge that the next step is to collaboratively develop a shared school vision for inclusion, which aligns to the Department of Education's (DoE) inclusive education policy to guide school philosophy, practices and resourcing.

Staff believe that every student is capable of learning successfully when motivated and provided with appropriate learning opportunities and necessary support.

Staff articulate varying levels of knowledge and understanding regarding effective differentiation practices in classrooms. Teachers describe the way they differentiate within their classroom in primarily structural terms. The majority of differentiated support for students with diverse learning needs is delivered through additional support staff using a withdrawal model. Teachers articulate varying approaches and levels of confidence in planning for and delivering differentiation within classrooms, including for high-achieving students.

Staff and parents speak favourably of students and the positive school culture.

Staff express a strong affiliation to the school and a sense of pride in its position within the community. The school has consistent behaviour expectations, and staff speak highly of students, describing student behaviour as a positive aspect of the school. Staff work at creating and maintaining meaningful relationships with students and their families, and feel proud of the positive school culture. Parents are supportive of the high expectations for students and comment on the sense of community and belonging that the school fosters. Students speak highly of, and actively seek, the incentives offered by the school.

The school sees community partnerships as a genuine way to provide increased learning opportunities for students.

The school actively looks for ways to work with parents and community members to foster partnerships to enhance learning outcomes for all students. School leaders understand the important role the school plays in supporting families and students. They work collaboratively with students, families and external services to improve learning opportunities for all students. Parents express appreciation for the work of staff members, and their



approachability. They highlight the willingness of staff to authentically engage to support their child's education, and the responsiveness of staff to requests and concerns.



2.2 Key improvement strategies

Further refine the school's EIA to develop a primary curriculum improvement focus to align the school's improvement priorities.

Strengthen teacher understanding and confidence with the AC to comprehensively align curriculum support programs to the AC achievement standards.

Determine and embed a high-yield pedagogical approach to the teaching of writing, within the context of the AC, supported by strategies to strengthen staff capabilities.

Collaboratively develop a shared school vision for inclusion, which aligns to the DoE's inclusive education policy, to guide school philosophy, practices and resourcing.

Implement a whole-school approach to support teachers to increase their level of confidence and capability in planning for and delivering differentiation within classrooms, including for high-achieving students.