

# Mirani State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mirani State School** from **23 to 25 October 2017**.

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

Gregory Brand	Internal reviewer, SIU (review chair)
John Collins	Peer reviewer
Rosemary Horn	External reviewer



## 1.2 School context

<b>Location:</b>	Maud Street, Mirani
<b>Education region:</b>	Central Queensland Region
<b>Year opened:</b>	1892
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	332
<b>Indigenous enrolment percentage:</b>	9.2 per cent
<b>Students with disability enrolment percentage:</b>	3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	975
<b>Year principal appointed:</b>	2005
<b>Full-time equivalent staff:</b>	18.98 – teaching 23.69 - total
<b>Significant partner schools:</b>	Mirani State High State, Pioneer Valley Kindergarten, Pioneer Valley Cluster
<b>Significant community partnerships:</b>	West's Junior Rugby League, West's Netball, Pioneer Valley Junior Cricket, Mirani Returned and Services League of Australia (RSL) Sub Branch, Pinnacle Playhouse
<b>Significant school programs:</b>	Reading Wave, SHOW (Students Hands On Work), CQ Sporty Schools, Reading/Numeracy/Writing @ Mirani, IMPACT, Social Justice



### 1.3 Contributing stakeholders

School community:

- Principal, deputy principal, curriculum and pedagogy coach, Support Teacher - Literacy and Numeracy (STLaN), guidance officer, special education teacher, 16 teachers, 12 teacher aides, Business Manager (BM), two administration officers, chaplain, Parents and Citizens' Association (P&C) president, schools officer, cleaner, tuckshop convenor, 38 parents and 103 students.

Community and business groups:

- Pioneer Valley Kindergarten representative, Queensland Police Service (QPS) Adopt-a-Cop and local community representative.

Partner schools and other educational providers:

- Two deputy principals Mirani State School, principal Marian State High School, principal Gargett State School and Health and Physical Education (HPE) teacher St John's Catholic Primary School.

Government and departmental representatives:

- ARD - School Performance.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Mirani staff organiser
Investing for Success 2017	Strategic Plan 2013 - 2016
Headline Indicators (Semester 2, 2016)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	Reading, writing and numeracy frameworks
School pedagogical framework	Professional development plans
RUOK framework	School organisational structure
Responsible Behaviour Plan	School Opinion Survey
Draft school based curriculum, assessment and reporting framework	Social Justice flowchart and differentiation framework
School internal monitoring and targets plan	School newsletters, Facebook page and website



## 2. Executive summary

### 2.1 Key findings

**School leaders and staff members are united in their commitment to improving the learning opportunities and outcomes for all students.**

The school's core values are '*Learn, Safe and Fun*'. These core values are clearly articulated and embraced by staff and students and are synonymous with the school's glowing reputation with parents and members of the local school community. The school's focus on providing an engaging, positive and fun learning environment for students, where school leaders know their students is highly apparent and deeply embedded in the culture of the school.

**All staff and community members express a genuine appreciation of the efforts of the school leadership team in supporting them, their work and their students.**

Parents express the genuine care and dedication of class teachers are highly appreciated and widely recognised within the community. Staff, parents and community members relate anecdotes of their longstanding affiliation with the school through generations of families, including staff members' own children attending the school. Parents and members of the school community greatly value the school's focus on sporting, cultural and recreational pursuits through the range of engaging programs and learning opportunities it offers to students. They speak positively of the support for students that exists across the school and express great pride in the school.

**The principal and school leaders articulate the school's Explicit Improvement Agenda (EIA) as being the improvement priorities outlined in the school's Annual Implementation Plan (AIP) for 2017.**

School leaders have introduced a new management structure that reflects a collaborative approach to building collective ownership of aspects of the school's EIA. A majority of staff members identify the school's EIA for 2017 as being a focus on the Australian Curriculum (AC) in particular mathematics, communication and feedback, and student extension. Some staff members identify the school's new organisational structure as being part of the school's EIA. School leaders acknowledge this new organisational way of working requires time to embed.

**All staff members articulate a genuine belief all students are able to learn and be successful.**

The EIA is focused on building the capacity of class teachers. School leaders are committed to ensuring inclusive practices and describe a culture of successful learning for all students. They recognise the success of the EIA will require time, clarity and focus around clearly defined expectations for student achievement across the school.



**School leaders articulate their commitment to planning and implementing curriculum strongly aligned to the AC.**

A whole-school curriculum plan is currently being developed by the curriculum and pedagogy coach and will clearly describe the expectations for curriculum, planning, assessment and reporting across the school. The curriculum and pedagogy coach has developed a clear process to work with class teachers to build their knowledge and understanding of the AC. All class teachers express a strong commitment and need for this process to continue. The time provided to work with year level colleagues and the curriculum and pedagogy coach is greatly valued in building their knowledge and understanding of the AC.

**School leaders demonstrate a collective commitment to building the capacity of all staff to support the school's EIA.**

The principal has introduced a new organisational structure to support the implementation of the key improvement strategies of the EIA. Many staff members identify the new structure as a proactive approach to working with colleagues, and the sharing of ideas and practices across the school. School leaders recognise that to further strengthen the capacity of teachers to take key roles in co-leading aspects of the EIA, they will need to clarify and articulate individual roles, responsibilities and accountabilities of all school leaders and class teachers who have the capacity to co-lead key improvement agendas.

**School leaders acknowledge that reflective practices on teaching and learning add value to the effectiveness and clarity of the teaching process.**

Staff members value the support and interest that school leaders take in their work, and speak positively about supportive processes that promote whole-school improvement and consistency of practice through regular walkthroughs and more formal observation and feedback processes. Staff members describe the varying approaches and practices within and across teaching teams and articulate the benefit to be gained if they were to work-shadow or observe their peers enacting quality teaching practice.

**The school ethos that is reflected in the motto '*Living is Learning*' and the core values of '*Learn, Safe and Fun*' are embraced by the entire school community.**

Staff members demonstrate a deep understanding of the importance of positive, caring relationships to successful learning and strive to build mutually respectful relationships across the school. Staff, students, parents and other stakeholders interact in a positive, respectful and friendly manner and families are highly valued as partners in student learning. The friendly, welcoming behaviour exhibited by school leaders, teachers and other staff members towards students and families, on a daily basis, is a feature of the school.



**Community members, parents, students and staff speak of a strong sense of community and belonging.**

The Parents and Citizens' Association (P&C) executive is an active and committed group that regularly reviews its approaches to supporting the school. The P&C is supportive of the direction being taken by the school leadership and the members of the executive promote the school in the local community. The P&C makes a significant financial contribution to support the endeavours of the school.



## 2.2 Key improvement strategies

Refine the school's EIA to ensure it is sharp and narrow, and supports all staff members in developing a deep understanding of the key improvement strategies.

Continue to monitor the implementation of the EIA, and progress towards agreed aspirational targets for specific improvements in performance for all students.

Continue to build the knowledge, understanding and capacity of classroom teachers to construct and adapt curriculum units and assessments aligned to the AC.

Collaboratively develop and document the roles, responsibilities and accountabilities of all school leaders and key lead teachers to drive the EIA.

Build the capacity of all staff members by establishing processes to regularly share quality teaching practice through coaching, mentoring, peer observation and feedback to support the EIA.