Mirani State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Mirani State School** from **27** to **29 October 2021**.

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 the EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Greg Brand	Internal reviewer, EIB (review chair)
Janet Bannah	Peer reviewer
Heidi McGlashan	Peer reviewer

1.2 School context

Location:	Maud Street, Mirani
Education region:	Central Queensland Region
Year levels:	Prep to Year 6
Enrolment:	340
Indigenous enrolment percentage:	8.5 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** 3.9 per cent
	Nationally Consistent Collection of Data (NCCD) percentage: 19.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	970
Year principal appointed:	2005

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Business Manager (BM), Head of Department – Curriculum (HOD-C), strategic support teacher, cluster Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), guidance officer, 18 teachers, seven teacher aides, administration officer, two cleaners, 39 parents and 71 students.

Community and business groups:

- Two representatives of Parents and Citizens' Association (P&C), representative of Lady Gowrie Pioneer Valley Community Kindergarten, representative of Queensland Police Service (QPS), representative of Mirani Swim Centre and local community representative.

Partner schools and other educational providers:

- Deputy principal of Mirani State High School, principals of Marian State School, Eton State School and Kilcummin State School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
School Opinion Survey 2021	School Data Profile (Semester 1, 2021)
OneSchool and SORD data	School budget overview
Professional learning plan 2021	High school transition action plan
Meeting agendas and protocols	Cluster moderation plan
School pedagogical framework	Professional development plans
Headline Indicators (October 2020 release)	Internal monitoring and aspirational targets document
School newsletters, website and Facebook page	Curriculum planning documents and Learning Wall Givens
School curriculum, assessment and reporting plan	HPT Organisational Structure and Role and Responsibilities Statement.
Whole school reporting and feedback schedule	Student Code of Conduct 2020-2023

2. Executive summary

2.1 Key findings

The school's vision of *'Learning together to achieve ongoing success for every child'* is firmly embedded in the culture of the school.

School leaders are united and unwavering in their commitment to the success of every student, purposeful collaboration and continuous improvement. A student-centered approach pervades the work of staff, who pride themselves on knowing their students. School leaders place a strong emphasis on building and sustaining genuine partnerships with parents and the wider school community, and place high value on recognising each student as an individual. The principal is viewed by staff as an authentic and enthusiastic leader who is committed to supporting staff, students and the school community. Parents express appreciation of the high expectations for their child's learning, the attention given to their wellbeing and the range of extracurricular opportunities on offer.

School leaders have made deliberate decisions to create layers of leadership with the intent of building capability and staff ownership through High Performing Teams (HPT).

School leaders have implemented and refined over time, the school's signature way of working known locally as HPT. An organisational structure documents the composition of the School Leadership Team (SLT), School Management Team (SMT) and teacher Professional Learning Community (PLC). The 'spotlight research' and 'show and share' cycle is embedded within the PLC framework with strong links to the Explicit Improvement Agenda (EIA), and is intentionally designed and planned by school leaders to support the Professional Development (PD) of teachers. Teachers reference their support of PLCs in particular, and the increase in the level of professional trust, sense of ownership and learnings this way of working has afforded them.

School leaders are united and unwavering in their commitment to the success of every student, purposeful collaboration and continuous improvement.

School leaders have collaboratively narrowed and sharpened the school's EIA to a focus on expert teaching teams, the Australian Curriculum (AC) and student engagement. Targets throughout the 2021 Annual Implementation Plan (AIP) encompass a range of measures aligned to the embedding of processes, practices and levels of teacher engagement. School leaders detail that with further embedding of the school's EIA, aspirational targets for student learning and wellbeing outcomes will be clearly defined in the school's next strategic planning cycle. Staff are universal in articulating their support for the school's EIA and voice high levels of trust in school leaders.

School leaders strongly believe in promoting the skills of staff members and ensuring there is opportunity for peer learning.

Teachers participate in learning walks with school leaders and use a system to guide feedback regarding the effectiveness of approaches to teaching and learning. Most teachers articulate valuing the opportunity to learn from each other by engaging in learning walks. Some teachers express they would value further opportunities to improve and reflect on their practice through experiences including observation and feedback. School leaders acknowledge the need to develop a collegial engagement agreement to include other elements for building staff capability, including formalised observation and feedback episodes to support the EIA.

School leaders and teachers have a strong commitment to the development of teacher understanding and implementation of high-yield teaching strategies.

A regular cycle of research, implementation, sharing and reflective discussion through PLCs is supporting teachers in building their repertoire of high-yield teaching practices. Some teachers draw on elements of Explicit Instruction[1] (EI) to inform their approach to teaching. Some teachers identify Age-appropriate pedagogies (AAP) as an approach they would like to investigate further. School leaders identify this focus on high-yield teaching strategies will form the basis of the school's agreed approach to teaching and learning in the next strategic planning cycle. School leaders identify a need to ensure they monitor the positive impact high-yield strategies is having on student learning outcomes.

A strong staff commitment to a shared and deep understanding of the AC has been enacted with a high degree of effort and energy.

Curriculum leaders have supported teacher ownership of curriculum planning through a Gradual Release of Responsibility (GRR) model[2]. The school has collaboratively developed and implemented an explicit and coherent sequenced plan for the delivery of the AC for all students. Curriculum leaders express a focus has been on the development of quality units and building teacher capability to independently develop units based on the AC. They identify, as a key priority of their next work, mapping of the implementation of the AC achievement standards ensuring full coverage of the standards across all year and band level plans. School leaders identify a need to ensure the AC is being delivered in classrooms with precision and is impacting positively on student learning.

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[1] Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching.* Guilford Press.

[2] Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility.* Association for Supervision & Curriculum Development (ASCD).

School staff understand the importance of inclusivity and differentiated teaching and learning practices to support the learning needs of all students.

There is a common voice across staff that all students are everyone's responsibility. Parents of students who have complex needs speak highly of the support their child has received since starting at the school. Staff identify that the Diverse Learning Team (DLT) is a supportive team and is respected across the school. An emerging understanding of inclusion, and a consistent understanding of agreed inclusive practices is yet to be fully realised. School leaders express the need to develop a whole-school philosophy of inclusion as a future school priority, with clear roles and responsibilities.

School leaders and teachers actively promote classroom environments where all students are assessment-capable visible learners.

Strengthening the school's focus on the AC English has been the development and embedding of learning walls to support students in identifying how to improve in their learning. 'Mirani Givens' are implemented in all classrooms to support student learning in productive and receptive domains, and are key features of the learning walls. Teachers express ensuring that students are clear regarding the learning intention and success criteria of teaching episodes, that are a key feature of their work. Students regularly interact with the learning walls to independently guide improvement in their work and provide them with a way forward in the next steps of their learning.

A unique and strong sense of community and belonging is identified by staff and parents as a clearly recognisable long-standing feature of the school's culture.

All students and staff have an obvious sense of belonging. Parents are welcomed, and staff, students and parents are effusive in their praise of the school. Recognition of school leaders in establishing and maintaining a genuine and welcoming approach is articulated by staff, students and parents. The school has clear expectations regarding how students should behave and interact with one another. The three school expectations of *'Learn, Safe, Fun'* are clearly embraced throughout the school and articulated by staff, students and parents as important features of regular school life. School leaders articulate the collaborative work of an inclusive and committed Positive Behaviour for Learning (PBL) team is impacting positively on the learning behaviours of students across the school.

2.2 Key improvement strategies

Sustain a deep focus on embedding the EIA in the next strategic planning cycle, with aspirational targets for the learning and wellbeing gains of all students.

Collaboratively develop a collegial engagement agreement inclusive of learning walks and other complementary practices to strengthen a self-reflective culture aligned to supporting the EIA.

Collaboratively define and monitor the impact of the high-yield teaching strategies and agreed pedagogical approaches that will underpin teaching and learning across the school.

Collaboratively develop a Quality Assurance (QA) process to ensure the full implementation of the AC is being planned and delivered with maximum impact for all students.

Further strengthen a culture of inclusion and inclusive practices, developing a whole-school philosophy with clear roles and responsibilities.