Miami State High School

Executive Summary

School Improvement Unit

Queensland Government

Contents

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 High School** from **31 July** to **3 August 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

Alan Sampson	Internal reviewer, SIU (review chair)
Catherine Pfingst	Peer reviewer
Ian Hall	External reviewer

1.2 School context

Location:	Gold Coast Highway, Miami
Education region:	South East Region
Year opened:	1963
Year levels:	Year 7 to Year 12
Enrolment:	1 255
Indigenous enrolment percentage:	3 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1018
Year principal appointed:	2017
Full-time equivalent staff:	138
Significant partner schools:	Miami State School, Caningeraba State School, Burleigh Heads State School
Significant community partnerships:	The College of Health and Fitness, Aurora Training Institute, Mighty Minds, Barchino Café-Restaurant, Livin, Gold Coast Airport, Griffith University, Bond University, Southern Cross University (SCU), The University of Queensland (UQ), Rokket Teamwear, A Team Tuition
Significant school programs:	Stellar Academic Excellence, Dance Excellence, Instrumental Music Excellence, Physical Education Excellence, Tennis Excellence, Touch Excellence, Aerospace

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Business Service Manager (BSM), 81 teachers, school council chair, Parents and Citizens' Association (P&C) president, 78 students, nine parents, marketing officer, Indigenous coordinator, four administration officers, six teacher aides, facilities manager, chaplain, school nurse, homestay coordinator and IT Support Office.

Community and business groups:

- Miami Beach Surf Life Saving Club and A Team Tuition coordinator.

Government and departmental representatives:

- Councillor Division 12 City of Gold Coast and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Responsible Behaviour Plan
Headline Indicators (2017 release)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School Opinion Survey
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

Staff members, students, parents and community members speak highly of the school.

There is a strong and optimistic commitment by staff to the school improvement strategy and a clear belief that further improvement is possible. Staff members commend the cooperative and supportive culture within the school and the recently enhanced opportunities for collaborative planning. A positive culture is exemplified in the comments regarding the quality of the school, the diversity of the community and the wide range of programs. Interactions between staff, students and families are polite and inclusive.

School leaders view reliable and timely student data as pivotal to the effective improvement of student attainment across the school.

School and systemic data is utilised to monitor school progress in relation to state and national school achievements. Data is used effectively to develop, monitor and realign school priorities. Whole-school student attendance and behaviour data is analysed regularly to identify trends, stimulate discussions and implement actions. Effective use of data is made to monitor the effectiveness of the school's wellbeing programs.

The leadership team has established an improvement agenda in quality learning, literacy, numeracy and professional practice.

Teachers predominantly refer to reading and quality teaching as the school priorities. These programs are in the early stages of introduction and the new reading program is still being developed. Explicit whole-school targets are set in achievement, attendance, behaviour and effort and communicated to staff members. The development and alignment of classroom targets to school targets and the monitoring of progress are not yet consistent.

Some teachers, parents and students advocate to enhance the focus of high expectations for all students in relation to academic engagement and aspirations.

There are examples of high expectations for some students regarding academic engagement and aspirations. A number of examples of high expectations based on teaching expertise in curriculum, positive teacher-student relationships and quality feedback are apparent.

An exemplary model of observation and feedback is apparent in the beginning teachers program.

Walkthroughs have commenced in some faculties and are predominantly informal. Some leaders are yet to be trained in providing instructional leadership to support the school priorities. A regular whole of school process for leaders to deliver ongoing and detailed feedback to teachers regarding their classroom practices in relation to pedagogy and other school priorities is yet to occur.

The school has a whole-school curriculum plan that outlines the unit focus.

A range of processes is utilised for curriculum planning with a variety of formats apparent. Consistency of curriculum planning across faculties is not yet apparent. A number of departments engage in formal and/or informal moderation processes across year levels.

The school leadership team has a commitment to provide clear priorities that support differentiated teaching and learning.

Teachers are aware that students are at different stages and progressing at different rates in their learning. Pre- and post-testing to establish starting points for teaching and monitoring student learning gains is a practice yet to be consistent across the school. Practices regarding deconstructing student data to influence teaching practices are emerging. The triangulation of student data by all teachers to inform practice is yet to be embedded.

The school has a broad range of partnership arrangements with other education and training institutions, local businesses and community organisations to improve student engagement and outcomes.

The school places a high priority on these partnerships and contributes significant financial and human resources to ensure these are created and nurtured, including marketing. A significant business connection is the Miami Valued Partnership (MVP) program. These relationships provide opportunities for students facilitating transition to post-school aspirations.

2.2 Key improvement strategies

Build an ethos of high expectations in academic engagement and a commitment to excellence in teaching and learning.

Provide Professional Development (PD) for teachers to ensure their data literacy skills enable deeper understandings of data and the implications to support differentiated teaching practices.

Develop an explicit plan for instructional leadership across the school to support the new pedagogical framework, including coaching, modelling and feedback.

Develop and implement a whole-school approach to curriculum planning and moderation to ensure consistency across all faculties.

Build the alignment of school targets and priorities to classroom targets, ensuring formal and regular review and feedback from leaders to teachers regarding progress.