

# Miami State High School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Miami State High School** from **7 to 10 June, 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

Shona McKinlay	Internal reviewer, EIB (review chair)
Anthony Lanskey	Peer reviewer
Tony Whybird	Peer reviewer
Jo Diessel	External reviewer



## 1.2 School context

<b>Location:</b>	Gold Coast Highway, Miami	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Year 7 to Year 12	
<b>Enrolment:</b>	1474	
<b>Indigenous enrolment percentage:</b>	3.4 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	5.3 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	8.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1030	
<b>Year principal appointed:</b>	2017	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 13 Heads of Department (HOD), HOD – Deaf and Hard of Hearing, Business Manager (BM), two guidance officers, facilities manager, five year level deans, professional growth coach, five administration officers, Information Technology (IT) manager and Sporting Excellence – Tennis program coach, marketing and communications officer, 50 teachers, two canteen workers, youth support worker – Indigenous Champion, five teacher aides, facilities officer, preservice teacher, 21 parents, 77 students, school council chair and Parents and Citizens' Association (P&C) president and treasurer.

Community and business groups:

- One Miami Valued Partners (MVP) Leading Teams representative.

Partner schools and other educational providers:

- Principals Miami State School, Burleigh Heads State School and Caningeraba State School.

Government and departmental representatives:

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

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2017-2021
Investing for Success 2021	School Data Profile
School budget overview	Headline Indicators (October 2020 release)
OneSchool	Curriculum planning documents
Professional learning plan 2021	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters, Facebook and website
School Opinion Survey – 2019	Student Code of Conduct
School based curriculum, assessment and reporting framework	

## 2. Executive summary

### 2.1 Key findings

#### **The ethos of students and staff working together to build a world class education permeates a range of practices within the school.**

A significant characteristic of the school is the involvement of students in developing the strategic direction and the practices involved in achieving the school vision. The school has established performance teams to provide students and staff with a voice in school improvement. These teams include leaders, staff and students, all of whom make significant contributions to the targeted, agenda-driven discussions. Staff speak positively of the professional discussions and voice in school direction. Staff comment that they appreciate the student perspective in progressing their work. Students describe high levels of satisfaction in having a voice in the direction of the school and being valued by staff.

#### **The school has scheduled time in the timetable for teachers to meet and collaborate in department teams.**

Teachers are involved in weekly department meetings, known locally as Department Professional Learning Communities (PLCs) to develop collective teacher efficacy. Each meeting has an agenda, topics and opportunities for teachers to collaborate on a range of requirements, including moderation, curriculum planning, assessment and teaching strategies. Teachers indicate that department leaders facilitate data discussions following key reporting junctures. Department data discussions are aligned to the leadership team Stop Check Reflect process. The executive leadership team has placed a high priority on the provision of this time. Staff appreciate the opportunity to engage with colleagues and indicate that the discussions and work occurring during team meetings have a positive impact on improving their practice.

#### **The school leadership team has identified that continuous improvement in pedagogical practice is a key to improving student outcomes in the school.**

The Art and Science of Teaching (ASoT) is the school's research-based model in the pedagogical framework to support effective teaching and learning. Staff members have engaged in Professional Development (PD) and acknowledge the value of the learning and its impact on understanding the framework. The school has a Head of Department (HOD) Teaching and Learning and a professional growth coach to support the implementation of the pedagogical framework and to assist in building the capacity of teachers. Role modelling of effective teaching strategies and sharing of best practice occur at some faculty meetings, learning lounges, Teaching and Learning Teams (TLT) and through online platforms including Massive Open Online Courses (MOOC) and SharePoint. Staff value the opportunity to learn from colleagues through the established forums. Leadership team understanding and application in meetings and the classroom vary and Executive Leadership Team (ELT) members articulate the need to develop this knowledge as essential to building teacher pedagogical practices. A systematic approach to quality assure the implementation of the school's pedagogical practices is yet to be implemented.

**The school has a whole-school curriculum and assessment document.**

The document outlines the sequence for curriculum delivery across Year 7 to Year 10. The plan details the school profile and data targets, subject time allocations for Years 7 to 10, in addition to overview statements pertaining to enrichment programs, Individual Curriculum Plans (ICP), differentiation, personalised learning and moderation. The plan describes assessment types and references Australian Curriculum (AC) content descriptions for most subjects, either by code or elaboration. The development and refinement of a plan to articulate year/band plans to ensure effective coverage of all aspects of the relevant achievement standards for each learning area and/or subject in Years 7 to 10 is yet to occur. The mapping of the general capabilities to school topics and publishing them in the plan has been identified as key future work for leaders and teachers. A whole-school curriculum plan that details the school vision and long-term plan for when teaching, assessing and reporting on each learning area and/or subject within and across Years 7 to 12 occurs, is yet to be published.

**The school has developed targets within the categories of academic, behaviour, effort and attendance.**

The school vision of *'First Class Location, World Class Education'* has been created by the students, staff and the community. The school has developed and communicated school targets as an aspirational tool to improve performance. A scorecard has been developed to measure achievement of the targets for all students at key junctures in learning. The 2021 interim targets are analysed by school leaders. Targets are addressed in a range of leadership meetings. Some leaders indicate that a united approach to meeting targets is required, and that knowledge and use of school targets to develop high expectations are yet to be consistent practice within all departments and with individual teachers.

**School leaders prioritise the development of teacher capability to improve student learning outcomes.**

School leaders have invested in leadership development, resources, processes and structures to support teacher professional growth and improve student learning. There is stability of experienced staff and a culture of professional collaboration. Many staff nominate the positive collegial atmosphere as one of the great strengths of the school. Teachers work collaboratively to plan, develop assessment and review students' outcomes data. Teaching staff members articulate that they are constantly learning from each other. A collegial engagement document details agreed practices including learning walks, instructional rounds, informal and formal observations, coaching, mentoring and profiling. Leaders outline that aspects of the collegial engagement plan are being implemented. An expectation exists for leaders and teachers to engage in classroom observation and provide feedback. A systematic approach to observation and feedback at all levels is yet to be formalised. Many teachers identify the value of peer observation and the importance of feedback in their professional growth.



**School leaders describe the importance of targeting resources to the school priorities in order to improve student outcomes.**

There is an alignment of resource allocation to school priorities with a focus on human resources, Information Technology (IT) and infrastructure. IT funding has supported a wireless upgrade, an increase in the school's bandwidth, upgrade of computer laboratories and server, and a range of software and online platforms including Daymap, Education Perfect and Turnitin. The ELT articulates that these allocations improve the ability of students to engage in digital learning. The school operates a Bring Your Own Device (BYOD) program. The use of technology in classrooms varies. Students indicate that their use of laptops is yet to be consistent, expressing a desire to further engage in digital-rich learning experiences.

**Parents and community members speak highly of school leaders and staff.**

Parents, community leaders and school staff recognise the role school leaders play in proactively promoting the school. The school actively seeks ways to enhance student opportunities and outcomes by partnering with parents and families, other education and training institutions, local businesses and community organisations, and has established an extensive range of partnerships. Engagement with, and participation in, the wider community is core to the ethos of the school. Central to the school's community engagement strategy is Miami Valued Partners (MVP). MVP is a school initiative to leverage partnerships with local businesses and community organisations for the benefit of students, staff and the Miami community. The school has a committed and dedicated school council and Parents and Citizens' Association (P&C), with the executive members enthusiastic and positive towards the progress of the school and its future directions. They are strong advocates for the school and are actively involved.

**The school is committed to innovative approaches that engage students to be independent learners and valued partners in school improvement.**

The school has implemented a research-based student agency program in collaboration with Monash University. This program provides students with a mechanism to influence the school across three pillars of teaching and learning: school culture, vision and values, and in local and global issues. Students are offered regular opportunities to identify what is working well and areas of improvement across the three pillars. The school provides a strong student leadership program that involves a range of leadership development experiences. These include mentoring programs with community and business leaders, leadership workshops and forums, study tours and involvement in school performance teams. Students speak highly of the many opportunities provided to them and indicate they feel they are valued and contributing members of the school.





## 2.2 Key improvement strategies

Develop, implement and monitor a systematic approach to quality assure the implementation of the school's pedagogical practices.

Collaboratively develop and embed a whole-school curriculum plan for Year 7 to Year 12 that aligns to systemic requirements.

Further develop staff knowledge and use of school targets at department and individual teacher level to progress consistent high expectations and a culture of academic rigour.

Develop a comprehensive and systematic approach to formal observation and feedback that includes timelines and protocols for implementation.

Expand student involvement in the BYOD program and further develop student and staff use of technology and digital pedagogies as a routine classroom practice.