

Mirani State High 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 High School** from **12 to 14 March 2018**.

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

Jenny Maier	Internal reviewer, SIU (review chair)
Peter Grant	Peer reviewer
Raelene Fysh	External reviewer



1.2 School context

Location:	Augusta Street, Mirani
Education region:	Central Queensland Region
Year opened:	1967
Year levels:	Year 7 to Year 12
Enrolment:	864
Indigenous enrolment percentage:	6.8 per cent
Students with disability enrolment percentage:	4 per cent 14.69 per cent (Nationally Consistent Collection of Data on School Students with Disability [NCCD])
Index of Community Socio-Educational Advantage (ICSEA) value:	973
Year principal appointed:	2010
Full-time equivalent staff:	57.6
Significant partner schools:	Mackay High School Cluster, Pioneer Valley Cluster
Significant community partnerships:	Pioneer Valley Cluster, Pioneer Valley Classic Car Club, Central Queensland University (CQU), Nanyima Aged Care, Paxton's Portrait Prize, Ideal Placements and Ticket To Work (students with disability), Endeavour Foundation, Mackay Regional Council, Headspace, Child and Youth Mental Health Service (CYMHS), Mackay Entertainment & Convention Centre in conjunction with Pathways to Performance run by BHP Billiton Mitsubishi Alliance(BMA), CQU, Great Barrier Reef Marine Park Authority (GBRMPA), Pioneer Catchment & LandCare Group Inc.
Significant school programs:	Mackay Engineering College Trade Training Centre, Re-Engineering Australia (REA), Flexi Program, Reef Guardian Schools, Mackay Entertainment and Convention Centre -Youth Ambassador Program, Artspace Mackay - Young Ambassador Program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, seven Heads of Department(HODs), guidance officer, Youth Support Worker/Indigenous Education Officer, 90 students, 44 teachers, Business Manager (BM), seven teacher aides, seven ancillary staff, tuckshop convenor, Parents and Citizens' Association (P&C) president and 10 parents.

Community and business groups:

- Youth & Community Development Officer, Mackay Regional Council, Training officer for Cummins Mackay (Diesel Engineers) and Owner of Expert Laser Solutions.

Partner schools and other educational providers:

- Principal of Mirani State School and principal of Marian State School.

Government and departmental representatives:

- State Member for Mirani and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (2017 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The tone of the school reflects a school-wide commitment to successful learning.

Shared responsibility for student outcomes is apparent through the commitment of teachers to the learning and wellbeing of every student. Staff members articulate genuine care for all students and a strong connection with the community. Students communicate that they feel supported by their teachers and that positive relationships exist between students and staff members. The school is actively looking to improve parent engagement as partners in student learning. Staff members and students articulate a strong sense of pride in the school and the broader community.

The principal views the development of staff into an expert teaching team as central to improving outcomes for students.

It is clear that the strong outcomes for students at the school result from the efforts of professional, dedicated and capable teaching and non-teaching staff. There is a high level of commitment from all staff members to improving student outcomes.

The school has a coherent and sequenced plan for curriculum delivery across the year levels that makes clear what teachers should teach and when.

The general capabilities of literacy and numeracy within the Australian Curriculum (AC) are incorporated and assessed within the unit plans of Year 7 to Year 10. Other general capabilities, including critical and creative thinking and Information and Communication Technology (ICT) capability, are less overt in planning and delivery.

The school leadership team identifies highly effective teaching practices as key to the school improvement agenda.

The school has recently changed the pedagogical framework to one based on Marzano's¹ Art and Science of Teaching (ASoT). This rollout has commenced with all teachers being trained in the use of learning goals and reflective scales during 2018. Early progress towards this priority is apparent in curriculum planning documents, in classroom practice and in conversations with staff members and students. A School Working Improvement Group (SWIG) is established to facilitate the rollout of ASoT. A plan and timeline for the full implementation of ASoT are yet to be developed.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascend



School leaders give a high priority to the school-wide analysis and discussion of data regarding student outcomes.

Data is used regularly to monitor progress, guide student learning, and inform programs and resourcing across the school. OneSchool data sets are used for analysis and discussions regarding student progress. A school-wide systematic process for Heads of Department (HOD) to work with teachers on the in-depth analysis of data is yet to be developed.

The Responsible Behaviour Plan for Students (RBPS) describes expectations for behaviour and consequences for inappropriate behaviour.

Classrooms are predominantly calm and well ordered, with all students expected to learn successfully. A well-developed flowchart, *Appropriate Behaviours in the Classroom*, is designed to support staff members in applying the expectations of the RBPS. Some members of the school community indicate some inconsistency in the application of the procedures.

ICTs are viewed by school leaders and teachers as important vehicles for teaching and learning in the 21st century.

The Bring Your Own X (BYOx) program rollout is an ongoing process with a particular focus this year on Years 7 and 11. The uptake in Year 7 has been very positive with the vast majority of students participating in the program. This program supports the school's eLearning priority.

Staff acknowledge the importance of responding to and extending the learning of high achieving students.

A number of additional extension programs, external to classrooms, are available to meet this aim. Teachers utilise a range of strategies in the classroom to support high achieving students. Some teachers report a desire to further develop their knowledge and skills in relation to catering for the needs of higher achieving students.

The school is held in high regard by parents and members of the wider community.

The leadership team makes deliberate and strategic use of partnerships with local businesses, tertiary and Vocational Education and Training (VET) providers to enhance student opportunities and improve outcomes. The school's P&C is recognised as an effective group that strongly supports the school. It has the capacity and desire to significantly support student learning.



2.2 Key improvement strategies

Further develop teacher capability in the general capabilities of critical and creative thinking and ICT in order to authentically incorporate them within curriculum planning, delivery and assessment.

Develop a systematic plan and associated Quality Assurance (QA) processes to support the staged rollout of the ASoT framework.

Collaboratively review the RBPS, including associated QA processes, to ensure common understanding and consistent application across the school community.

Further build the capacity of HODs and teachers in in-depth data analysis to optimise teaching and learning for every student.

Further support classroom teachers in planning differentiated learning experiences for high achieving students to ensure they are appropriately engaged, challenged and extended in their classroom learning.