

Mirani 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 School and Region Reviews (SRR) at **Mirani State High School** from **25 to 27 October 2022**.

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 SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Alan Smith	Internal reviewer, SRR (review chair)
Brendan Krueger	Peer reviewer
Ross Robertson	Peer reviewer
Valerie Hadgelias	External reviewer



1.2 School context

Indigenous land name:	Yuwibara
Location:	Augusta Street, Mirani
Education region:	Central Queensland Region
Year levels:	Year 7 to Year 12
Enrolment:	862
Indigenous enrolment percentage:	7.4 per cent
Students with disability percentage:	14 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	965
Year principal appointed:	2022



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Business Manager (BM), nine Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer, pedagogy coach, 39 teachers, six teacher aides, two administration officers, Youth Support Coordinator (YSC), three cleaners, Information and Communication Technology (ICT) technician, tuckshop convenor, two tuckshop assistants, 87 students and 12 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Mirani Swim Centre representative, School Based Police Officer (SBPO), CQUniversity (CQUni) marketing officer, DGH Engineering representative, Mackay Sugar representative, Homebush Boarding Kennels and Cattery representative, Stabler and Howlett Veterinary Surgeons representative and DentalCareXtra representative.

Partner schools and other educational providers:

- Mirani State School principal, Marian State School principal, Finch Hatton State School principal and Mackay Engineering College (MEC) HOD.

Government and departmental representatives:

- Community development officer from Mackay Regional Council and ARD.



2. Executive summary

2.1 Key findings

Staff, parents and community members speak of the school's rich history and proud traditions.

The school has provided the young people of the Pioneer Valley with a secondary education since 1967. The school's motto, '*Strive to Excel*', is displayed prominently throughout the campus. Staff and students speak of 'Valley Pride', with student leaders describing this as 'being part of the Valley' and 'embedding oneself in the Valley and its many and varied activities and opportunities'. Staff are committed to assisting students to realise their potential and achieve their goals in academic, vocational, sporting and cultural pursuits.

Students, parents and teachers speak proudly of the school, emphasising the supportive, caring, and inclusive relationships within the school community.

Many parents and community partners comment positively on the level of commitment demonstrated by staff towards promoting student wellbeing and learning success. Teachers and teacher aides endeavour to engage students in the daily life of the school and encourage a keen sense of belonging. Students articulate that their teachers care about them.

The Leadership Team (LT) understands that highly effective teaching is key to improving student outcomes.

A clear expectation that all members of the teaching team are committed to the continuous improvement of their skills is established. There are many highly competent teachers within the school's mix of early years and experienced teaching staff. A professional learning plan is documented. Many teaching and non-teaching staff describe their involvement in personal development plans. Teachers speak positively of the value of triads, and the Beginning Teachers' Mentoring Program is well established.

School leaders recognise the impact that highly effective teaching has on student learning outcomes.

The LT is eager to further develop teaching capability. Many staff members convey a commitment to continuing to refine and develop their professional practice. Numerous students express appreciation for how hard teachers work in fostering student learning. The principal communicates some urgency in formulating a suite of agreed signature pedagogical practices to provide a new, consistent, school-wide approach to teaching and learning. It is envisaged that this will fully support implementation of a quality curriculum and reflect the kind of teaching that will enhance student learning. Leaders recognise a need to support teachers over time to build their skills in implementing the identified strategies.

Staff members focus energy and attention on systematic curriculum delivery.

Staff acknowledge their collective responsibility for curriculum development and implementation. Leaders indicate that curriculum is highlighted as one of the school's



improvement strategies in the Annual Implementation Plan (AIP), and are cognisant of the need for a curriculum that meets the needs of all students. They reference the Australian Curriculum (AC), Queensland Curriculum and Assessment Authority (QCAA) senior syllabuses, and Vocational Education and Training (VET) certificates, while at the same time being locally relevant and highly engaging. Quality Assurance (QA) processes have been developed and implemented this year for both unit planning and assessment tasks. Leaders indicate that these QA processes are yet to be fully embedded.

Executive leaders emphasise the importance of collecting and considering data to identify and address the individual needs of every student.

Executive leaders actively reflect on the effectiveness of programs and initiatives through surveys, data analysis and anecdotal information. Leaders analyse a range of data including academic, attendance, behaviour and wellbeing to determine school performance and identify future actions that will in turn result in improved outcomes for students. Some staff identify a need to further enhance their data literacy skills to assist them to effectively determine the next steps in learning. A clear understanding and use of the five steps in the teaching and learning cycle (analyse, plan, teach, assess, review) is yet to be articulated by many staff.

The LT understands the importance of developing staff into an expert teaching team.

A commitment to providing resources and time for ongoing capability development across the LT to support the successful implementation of all school priorities is apparent. School information indicates that 10 staff members are new to the LT since the start of the 2021 school year. The principal identifies a need to further develop the LT's instructional leadership capability to support building teachers' expertise, particularly regarding implementation of the pedagogical framework.

Leaders recognise the importance of classroom teachers understanding and addressing the needs of individual students in their day-to-day teaching.

There is an explicit whole-school expectation that differentiated teaching and learning is used across the school to support the learning of every student. Teachers endeavour to ascertain where students are in their learning and use this to tailor their teaching. They recognise that students are at different stages in learning and progress at different rates. There is growing awareness of the breadth of potential diversity in a contemporary classroom. Familiarity with the inclusion plan that was developed earlier this year is yet to be demonstrated by teachers.

Many teachers and leaders speak highly of the recently introduced 'Removing Barriers' initiative.

Removing Barriers arose through the work of a Policy Review Group (PRG) and its review of the school's approach to 'Know Your Class' earlier this year. Rather than being viewed as a compliance exercise, they describe Removing Barriers as a means of ensuring students' access to the curriculum is always at the forefront. Particular emphasis on the assessment stage of the teaching and learning cycle is now apparent. The deputy principal envisages



that this process and associated proforma may also be used to support Nationally Consistent Collection of Data on School Students with Disability (NCCD) evidence submissions.

Parents, businesses and the wider community speak highly of the school and the quality of the education provided to young people in the Pioneer Valley.

The school has a strong reputation with local employers and industries for students who are respectful, independent and prepared for the world of work. Strong connections and relationships within the local community maximise students' learning and wellbeing. Leaders articulate an intention to continue to build upon and expand the numerous partnerships already established. Parents and the wider community acknowledge the dedication of school leaders, and describe staff members as caring and supportive. They indicate that the school is open to feedback from parents and the wider community and is seen as working proactively with the local community to improve educational opportunities and outcomes for students.



2.2 Key improvement strategies

Collaboratively develop a renewed school-wide approach to pedagogy, informed by research and focused on creating classroom and applied learning environments in which students are engaged and challenged.

Mature the school's approach to curriculum development, planning, alignment and QA.

Support teachers and leaders to build their capability in using data to identify gaps, design interventions, measure impact, and evaluate improvements in student learning outcomes.

Further enhance the instructional leadership capability of all members of the LT.

Support teachers to build understanding of, and commitment to, the school's inclusion plan.