



School Improvement Unit Report

Miles State School Executive Summary





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Miles State School** from **15 to 17 November 2016**.

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 which prioritise future directions for improvement.

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

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Judith White	Peer reviewer
Matthew Glen	External reviewer

1.2 School context

Location:	Constance Street, Miles
Education region:	Darling Downs South West Region
Year opened:	1880
Year levels:	Prep to Year 6
Enrolment:	230
Indigenous enrolment percentage:	16.1 per cent
Students with disability enrolment percentage:	4.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	952
Year principal appointed:	2016
Full-time equivalent staff:	12
Significant partner schools:	Columboola State School, Condamine State School, Drillham State School, Dulacca State School, Grosmont State School, Guluguba State School, Miles State High School, Taroom State School, Wandoan State School
Significant community partnerships:	Miles & District Show Society, Beef, Bells and Bottle Tree Festival
Significant school programs:	Spelling Mastery, Levelled Literacy Intervention (LLI), Speech Sound Pics (SSP)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), two Support Teachers – Literacy and Numeracy (STLaN), nine classroom teachers, six teacher aides, music teacher, Health and Physical Education (HPE) teacher, Advisory Visiting Teacher (AVT) – gifted and talented education, program representatives, literacy committee, numeracy committee, E-Speech, school chaplain, two administration officers, school's officer, tuckshop convenor, Parents and Citizens' Association (P&C) president, school council chair, school council - patron, two school council representatives, 12 parents and 65 students.

Community and business groups:

- Indigenous Elder, three community representatives and National Rugby League (NRL) development officer.

Partner schools and other educational providers:

- Principal of local high school and director of local kindergarten.

Government and departmental representatives:

- Community nurse and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2013-2016
Headline Indicators (2016 release)	School Data Profile (Semester 2, 2016)
OneSchool	School budget overview
Mathematics overview	Miles SS reading framework
School improvement targets	Differentiation surfboards
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum planning documents	Writing, speaking and listening framework



2. Executive summary

2.1 Key findings

The school is highly regarded by parents, students and members of the local community.

This is demonstrated by the range of positive and encouraging comments regarding the school from parents, partner schools and community members. The school is considered an important and valued member of the local community with a significant history of community connection.

The school has established partnerships with the community.

Links to local businesses and volunteer groups, genuine engagement with the P&C and the involvement in a range of community events enhance the sense of community and opportunities to enhance the learning for students. The school has strong links to the local community through activities including the annual Miles & District Show, Christmas and Spring Carnivals, ANZAC Day parade, Country Women's Association (CWA) international day and the biennial Beef, Bells and Bottle Tree festival. Many of these partnerships are long term, and celebrated as part of the culture of the school.

Parents and members of the school community express great confidence in the staff members of the school and comment favourably on their dedication to their work.

The professionalism of staff members at the school is apparent with teachers and teacher aides demonstrating great commitment to implementing teaching and learning programs that will enhance the learning of their students. Relationships between staff members and students are positive and respectful in classrooms and the playground.

The principal and staff members are committed to the success of all students.

A collegial culture of mutual trust and support is apparent amongst school staff. Staff members speak positively regarding the support provided by colleagues and the school's leadership team. Communication between all staff members is professionally respectful.

The school's motto '*Strive to achieve*' is the mantra on which the actions of the leadership team and school staff are built.

The school is in the final year of its current strategic plan. There is an opportunity with the recent appointment of a new principal to undertake a strategic planning process to confirm a collaborative vision and preferred strategic direction for the school. The school council and staff members will be key stakeholder groups in this collaborative planning process.



The school leadership team recognise the importance of providing a comprehensive curriculum plan for teachers.

Most teachers report they use the A1 planner to guide their initial planning of classroom units for English, mathematics and science aligned to the content descriptions of the Australian Curriculum (AC). Efforts have been made to consider alignment of the planned and enacted curriculum. Quality assurance processes for ensuring that horizontal or vertical alignment of the curriculum from Prep to Year 6 is yet to occur.

School staff members express a desire to see effective teaching occurring throughout the school.

Teaching staff indicate that the Explicit Instruction (EI) model is the key pedagogical strategy used in their classroom practice. All classrooms display artefacts with relevant terminology such as '*We are learning to*' (WALT), '*What I'm looking for*' (WILF) and '*This is because*' (TIB). Teaching staff are aware of the need for consistent application of the explicit teaching lesson structure especially when covering new content. A broader repertoire of high-yield strategies to ensure students are engaged, challenged and supported in the learning process is yet to be developed.

The Responsible Behaviour Plan for Students (RBPS) outlines the school's commitment to nurturing behaviour that supports a culture for care and support for all students.

The school's expectations for behaviour – '*be safe, be respectful, be responsible and be a learner*' are known by students. Whole-school processes for managing behaviour to enable a consistency of approach in maintaining the school's culture for learning and engagement is yet to be embedded.

School leaders and teaching staff have access to a wide range of student achievement and wellbeing data.

The school has an assessment schedule that outlines the administration of a wide range of assessment tools in English, mathematics and science from Prep to Year 6. A comprehensive array of student achievement data is collected at designated times. The analysis and interpretation of the extensive amount of available student data to inform changes in teaching practices is considered an area for further clarification and consolidation.

2.2 Key improvement strategies

Engage the school community in developing a cohesive vision for the school, underpinned by collaboratively developed values and agreed processes and practices which are consistently implemented.

Conduct a review of the school curriculum plan to ensure consistent and systematic approaches to planning, implementation, evaluation and quality assurance of the AC occurs in all mandated learning areas.



Review the school's pedagogical framework to develop collaborative and consistent approaches that drive effective teaching and learning in all classrooms.

Review the school's approach to behaviour to ensure strategies relating to a whole-school approach are embedded across the school.

Ensure data collection processes are purposeful and student outcome data is analysed and interpreted to inform teaching and learning.