

Milpera 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 **Milpera State High School** from **23 to 25 October 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 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

Valerie Hadgelias	Senior review officer, SIU (review chair)
Mark Creedon	Peer reviewer
Maryanne Pearce	External reviewer



1.2 School context

Location:	Parker Street, Chelmer
Education region:	Metropolitan Region
Year opened:	1984
Year levels:	Students aged 11 to 18
Enrolment:	150
Indigenous enrolment percentage:	nil
English as an Additional Language or Dialect (EAL/D)	60 per cent Refugee background, 40 per cent Migrant background
Students with disability enrolment percentage:	11 per cent (combination of verification, Nationally Consistent Collection of data on School Students with Disability (NCCD) and new students with disability at start of Term 4)
Index of Community Socio-Educational Advantage (ICSEA) value:	897
Year principal appointed:	October, 2017
Full-time equivalent staff:	28
Significant partner schools:	Main destination schools/programs: Yeronga State High School, Kedron State High School, Sunnybank State High School, MacGregor State High School, Indooroopilly State High School, Aspley State High School, Redbank Plains State High School, Bundamba State High School, Dakabin State High School, TAFE (Technical and Further Education) Queensland, Service program collaboration: St Joseph's Gregory Terrace, Nudgee College, Ambrose Treacy College, St Aidan's Girls School, Brigidine College, Graceville State School.
Significant community partnerships:	Local community: Inala Youth Service, Graceville Uniting Church, Benarrawa Community Development Association, 152 Volunteers in Volunteer program, Pushing Barriers Charity – Assisting students to participate in community sports, Queensland Police Service – Cross cultural liaison officer



	<p>Cultural and community groups: Somali Community, Syrian Community, Samoan Community, Karen Community, Afghan Community, Queensland African Council</p> <p>Health support: Metro South Oral Health Unit – Healthy Mouth Days, University of Queensland (UQ) Health and Rehabilitation clinics – Audiology, Queensland University of Technology (QUT) Health clinics – Optometry clinic, Queensland Program of Assistance to Survivors of Torture and Trauma (QPASTT), FHEAL – Friends of Home of Expressive Arts and Learning, iSEE donated food hampers</p> <p>Bursary donors: Soroptimist, Rotary Club of Brisbane Taylor Bridge, Rotary Club of Archerfield, Ryan family, Queensland Rail, Bourke family, Graduate Women Queensland, St Joseph’s Gregory Terrace, Australian Defence Force, Geoff Bartholomew memorial</p>
Significant school programs:	On-arrival settlement, intensive English language preparation

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, four Heads of Department (HOD), guidance officer, home liaison teacher, Home of Expressive Arts and Learning (HEAL) coordinator, 18 teachers, teacher librarian, Business Manager (BM), seven teacher aides, three office staff, facilities officer, three cleaners, tuckshop convenor, three parents, coordinator of the volunteers’ program and volunteer, two Parents and Citizens’ Association (P&C) representatives and 17 students.

Community and business groups:

- A representative from Graceville Uniting Church.

Partner schools and other educational providers:

- Principal of Yeronga State High School.

Government and departmental representatives:

- Councillor for Tennyson, Brisbane City Council, Federal Member for Moreton and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Responsible Behaviour Plan
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (Semester 1,2017)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional Development Plan 2017	Student Transition Folios
2016 School Annual Report	The Volunteers Handbook
Whole School Assessment Plan	School data plan
Individual Learning Plans	School newsletters and website
Orientation Booklet for Parents and Students	Curriculum planning documents and planning overviews
Milpera SHS Pedagogical Framework 2013-2017	2016 School Opinion Survey



2. Executive summary

2.1 Key findings

The school is driven by a deep belief that every child will be supported to positively settle into Australian society and to develop the English language skills to function successfully.

The school has students from more than 23 countries and even more cultural and linguistic groups. At the present time 60 per cent of students are from refugee backgrounds and 40 per cent are from a migrant background. Many students experience economic disadvantage and all experience cultural and linguistic dislocation. Considerable energy is invested in building a culture of trust and creating a safe, supportive and nurturing community.

The school actively seeks ways to enhance student learning and wellbeing through fostering multiple productive community relationships.

Strong partnerships have been forged with other education and training institutions, local businesses and community organisations. These partnerships provide support and access to resources and services that enhance opportunities for students.

The Volunteer Program is a highlight of the school and demonstrates the high level of community engagement developed over many years.

Regularly, 152 volunteers are coordinated into a daily roster that ensures personnel are available to support the many programs and opportunities that exist within the school. The work of a full-time volunteer coordinator ensures volunteers are welcomed, suitably accredited and trained when working within the school.

The school enhances the curriculum provision to develop relevant resources to meet the unique needs of students at the local level.

The curriculum provision at the school is complex and challenging. Each term, school programs deliver learning experiences tailored to meet the diverse cultural, language and educational backgrounds of students. Curriculum is driven by the needs of each cohort. Processes to anchor curriculum documentation and practices at a whole-school level to ensure the enacted curriculum aligns with Education Queensland frameworks could yet be more fully developed.

School leaders identify coaching and mentoring as a critical strategy in building professional learning and capacity.

The coaching and mentoring program is aligned to the Annual Performance Development Plans (APDP). Each teacher has the opportunity to select a coaching and mentoring model as a 'best fit' for their needs. The current coaching program is valued by staff. Some staff members identify the need for a more formal coaching, observation and feedback process. A more formal coaching and mentoring framework is yet to be developed.



Moderation practices through joint analysis of student work inform teacher judgements and future planning.

Some moderation processes are apparent. Teachers with parallel classes meet to moderate a written English assessment task each term. Consistent moderation practices are not yet formally established for all learning domains and levels.

The leadership team has established an Explicit Improvement Agenda (EIA) focused on four priorities that are outlined in the Annual Implementation Plan (AIP) 2017.

Explicit whole-school targets for improvement, expressed in terms of improvements in measurable student outcomes, are not included in the AIP. Some targets of a general nature are outlined in the AIP. These targets do not relate to student achievement outcomes and do not provide a tool for monitoring student learning. The targets in the AIP are not yet well known by staff members and do not yet appear to impact on teaching practice.

School staff members liaise closely with specific high schools and Technical and Further Education (TAFE) to manage Milpera students' transition.

High schools to which students transition are appreciative of the current transition processes and acknowledge that students from this school are well prepared to meet the challenges of education in their settings. Students have generally transitioned to 'phase two' schools. A change in state policy has recently occurred and some reassessment of these transitioning processes is required.

To support students the school draws on the services of experienced teachers of Teaching English to Speakers of Other Languages (TESOL), bilingual teacher aides and an extensive student services team.

This team includes the guidance officer, school health nurse, chaplain, youth support worker, home liaison teacher, and representatives of many community support organisations. The school works collaboratively with community organisations, using an interagency model of service delivery for pastoral care, acculturation and settlement services.

A strong indicator of the school's learning climate is the school-wide focus on Joyous Classrooms.

Staff identified positive youth development as key priority for 2016 and engaged in a professional learning community with an external consultant. This work led to the school-wide implementation of Joyous Classrooms which aims to make positive, respectful interactions more intentional and to develop a consistency of pedagogical practices across classrooms at the school.



2.2 Key improvement strategies

Develop a clear line of sight for delivery of the school curriculum to ensure alignment to the Education Queensland strategic direction; with priorities that include the collaborative empowerment model and quality teaching and learning.

Implement a more formal coaching and mentoring framework that includes a systematic observation and feedback process to build consistent implementation of the agreed teaching strategies and a common language to discuss practice and enhance reflective practice.

Strengthen moderation practices across all levels and learning domains to ensure consistent teacher judgements and student feedback.

Explore processes to develop whole-school targets for improvements in student outcomes, and measures of relative gain, to assist in monitoring and systematically evaluating initiatives and programs for their effectiveness in producing desired improvements in student learning and performance.

Explore the further development of relationships with the expanded number of schools who will receive transitioning Milpera State High School students, so as to support the students' transition and strengthen the receiving schools' understanding of the services provided by Milpera State High School.