



MIAMI STATE HIGH SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN

Cultivate a World Class Education through the lens of the learner

Our Values: Respect / Connect / Inspire

School Priority 1: Educational Achievement: Every student to achieve at least one years growth – Differentiated supports for each student		Monitoring				Long term measurable/desired outcomes: Each student to receive differentiated support so every student realises their full potential.	AIP measurable/desired outcomes: <ul style="list-style-type: none"> English Year 7-9 A-C 97%, A/B 64%, Year 10-12 A-C 95% A/B 67% Mathematics Year 7-9 A-C 96%, A/B 64%, Year 10-12 A-C 88% A/B 64% 100% QCE & QCIA attainment with 100% of students having a post school destination 100% of Unit plans and Assessments moderated and use the agreed template Inter-Assessment Agreement Reading Year 7&9 <1.66 All V9 unit plans articulate monitoring tasks, Units of work planned/developed using QCAA App All new senior General syllabus planned and delivered 100% APR and formative observations completed by school schedule All departments using the BAAE model of moderation, enacting the whole school assessment policy and have a consistent plan for PLC meetings
Strategy/ies: Embed the Pedagogical Approach to implement the appropriate pedagogies to fit the learner, learning and curriculum at Miami SHS. The Miami pedagogy is tailored to our local context and facilitate the delivery of a World Class Education. Develop the Collective Leader Efficacy to employ the most effective pedagogies to maximise the achievement, engagement and wellbeing of all students.		Term 1	Term 2	Term 3	Term 4		
Actions		Structures		Artefacts		Resources: <ul style="list-style-type: none"> Funding allocated to support Professional Development for P-12 CARF, ACARA v9 Funding allocation to support Human Resourcing: Literacy Coordinator, Support Staff, Regional Support Staff and Department Resourcing, Instructional Leaders, external Consultants and additional Teacher Aides PAT-R testing Investigate PAT-M Responsible officer(s): AP, DP, HOD T&L, HOD JS, HOD SS and ALL staff.	
Quality assure the implemetaiton of the Miami State High School instructional model through: -Strengthen Signature Practices as a routine across the school appropriate to the age, nature and diversity of the learner. -Implement Feature Practices for pedagogy that reflects the disciplinary and interdisciplinary nature of the curriculum. -Further refine feedback from monitoring to progress the learner forward		staff meetings, TLTs and PLCs		Ped Approach Dept Feature Practices posters DIPs			
Build capacity in teachers to make deliberate, responsive and timely pedagogical decisions to differentiate teaching and learning		Student success conversations, staff meetings, planning time		Unit plans Placemats DIPs			
Broaden the rollout of version 9 curriculum using the agreed Miami State High School template.		PLC and DIP Using P- 10 App		Curriculum & assessment plans, unit plans & task sheets (in sharepoint), DIPs			
Enact the rollout of Senior general syllabus (QCAA)		PLCs		Curriculum & assessment plans, unit plans & task sheets (in sharepoint), DIPs			
Sharpen knowledge of the General Capabiliies to enable the implementation (literacy, social and emotional capabilities and critical and creative) in all departments		Utilise PLC and TLT time to build knowledge Identified in every unit plan Yr 7- 10 Using MTSS		Unit plans (in sharepoint) DIPs Literacy Plan			
School Priority 2: Wellbeing and Engagement: Create a sense of belonging and a positive environment for teaching and learning.		Monitoring				Long term measurable/desired outcomes: Each student to be a confident and resilient engaged learner. A sense of belonging and a safe environment for ALL staff and students.	AIP measurable/desired outcomes: <ul style="list-style-type: none"> <8% Year 7-9 SDA Rate (currently 7.42% in 2024) <550 Major OneSchool Referrals (currently 606 in 2024) >98% A-C Behaviour Data (currently 98.5% in 2024) >97% A-C Effort Data (currently 95.5% in 2024) SOS- (Students) I feel safe at school (currently 73.4% in 2024)- 82% is statewide average QEW survey
Strategy/ies: Develop and implement a Positive Culture for Learning Framework to support staff and student wellbeing and engagement.		Term 1	Term 2	Term 3	Term 4		
Actions		Structures		Artefacts		Resources: Funding allocation to support Human Resourcing <ul style="list-style-type: none"> HOD of Wellbeing and Engagement, 3 x Guidance Officers, 1 x Dean of Students per Year Level, Dean of Excellence Academy, Wellbeing Coordinator, School Chaplain, School Psychologist, SBYHN, AODs Responsible officer(s): DP Operations, DP, HOD Wellbeing and Engagement and ALL staff	
Sharpening the Multi-Tiered Systems of Support for wellbeing and engagement		SFDs, Staff Meetings, PLCs, Performance Teams, Student Learning Conversations, Walkthroughs		MTSS for PC4L, MTSS for Wellbeing PC4L Referral Form, Our Classroom Expectations – Poster, Positive Culture for Learning Matrix – Poster, Effort and Behaviour Matrix, Wellbeing Referral Form, OS Referral Processes			
Reviewing the essential skills for classroom management				MTSS for PC4L, Our Classroom Expectations – Poster, Positive Culture for Learning Matrix – Poster, Effort and Behaviour Matrix, OS Referral Processes			
Formalising the restorative practices as an element of the multi-tiered system of support for engagement				MTSS for PC4L, PC4L Referral Form, OS Referral Processes			
Enacting the explicit teaching of targeted universal Tier 1 messaging		Staff Meetings, PLCs, Performance Teams, Student Learning Conversations, Walkthroughs		PC4L Referral Form, Our Classroom Expectations – Poster, PC4L Matrix – Poster, Effort and Behaviour Matrix, OS Referral Processes			
Systematically enact the collection and distribution of wellbeing and engagement data to create a positive culture for learning		Staff Meetings, PLCs, Performance Teams		MTSS for PC4L, PC4L Referral Form, OS Referral Processes			

Review and refine Pastoral Care activities to formalise a Year 7-12 Pastoral Care Program including extra-curricular activities	PEEC – Postive Education Enhanced Curriculum Staff Meetings, Performance Team, Walk Thrus, Student Learning Conversations, SFDs	QLearn Online Platform for Positive, Education Enhanced Curriculum,, Whole Year Pastoral Calendar, Whole Year Tier 2 Calendar
Consolidate opportunities to enhance staff wellbeing, recognising that the resulting benefits for students	Staff Meetings	Wellbeing Referral Form, OS Referral Form

School Priority 3: Culture and Inclusion: ALL staff and ALL students have the right support at the right time to drive Equity and Excellence by co-constructing a Multi-Tiered System of Support.	Monitoring				Long term measurable/desired outcomes: An embraced diverse culture by creating welcoming inclusive and accessible education settings. Strong stakeholder voice in our approach to school improvement.	AIP measurable/desired outcomes: <ul style="list-style-type: none"> >88% attendance rate (whole school) >89% SOS- (Staff) I feel that staff morale is positive at this school 100% positions within the MTSS have role descriptions 100% staff know how to access information about our diverse learners Student development data, along with staff and student voice, is utilised to shape professional practices. 100% staff participate in whole school professional development 100% students, staff and the parent community are given an opportunity to participate in forums Each term staff of identified classes and/or students will receive time for co-planning and/or coaching meetings Conduct special events to celebrate our culture and inclusion such as Harmony Day, Autism Awareness Week, National Week of Deaf People, whole school assemblies and academic awards.
	Term 1	Term 2	Term 3	Term 4		
Strategy/ies: Embrace diversity by creating welcoming, inclusive and accessible educational settings. Value student, parent/carer voice in our approach to teaching and learning.						

Actions	Structures	Artifacts
Develop a Culture and Inclusion Action Plan which creates a whole school understanding of what Culture and Inclusion is at Miami SHS	Performance Team	Action Plan
Clarify roles, responsibilities and scope within the Multi-Tiered System of Support	Staff meetings, Staff forums	Role descriptions, Infographic
Communicate lists of our diverse learners to all staff each term to assist them to know their students e.g. First Nations, Disability, EAL/D, LGBTIQ+, Culturally Diverse	Performance Team, Staff meetings, PLC, Phases of learning meetings (Junior School Success and Senior Case Management)	Emails Student lists on share point
Strengthen whole school professional development opportunities to be responsive to the needs of staff and students, building capability to maximise our impact on student outcomes.	Staff meetings PLC External PD	PD application form PD reflection forms APR Attendance sheets PD certificates
Systematically collect and analyse a diverse range of student, staff, parent and community voice to inform actions to improve our Culture and Inclusion.	Student Learning, conversations, Student forums, Parent forums, Staff forums, SOS	SOS, Survey results, Meeting minutes, Anotated feedback
Implement systematic co-planning and coaching for teachers and teacher-aides to differentiate (plan, teach, assess) for ALL students, with a focus on being inclusive of student needs	Staff meetings, Lesson studies, PLC	PLC, Lesson plans, Unit plans, Assessment, PLPs, ICPs
Celebrate the diversity of our students and staff through a variety of avenues.	Social media Celebration weeks Whole school events Assemblies	Social media posts Promotional flyers Principal Playbook Parent events

Resources:

- Assisted technologies
- Resourcing physical environment upgrades
- Dean of Excellence Academy, Enrichment teachers, Industry Liaison Officer, First Nations Coordinator, Guidance Officers, School Nurse.

Responsible officer(s):
 DP Inclusive Practices, DP, Growth Coach and ALL staff.

Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal *Clint Curran*

P&C/School Council 

School Supervisor *[Signature]*