



Miami State High School Annual Implementation Plan 2023






“Equity and Excellence: Realising the potential of every student.”

Targets	Educational Achievement:	A Standard 25%	B Standard 40%	A-C Standard 100%	N Rating 0.5%	QCE 100%	QCIA 100%
	Wellbeing and Engagement:	Attendance 95%	Attendance < 85% is <10%	Behaviour A 60%	Behaviour B 30%	Effort A 50%	Effort B 35%
	Culture and Inclusion:	Exclusions <8	Cancellations <5	Long SDAs <9	Short SDAs <80	Red Zone Referrals <80	Buddy Space Referrals <400

EIA	I4S	Actions	Performance Indicators	Accountability
Educational Achievement (through a World Class delivery of the curriculum)				
Curriculum, Assessment and Moderation		Enact a concise Year 7-12 Curriculum Map for all key stakeholders to visualise educational pathways at Miami State High School.	- A completed Curriculum Map is accessible on the school's Website	Deputy Principal: Karla Roberts
		Utilise the three levels of planning to refine the Year 7-10 curriculum to ensure that it aligns with either ACARA or QCAA to support students on their chosen pathway.	- 100% of Year 7-10 curriculum offerings align with either ACARA or QCAA to support students on their chosen pathway	
		Enact Curriculum, Assessment and Moderation Boards in Years 7-10 and Year 11-12 Applied Subjects to ensure that every child has the opportunity to reach the highest achievement standard.	- 100% of Year 7-10 and Year 11-12 Applied Subjects' assessment is aligned with the intended curriculum, pedagogy and reporting processes	
		Implement Whole School signature moderation practices.	- 100% of Departments implement the Whole School signature moderation practices	
		Quality assure the implementation of informal assessments for students to make informed judgments and teachers to improve teaching practises.	- Evidence of informal assessments is present in all year levels across all subjects in all Departments	
Discussion and Analysis of Data		Renew and implement the Whole School Data Analysis Plan including the use of SORD (i.e. comparative data analysis and historical trends).	- 100% of Departments set and monitor targets at a Departmental level for academic, behaviour and effort outcomes (i.e. included in Department Implementation Plans)	Deputy Principal: Liz Mahon
		Embed data walls and/or digital placemats in all Departments.	- 100% of Departments implement quality assurance practices (PMI's and Stop Check Reflects) after each reporting period	
		Engage all staff in the evaluation and unpacking of the 2022 School Opinion Survey data to create an Action Plan to ensure continuous improvement.	- Increased engagement from all key stakeholders in completing the School Opinion Survey (Parents: 30%; Students 90% and Staff: 90%)	
		Evaluate historical Year 7-9 literacy and numeracy trends to influence all key stakeholders to enhance student outcomes.	- Increased participation rates in Year 7 and 9 NAPLAN testing by 20% - Greater alignment between Year 7 and 9 academic achievement and NAPLAN results	
Wellbeing and Engagement (through high impact teaching practices)				
Pedagogical Approach		Research and develop 4-6 high impact teaching strategies (inclusive of rules and routines) to ensure consistency of teaching and learning expectations for students.	- Implement 4-6 high impact teaching strategies (inclusive of rules and routines) in the school's pedagogical approach and signature practices	Associate Principal: Michelle Flynn
		Implement the "third teacher" to foster and support independent student feedback and peer to peer feedback to enhance student outcomes.	- Evidence of the implementation of the "third teacher" is in all Departments	
		Quality assure the engagement of all students in the classroom	- Increased consistency of teaching and learning expectations for students	
		Continue to research and implement innovative digital pedagogies to maximise student outcomes by deepening a student's understanding.	- Increased student engagement in the use of digital literacy	
Professional Learning Communities		Embed the school's Collegial Engagement Policy in teaching and learning cycles to support teacher development.	- 100% of teachers are engaged in the Collegial Engagement Policy	Associate Principal: Michelle Flynn
		Implement TLT's to align with the implementation of the school's pedagogical approach and Signature Practices.	- 100% of TLT's align with the implementation of the school's pedagogical approach and signature practices	
		Embed coaching cycles (i.e. Instructional Leaders) to support teachers and HODs with the implementation of the school's pedagogical approach and signature practices.	- 100% of HODs and teachers believe that Instructional Leaders actively support them with the implementation of the school's pedagogical approach and signature practices	
		Continue to implement Student Learning Conversations to ensure that students contribute to the decision making of their learning.	- 100% of Departments are engaged in Student Learning Conversations	
Culture and Inclusion (to develop Global Citizens)				
Differentiation and Inclusivity		Adjust and quality assure assessment for all students on ICPs.	- 100% of Curriculum HODs lead the alignment of assessment expectations with identified year level achievement	Head of Inclusive Practices: Tamra Murray
		Ensure curriculum plans are inclusive for students with disabilities.	- Individualised adjustments are explicitly captured in curriculum plans and contribute to NCCD collection	
		Evaluate and review differentiation and reasonable adjustment decisions (i.e. by each Curriculum HOD) each term to ensure that diverse students receive quality and targeted learning outcomes.	- Increased consistency of the understanding and use of differentiated, focussed and intensive teaching in all classes	
		Analyse data and co-plan units of work to ensure diverse students receive quality and targeted learning outcomes.	- 100% of staff use data to inform co-planning practices	

Global Citizenship	Embed a vision of Global Citizenship across the school.	- 100% of staff are invested in creating globally competent students	Deputy Principal: Chris Wood
	Audit the curriculum to analyse the teaching of global perspectives and competence.	- 100% of units are audited to embed global perspectives	
	Provide opportunities for the school community to develop knowledge and skills of global competence.	- 75% of students, 50% of parents and 95% of staff complete the global citizenship survey to establish the school's benchmark	
	Differentiate teaching and learning based on an understanding of cultural differences.	- 100% of International students are valued for their contribution to diversifying our school community.	
	Identify important cultural days for our international students to celebrate.	- 100% of international students are provided with an opportunity to celebrate their culture	
School Culture	Identify areas of concern (i.e. related to school culture) for staff, students and parents.	- Increase in school opinion survey data under 'school culture'	Deputy Principal: Jason Cross
	Embed Full School Assemblies, Celebrations of Success and cohort briefings throughout the year.	- Increase in post-survey data to show improvement in targeted students' engagement	
	Implement engagement conversations with targeted groups of students.	- Reduction in Buddy Zone referrals and SDA's	
	Market student voice to increase student agency from Years 7 to 12 to contribute to the strategic direction of the school.	- 100% of students recognise that there is a vehicle for them to contribute ideas and to the strategic direction of the school	
Community Partnerships	Implement the new sponsorship proposal to continually source business partners and sponsorships to provide unique opportunities for students and staff.	- 4-6 Gold Sponsors engage with the new sponsorship program	Principal: Alyce Bradford
	Enhance university partnerships (i.e. inside and outside of Queensland) to provide innovative opportunities for students and staff.	- Increased university partnerships (greater than 5) inside and outside of Queensland	
	Embed Primary School partnerships to include collegial school, teacher and student opportunities.	- At least one new collegial school, teacher and student opportunity generated across each of our school's feeder Primary Schools	
	Design, market and deliver targeted community forums for each phase of learning to support the partnership between students, teachers and parents in every child's education.	- A yearly community forum plan has been created and implemented that leads to enhanced community engagement at the respective forums	
	Research how the implementation of School Precincts could generate innovative opportunities to engage, excite and empower our students and/or staff.	- At least one School Precinct established to generate innovative opportunities to engage, excite and empower students and/or staff	
	Develop and implement a staff leadership action plan to build the leadership capacity of all staff.	- Enhanced engagement of staff in a multi-tiered and targeted leadership development program	
	Embed an Infrastructure Master Plan with key stakeholders to prepare for increased student and staff growth.	- Master plan is designed and approved for implementation	Business Manager: Kellie Johnston

Principal	School Council Chair	Assistant Regional Director
		
Signature: _____	_____	_____



**Educational
achievement**



**Wellbeing and
engagement**



**Culture and
inclusion**