MIAMI STATE HIGH SCHOOL
2024 ANNUAL IMPLEMENTATION PLAN

Our Values: Respect / Connect / Inspire

Educational achievement · Wellbeing and engagement · Culture and inclusion

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School Priority 1:

Educational Achievement:
Deliver a World Class Education for EVERY student at Miami SHS to achieve at least one year of learning growth each year by collaboratively reviewing the Whole School Pedagogy Approach with innovative research-based signature practices.

Monitoring			
Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:
Each student to receive differentiated support so every student realises their full potential.

AIP measurable/desired outcomes:
- English Year 7-9 A-C 97%, Year 10-12 A-C 95%
- English Year 7-9 A/B 64%, Year 10-12 A/B 67%
- Mathematics Year 7-9 A-C 96%, Year 10-12 A-C 88%
- Mathematics Year 7-9 A/B 64%, Year 10-12 A/B 64%
- 100% of Unit Plans and Assessments (English/ Mathematics) moderated and use the agreed template
- 100% of students in Term 1 from Years 7-9 will complete reading diagnostics and receive tiered intervention
- 100% of students in Term 4 from Year 7-9 will resit diagnostic testing to measure growth effect size
- Inter-Assessment Agreement Reading Year 7&9 <1.66

Strategy/ies:
Refine and embed the 'Miami' approach to Teaching and Learning for clarity, precision and impact across the school.
The Miami pedagogy is tailored to our local context whilst delivering World Class Education.
The approach includes literacy, v9 curriculum, critical and creative and is research/evidence based.

Actions:
- Plan for and implement v9 of the Australian Curriculum
- Through various structures build staff capacity on quality Teaching & Learning to ensure differentiation
- Plan for and implement the Miami whole school literacy approach with an explicit focus on 3 tiers of intervention, disciplinary literacy, mapping general capabilities to literacy and critical/creative thinking
- Utilise PLC time to develop units of work collaboratively
- Utilise TLT time to develop staff's capacity for curriculum delivery using the MSHS pedagogical approach
- Line Management and Performance Team Meetings used as Instructional Leaders to quality assure and provide line of sight
- Utilise PLC time and Staff Meeting cycles to moderate, quality assure curriculum is being enacted through Learning Walks, Instructional Rounds and Student Learning Conversations
- All new assessments to be developed using P-12 CARF, QCAA ACARA app
- Utise PLC Time, Staff Meeting and TLTs to develop staff capacity to use the whole school literacy approach, embed in Unit Plans and track and support literacy demands within the Department or Phases of Learning
- Purchase diagnostic testing and implement PAT R across Year 7-9
- Utilise Learning Lounges for staff development in Tier 3 interventions
- Unit Plans and Assessments (English/ Mathematics) use the agreed template, moderated and stored in a central location

Responsible officer(s):
DP Curriculum and AP working with ALL staff.

Resources:
- 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

School Priority 2:

Wellbeing and Engagement:
ALL staff and ALL students have a strong sense of belonging in a positive environment for teaching and working by co-constructing an articulated Miami School identity.

Monitoring			
Term 1	Term 2	Term 3	Term 4

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:
- <11% Year 7-9 SDA rate
- SOS 79%+ of parents & students feel that Miami SHS is a safe school
- Decrease in major OneSchool incident referrals >745
- Quality assure pedagogy through Learning Walks, Instructional Rounds and Student Learning Conversations
- 100% QCE & QCIA attainment with 100% of students will have a post school destination

Strategy/ies:
Develop and implement the 'Miami Magic' guiding document which includes the positive engagement approach to a culture of learning, highlighting the balance of Positive Relationships and High Expectations.

Actions:
- Harness student voice in various structures to drive the sense of belonging and engagement
- Through various structures develop staff capacity on classroom management and restorative practices for a culture for learning
- Line Management and Performance Team Meetings with a clear focus on Pedagogical engagement and outcomes to ensure resources are maximised
- Build teacher capacity and pedagogy through essential skills to classroom management and restorative practices use of the Miami SHS Signature Practices
- Utilise PLC time and Staff Meeting cycles to quality assure curriculum is being enacted through Learning Walks, Instructional Rounds and Student Learning Conversations
- Line Management and Performance Team Meetings used as Instructional Leaders to quality assure and provide line of sight

Responsible officer(s):
DP Wellbeing and DP Engagement working with ALL staff.

Resources:
Funding allocation to support Human Resourcing
- HOD of Enrichment, HOD of Wellbeing, GGH Coordinator, 4 x Guidance Officers, 1 x Dean of Student per Year Level
- Positive behaviour resouring
- Professional development for differentiation
- Community partnership collateral

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			
Term 1	Term 2	Term 3	Term 4

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:
- SOS 75%+ for staff morale
- 87% attendance rate (whole school)

Strategy/ies:
Persist in cultivating an innovative school culture of student voice/agency that is responsive and drives high levels of belonging through differentiation.

Actions:
- Articulate the Miami Multi-Tiered system of support across all inclusive teaching and learning environments including excellence programs
- Provide opportunites for teachers to receive meaningful feedback on their practice
- Build capacity for inclusion via whole school professional development, use of PLP's, ISP's for tracking NCCD supports
- Invest in acccommodation and assisted technologies as needed to support students with diverse needs
- Line Management and Performance Team Meetings used as Instructional Leaders to quality assure and provide line of sight
- Case Management for Tier 3 support and pathways for ALL students

Responsible officer(s):
HOSES and DP Wellbeing working will ALL staff.

Resources:
- Assisted technologies
- Resourcing physical environment upgrades
- Industry Liaison Officer

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

Principal _(signed)_

P&C/School Council _(signed)_

School Supervisor _(signed)_

Queensland Government