

Miami State High School Annual Implementation Plan 2021



Explicit Improvement Agenda	Actions	Performance Indicators	*Quality Assuring: Accountable Officers
High Impact Teaching			
ASOT	<ul style="list-style-type: none"> ASOT DQ1, 2, 6, 7, 8, 9 and 10 refined and embedded across the school DQ 3, 4 and 5 continue to be modelled, trialled and implemented in classroom practice Instructional rounds implemented in departments to share practice with a focus on ASOT framework Targeted PD opportunities delivered in house through instructional rounds and staff learning lounge Support teachers and Curriculum HOD's to evidence practice through APRs 	100% teaching staff embedding ASOT in classroom practice All departments engaged in Instructional rounds 100% teachers engaged in internal PD offerings 100% teaches and leaders evidencing APR goals	Michelle Flynn – DP
Professional Learning Communities	<ul style="list-style-type: none"> Link TLT focus to weekly Department PLC's to enhance the implementation and delivery of ASOT Elevate Teacher Learning Teams as a key strategy for sharing of classroom practice in ASOT Beginning and new teachers tracked, mentored, and developed Established teachers identified and supported along the AITSL continuum for LT & HAT accreditation 	100% school leaders embedding walkthroughs Shared learnings from TLT's and PLC's are evident in Instructional Rounds 100% MBT retainment Accreditation of HAT for applicants	
High Expectations & Performance Culture			
School Culture	<ul style="list-style-type: none"> Students can clearly articulate school values and model expected associated behaviours Students can clearly articulate why attendance and engagement counts and actively track their progress Student leaders are active and respected agents in the school's vision, values and strategic direction The school's classroom behaviour and engagement model is embedded across the school Vertical classes are engaging and have a clear link to the school's vision, values and HOMS 	Whole school attendance 95% Whole School Attendance 85% < 10% Behaviour A - C 100% Effort A - C 100% Reduction in SDAs Effort A – 50% Behaviour A – 70%	Melissa Wilson – DP
Academic Performance	<ul style="list-style-type: none"> Teachers engage with students to set goals in their subjects for continuous improvement Teachers generate and monitor achievement ladders for every classroom Teachers conference with students to provide explicit feedback on drafts and informal assessment Data analysis is embedded in teacher practice to enable continual improved student outcomes 	A-C standard 98% A standard 25% N rating 0.5% QCE 100% QCIA 100%	
Systematic Curriculum Delivery			
Curriculum	<ul style="list-style-type: none"> Quality Assurance practices embedded to ensure Australian Curriculum is delivered from 7 - 10 inclusive of literacy throughout the curriculum Embed school wide Curriculum Plan ensuring there is a clear pathway of subject offerings from years 7 – 10 to become successful Global Citizens Embed consistent approach to schoolwide moderation practices Review curriculum in programs of excellence and specialisation to ensure rigour and personalisation 	Moderation processes are consistent across the school Whole school curriculum plan embedded Clear curriculum continuum from years 9 – 10 developed Less variance in academic outcomes in year 10 across KLA's	Karla Roberts – DP
Phases of Learning	<ul style="list-style-type: none"> A clear transition between year 9 and 10 ensuring every student is supported and guided into appropriate pathways Implement newly established honours program for identified year 10 students Assessment guidelines are enforced and quality assured in both junior and senior phase 	Reduction in non-submits in junior phase Reduction in whole school N ratings – target .5% 100% students	
Inclusion			
Inclusive practices	<ul style="list-style-type: none"> Improvement in progression of signposts in state wide inclusion policy Student leaders actively represent minority groups to progress the state Inclusion policy Embed rigorous case management processes across the school for identified students at risk Embed the Student Learning and Wellbeing Framework that's been contextualised for Miami SHS 	100% Indigenous cohort achieving 95% attendance and C or higher 100% NMS in Numeracy and Literacy Students in minority groups openly accessing school support services to support their mental health and identity Signposts for Inclusion progress to "School C' – high performing	Tess Koszewski – Head of Inclusion
Differentiation	<ul style="list-style-type: none"> All A and B students identified, tracked and differentiated for within subject curriculum plans Establish identification and provision processes for gifted and talented students All students identified through the NCCD receive adjustments to meet their individual learning needs Whole school surfboard is consistently implemented as a signature tool to classify students for differentiation 	100% curriculum plans embed differentiation 100% identified G & T students on ICP or PL plans 100% NCCD students have an active DDA PL plan Every teacher knows everyone of their students' learning needs	

Principal

School Council Chair

Assistant Regional Director

Signature: