



THE YEAR OF DIFFERENTIATION

EDUCATIONAL ACHIEVEMENT



Miami SHS will use data to embed systematic moderation structures and processes to build a shared understanding of achievement standards and improve the reliability of teacher judgements and consistency in what is taught, assessed, and reported across all year levels.

INCLUSION & WELLBEING



Miami SHS will use data to systematically implement intervention and high-impact evidence-based differentiation strategies to provide timely, targeted support or extension for learners at all levels.



- A-C 96%
- A/B 63%
- OCE 100%
- QCIA 100%
- VET 70% students, 100% completion
- Student exits < 3.8%
- NAPLAN
- ATAR
- PAT-M
- PAT-R

- ATT > 88%
- SDA < 5.2%
- Safety (concept) >74%
- Expectations and rules are clear >85%
- QEW

- SOS Staff Morale >87%
- NCCD (planning, implement, validate, reflect) – contribute, enact, moderate, review – with fidelity
- QEW – developing strong systems for early intervention

BELONGING & ENGAGEMENT



Miami SHS will foster a culture of belonging by using data on attendance, engagement, LOA and student voice to drive connectedness to Miami SHS and increase active engagement in teaching and learning.



- Collegial engagement
- Public articulation and celebration of success and events
- Culture of care
- Feedback



- Clear roles and responsibilities
- Capability building
- Innovation – Critical and Creative thinking
- High expectations



- Purposeful use of resources
- Evidenced based approach
- Innovative use of digital pedagogies
- Systems/Structured approach



EDUCATIONAL ACHIEVEMENT

Actions	Structures	Artefacts	Monitoring
Refine differentiation through marker student lens with Intentional Impacts structure with the application of adaptive teaching.	Intentional Impacts conversations, staff meetings, planning time	DIPs, Unit plans and Placemats	T1 T2 T3 T4 ○ ○ ○ ○
Strengthen Systematic Curriculum Delivery with quality assurance of 3 levels of planning, BAE moderation, QCAA Senior Syllabus and App, ACARA v9, VET subjects.	PLC, DIP, Using P-10 App	Curriculum & assessment plans, unit plans & task sheets (in SharePoint), DIPs	T1 T2 T3 T4 ○ ○ ○ ○
Quality assure whole school pedagogical approach of signature practices and feature practices.	Staff meetings, TLTs and PLCs, Intentional Impacts conversations, staff meetings, planning time	Ped Approach, Dept Feature Practices posters, DIPs, Unit plans, Placemats	T1 T2 T3 T4 ○ ○ ○ ○
Prioritise literacy, numeracy and reading across the school.	Utilise PLC and TLT time to build knowledge identified in every unit plan Yr 7-10 Using MTSS	Unit plans (in SharePoint) DIPs Literacy and Numeracy Action Plan Numeracy Trial Plan	T1 T2 T3 T4 ○ ○ ○ ○

Responsible officers: P, AP, DP, HOD T&L, HOD JS/MS/SS, HOD c C&P, IL's and ALL staff.
Resources:

BELONGING & ENGAGEMENT

Actions	Structures	Artefacts	Monitoring
Align Positive Culture for Learning (PC4L) using the Multi-Tiered System of Support (MTSS) tier 1 systems, allocation of magic points and use of restorative practices	SFDs, Staff Meetings, PLCs, Performance Teams, Student Learning Conversations, Walk-throughs	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	T1 T2 T3 T4 ○ ○ ○ ○
Implement Miami Pride through the house system and school events. Establish formal uniform for Monday and Friday.	Performance Team, Staff meeting, Whole school assembly, SEALS, JAMS, Interact, House Leaders	MTSS for PC4L, House Leaders R&R, Uniform expectations in Code of Conduct.	T1 T2 T3 T4 ○ ○ ○ ○
Consolidate student agency and student voice through student learning conversations and student voice forums.	Student learning conversations, student voice forums. SEALS, JAMS, Interact, House Leaders	Student learning conversations and forum minutes.	T1 T2 T3 T4 ○ ○ ○ ○
Consolidate community partnerships, parent events, primary partnership for transitions and experience, alumni engagement, clubs/initiatives/extra curriculum offerings.	Performance Team, Business Alliance, Primary Links, Belonging clubs, Social Media, Celebration weeks.	Events calendar, Enrolment tracking.	T1 T2 T3 T4 ○ ○ ○ ○

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Resources:

INCLUSION & WELLBEING

Actions	Structures	Artefacts	Monitoring
Formalise differentiation for MTSS intervention and support for all students. (including extension)	Performance Team, Staff meetings, PLC, Phases of learning meetings (Junior School Success and Senior Case Management)	MTSS, PLPs, ICPs, Support Provisions	T1 T2 T3 T4 ○ ○ ○ ○
Further refine THRIVE together program.	PEEC - Positive Education Enhanced Curriculum Staff Meetings, Performance Team, Walk-throughs, Student Learning Conversations, SFDs	QLearn Online Platform for Positive, Education Enhanced Curriculum, Whole Year Pastoral Calendar, Whole Year Tier 2 Calendar	T1 T2 T3 T4 ○ ○ ○ ○
Sustain staff and student wellbeing initiatives.	Staff Meetings	Wellbeing Referral Form, OS Referral Form	T1 T2 T3 T4 ○ ○ ○ ○
Continue to build staff capacity in Differentiation, Disability support, and effective use of resources, including Teacher aides.	Learning Lounges, Staff Meetings	Professional Development, TLT, Survey, Unit plans, Learning Lounge Schedule.	T1 T2 T3 T4 ○ ○ ○ ○

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Resources:

05/03/2026

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School Supervisor:

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Principal: