

MIAMI STATE SCHOOL

2026 ANNUAL IMPLEMENTATION PLAN



| School priority 1: <i>Sustain quality teaching pedagogy in English and Mathematics through explicit teaching to increase student achievement and engagement.</i> | | | Monitoring <small>Green – on track, Yellow – underway, Magenta – yet to commence</small> | | | | Alignment to Strategic Plan / Education Strategy: Educational Achievement | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | | Term 1 | Term 2 | Term 3 | Term 4 | • <i>Strengthen teacher understanding and confidence with the Australian Curriculum to comprehensively align curriculum support programs to the Australian Curriculum achievement standards.</i> | | | | | | | |
| Actions | SIH Domain | Brighter Futures | Measures: Performance | | | | Timeframes | Artefacts/Evidence | Responsible Office/s | Budget / Resources | | | | |
| Effective use of data to inform instructional strategies and quality differentiation in English and Mathematics. | Analysis and discussion of data Differentiated teaching and learning | Wellbeing and Engagement Culture and Inclusion | Starting Strong → Years P-2 | | | | Review in Semester 1 Semester 2 | English Case management Data Conversations Data Wall Checkpoint task (WAP) InitialLit Data Spell X Data Reading profile NAPLAN DIBELS Math Data Conversations Data Wall Pre / Post Test Data LOA Data Math Action Plan NAPLAN Bond Blocks | Teaching Teams Leadership Team | 204400: Professional Development | | | | |
| | | | ENGLISH | | | | | | | | | | | |
| | | | Prep: By the end of 2026: Increase % of students achieving an A-C in English (= 95%) 1% increase in the % of students achieving an A-B in English (↑ 84%) | | Year 1: By the end of 2026: Increase % of students achieving an A-C in English (= 96%) 1% increase in the % of students achieving an A-B in English (↑ 83%) | | | | | | Year 2: By the end of 2026: Increase % of students achieving an A-C in English (↑94%) 1% increase in the % of students achieving an A-B in English (↑ 83%) | | | |
| | | | MATHEMATICS | | | | | | | | | | | |
| | | | Prep: By the end of 2026: Increase % of students achieving an A-C in Math (↑ 98%) 1% increase in the % of students achieving an A-B in Math (↑ 90%) | | Year 1: By the end of 2026: Increase % of students achieving an A-C in Math (↑ 96%) 1% increase in the % of students achieving an A-B in Math(↑ 88%) | | | | | | Year 2: By the end of 2026: Increase % of students achieving an A-C in Math (↑97%) 1% increase in the % of students achieving an A-B in Math (↑ 88%) | | | |
| | | | Building on Foundations → Years 3-6 | | | | | | | | | | | |
| | | | ENGLISH | | | | | | | | | | | |
| | | | Year 3: By the end of 2026: Maintain % of students achieving an A-C in English (↑97%) 1% increase in the % of students achieving an A-B in English (↑ 81%) | | Year 4: By the end of 2026: Increase % of students achieving an A-C in English (↑95%) 1% increase in the % of students achieving an A-B in English (↑ 76%) | | | | | | Year 5: By the end of 2026: Increase % of students achieving an A-C in English (↑97%) 1% increase in the % of students achieving an A-B in English (↑ 75%) | | Year 6: By the end of 2026: Increase % of students achieving an A-C in English (↑97%) 1% increase in the % of students achieving an A-B in English (↑ 72%) | |
| | | | MATHEMATICS | | | | | | | | | | | |
| | | | Year 3: By the end of 2026: Maintain % of students achieving an A-C in Math (= 98%) 1% increase in the % of students achieving an A-B in Math (↑ 87%) | | Year 4: By the end of 2026: Increase % of students achieving an A-C in Math (↑97%) 1% increase in the % of students achieving an A-B in Math (↑ 82%) | | | | | | Year 5: By the end of 2026: Increase % of students achieving an A-C in Math (↑98%) 1% increase in the % of students achieving an A-B in Math (↑ 82%) | | Year 6: By the end of 2026: Increase % of students achieving an A-C in Math (↑97%) 1% increase in the % of students achieving an A-B in Math (↑ 75%) | |
| <ul style="list-style-type: none"> • 1% increase in the % of students achieving an A-C in English (↑ 96%) and Math (↑ 97%) • 1% increase in the % of students achieving an A-B in English (↑ 77%) and Math (↑ 82%) • Increase the % of students achieving an A in English (↑41%) and Math (↑ 49%) • Increase the % of students achieving an B in English (↑38%) and Math (↑ 37%) | | | | | | | | | | | | | | |
| Sustain regular and purposeful feedback aligned to key pedagogical approach (Explicit Instruction), with use of High Impact Teaching Strategies. | Effective Pedagogical Practices An expert teaching team | Educational Achievement | <ul style="list-style-type: none"> • 100% of teaching staff engage in at least 1 observation and feedback cycle throughout 2026 conducted by leadership team. • 100% of Support Staff engage in at least 1 observation and feedback cycle throughout 2026 conducted by leadership team. • 80% of teaching team engage in coaching cycle (reading, math, English, number blocks, InitialLit) • “I receive useful feedback about my work at this school” (Teaching ↑ 95% & Non-Teaching ↑ 93%) • At least 1% increase in “I have access to relevant professional development.” (Teaching ↑ 94% & Non-Teaching ↑ 97%) | | | | Semester 1 Semester 2 Term 3 2026 | Lesson observation feedback 2026 SOS Staff Survey | Teaching Team Leadership Team | 204400: Professional Development | | | | |
| Quality Assure Explicit Teaching in English and Maths, ensuring alignment to ACv9 and Miami SS agreed practices | Systematic Curriculum Delivery | Educational Achievement | <ul style="list-style-type: none"> • 100% of English, Math, Structured Reading, BBM/BBE lessons are quality assured • 100% of timetables reflect agreed practices | | | | Ongoing | BBM/BBE’s PowerPoint presentations Structured Reading | Leadership Team | | | | | |
| Refine formal moderation process to support the alignment of curriculum, teaching, assessment and reporting. | Systematic Curriculum Delivery | Educational Achievement | <ul style="list-style-type: none"> • 100% of Cohort Leaders report consistency of LOA grading • SORD Inter-assessment agreement alignment • Middle Leaders engagement in cross-school moderation • 100% of teachers engaged in reporting moderation | | | | Semester 2 Semester 1 | Moderation Framework Moderation Feedback sheets | HOD/Cs | 204400: Professional Development | | | | |
| Implement Bond Blocks across Prep and Year 1 to support the teaching of number as a Tier 1 strategy. | Analysis and discussion of data | Educational Achievement | <ul style="list-style-type: none"> • 100% of Prep and Year 1 teachers engage in coaching cycle • Unit planning reflects concepts and lessons to be taught at Tier 1 | | | | Ongoing | Unit plan Lesson Overviews | HOD/C’s | 204400: Professional Development | | | | |
| Implement DIBELS across Prep to Year 6 to accurately monitor reading progress. | | | <ul style="list-style-type: none"> • 100% of students screened 3 x per year • 80% of teachers are using universal screening and progress monitoring data to inform instruction | | | | | | | 204400: | | | | |

| | | | | | | | |
|--|--|--|-------------------------------------------------------------------------|--|--|--|--------------------------|
| | | | • DIBELS data is analysed to support Tier 2 and Tier 3 support programs | | | | Professional Development |
|--|--|--|-------------------------------------------------------------------------|--|--|--|--------------------------|

| School priority 2: Refine a multi-tiered systems of support to strengthen student wellbeing, belonging, engagement and academic achievement through targeted, responsive and inclusive practices ensuring all students feel safe, valued and respected. | | | Monitoring | | | | Alignment to Strategic Plan / Education Strategy: Belonging and Engagement | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------|--|--|
| | | | Term 1 | Term 2 | Term 3 | Term 4 | | | |
| Actions | SIH Domain | Brighter Futures | Targets | Timeframes | Artefacts/Evidence | Responsible Office/s | Budget / Resources | | |
| Embed multi-tiered approach to differentiation instructional practices and support (Tier 1 – Tier 3) • Tier 1: Universal High-Quality Classroom Instruction • Tier 2: Targeted Interventions that are delivered to small groups • Tier 3: Intensive Interventions delivered 1:1 or 1:2 | Differentiated teaching and learning A culture that promotes teaching and learning | Educational Achievement Belonging & Engagement | • Documented MTSS framework which identifies instructional practices at each Tier. | Term 1 and Term 4 | MTSS spreadsheet Intervention Data NCCD Lesson observations Pre and Post Survey Data SOS Data Data Conversations LOA | Deputy Principal Head of Inclusion HOD/Cs | MultiLit Bond Blocks 204400: Professional Development | | |
| Tier 1 | | | | | | | | | |
| Redesign PBL Tier 1 whole school strategies | A Culture that Promotes Learning | Belonging & Engagement | • 100% of staff engage in professional learning opportunities • Updated and documented PBL agreed practices • “Student Behaviour is well managed at this school.” (Student ↑ 80% Parent ↑ 87%), Staff ↑ 90%) • “The expectations and rules are clear at this school.” (Student ↑ 95% Parent ↑ 99%), Staff ↑ 98%) | Term 1 | Oneschool Behaviour Data SOS Data | PBL Team Leader PBL Coach Deputy Principal | 200400: Behaviour Support | | |
| Strengthen High-Quality Classroom Instruction, that provides differentiation through adjustments. | | | • 90% of staff show evidence of differentiation through PLP’s, including progress notes. • “This school works with me to support my child’s learning” (Parent ↑ 94%) | | | | | | |
| Strengthen teacher capability in ‘belonging’ through book study and development of individual action plans. | A Culture that Promotes Learning | Belonging & Engagement | • 100% of staff engage in professional development sessions based on Doug Fisher’s 11 Dimensions of Belonging • 100% of staff develop personal action plan | Ongoing | Belonging Action Plans | All staff | 200400: Behaviour Support | | |
| Establish consistent whole-school expectations for inclusive and respectful interactions to create safe, supportive and connected learning environments. | A Culture that Promotes Learning | Belonging & Engagement | • Create agreed practices Tier 1 framework | Semester 1 | Belonging Framework | All staff | | | |
| Monitor student voice and wellbeing data to inform targeted supports that improve student connection and confidence at school. | A Culture that Promotes Learning | Belonging & Engagement | • Increase in belonging survey data from Term 1 – Term 4 • QEW survey data – Sense of Belonging ↑ in the % of students in high category • “I feel safe at this school.” (Student ↑ 91%) • “I like being at my school.” (Student ↑ 79%) • “I can talk to my teachers about my concerns.” (Student ↑ 76%) | Term 1 – Term 4 | SOS Data QEW Data | Principal | | | |
| Tier 2 & 3 | | | | | | | | | |
| Monitor student progress in response to the instruction and interventions | Analysis and discussion of data | Educational Achievement | • Increase in academic data/decrease in behaviour data for students supported by Tier 2 and Tier 3 intervention • “My child’s learning needs are being met at this school.” (Parent ↑ 90%) • “My child is making good progress at this school.” (Parent ↑ 94%) | Each Term | Tier 2 & 3 intervention data LOA | Deputy Principal SET Team | | | |
| Implement PBL Tier II Behaviour Action Group • Create processes for staff to refer students to the Behaviour Action Group • Analyse OneSchool data identifying students operating in Tier II • Create Behaviour Profiles for Tier 2 and Tier 3 students | Differentiated teaching and Learning A Culture that Promotes Learning | Belonging & Engagement | • PBL triangle data as: Green: 92% - 96% / Yellow: no greater than 3% / Red: no greater than 2% by leading the creation of a Behaviour Action Group. | Term 2 implementation | Tier 2 referral process Updated PBL agreed practices Updated Student code of conduct | PBL Team Leader PBL Coach Deputy Principal | 200400: Behaviour Support | | |
| Improve student attendance through proactive monitoring, early intervention and family partnerships | A Culture that Promotes Learning | Belonging & Engagement | • Refine attendance policy and procedures. • Collect and analyse school data to identify attendance patterns. • ↓the % of students attending school less than 85% Implement Individualised Attendance Plans for students with attendance of 85% or less. | Semester 2 | Attendance Plans Meeting Notes / Oneschool | Deputy Principal Teaching Team | 200400: Behaviour Support | | |

Reduction of red tape in day-to-day, planning and processes include:

- Data entry support – Initalit, Bond Blocks, DIBELS, Year 1 phonics check
- Refine School-Level Communication Protocols

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

Principal  Paula Reynolds
P&C/School Council School Supervisor 