

# MIAMI STATE SCHOOL

## 2023-2026 SCHOOL STRATEGIC PLAN

<p><b>School profile</b></p> <p>Miami State School is located in Mermaid Waters, on the Gold Coast, in the South East Queensland region. The MySchool ICSEA rating is 1056. Miami State School have a First Nations student population of 3.9% and 6.2% of students with a Disability.</p> <p>It is our goal to ensure every day, in every lesson, every child is engaged, learning and succeeding through inclusive education practices. We seek to develop high order skills of analysis and problem solving while developing the whole child and instil a life time love for learning. The education community at Miami SS believes in creating a nurturing and safe learning culture to engage children’s natural curiosity where children enjoy their education, build friendships and achieve their best. Our goal is to work with families to develop student potential and encourage students to share the challenge of creating a high-profile school of excellence.</p> <p>We believe that every student is capable of learning and given the right conditions for learning should demonstrate continual progress and readily experience success. At Miami State School we establish ambitious but realistic goals that promote high expectations for every student in our school.</p>	<p><b>Vision and values</b></p> <p><u>Vision Statement</u> We are an empowered learning community, striving for excellence.</p> <p><u>Mission Statement</u> Miami State School provides a positive, vibrant and inspiring environment where students are valued and encouraged to succeed today and be prepared for tomorrow.</p> <p><i>Miami State School is committed to:</i></p> <ul style="list-style-type: none"> <li>• having high expectations of ourselves and others</li> <li>• providing high quality teaching and learning that develops students’ curiosity, creativity and critical thinking</li> <li>• developing responsible and engaged learners</li> <li>• fostering tolerance, respect and acceptance of others</li> <li>• build each student’s resilience, self-esteem, integrity and independence</li> <li>• providing a curriculum that is rich and relevant and allows all students to succeed</li> <li>• valuing strong family and community partnerships to promote a culture that nurtures diversity and inclusivity</li> </ul>
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Educational achievement



Wellbeing and engagement



Culture and inclusion




<p><b>School review key improvement strategies</b></p> <ul style="list-style-type: none"> <li>• Further refine the school’s EIA to develop a primary curriculum improvement focus to align the school’s improvement priorities.</li> <li>• Strengthen teacher understanding and confidence with the AC to comprehensively align curriculum support programs to the AC achievement standards.</li> <li>• Determine and embed a high-yield pedagogical approach to the teaching of writing, within the context of the AC, supported by strategies to strengthen staff capabilities.</li> <li>• Collaboratively develop a shared school vision for inclusion, which aligns to the DoE’s inclusive education policy, to guide school philosophy, practices and resourcing.</li> <li>• Implement a whole-school approach to support teachers to increase their level of confidence and capability in planning for and delivering differentiation within classrooms, including for high-achieving students.</li> </ul>	<p><b>School priorities</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Inclusion</li> <li>• PBL</li> </ul>
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Equity & Excellence	NSIT Domains	Key Improvement Strategies	Success Indicators	Evidence Sources & Guiding Frameworks
<b>Educational Achievement</b>	<p><i>Systematic curriculum delivery</i></p> <p><i>Effective pedagogical practices</i></p>	<p><b>Strengthen teacher understanding and confidence with the Australian Curriculum to comprehensively align curriculum support programs to the Australian Curriculum achievement standards.</b></p> <p>Enhance moderation processes within and beyond the school to ensure consistency of teacher judgement in line with the AC achievement standards.</p> <p><b>Determine and embed a high-yield pedagogical approach to the teaching of writing, within the context of the Australian Curriculum, supported by strategies to strengthen staff capabilities.</b></p> <p>Consolidate and broaden the school’s range of pedagogical approaches used to deliver the Australian Curriculum, and monitor the impact of these on improving student learning outcomes.</p> <p>Collaboratively establish and implement processes for the whole-school approach to student goal setting.</p>	<p><b>LOA</b></p> <ul style="list-style-type: none"> <li>• ≥ 95% of students achieving A-C in English</li> <li>• ≥ 67% of students achieving A-B in English</li> <li>• ≥ 96% of students achieving A-C in Maths</li> <li>• ≥ 74% of students achieving A-B in Maths</li> <li>• ≥ 90% of students achieving above year level reading benchmarks (Prep – Year 2)</li> <li>• 100% of teaching staff utilising pedagogical approaches aligned to evidenced-based research</li> <li>• ≥ 95% of teachers’ state: <i>“I feel confident in my knowledge of evidence-based teaching and learning practices.”</i></li> </ul>	<p>LOA Data</p> <p>SORD</p> <p>Reading Data</p> <p>SOS Data</p> <p>3 levels of Planning documentation</p> <p>Moderation Documentation</p> <p>Professional Learning Plan</p> <p>Whole school approach to Pedagogy Framework</p>

	<p><i>An expert teaching team</i></p> <p><i>An explicit improvement agenda</i></p> <p><i>Analysis and discussion of data</i></p> <p><i>Targeted use of school resources</i></p>	<p>Collaboratively review the collegial engagement model to maximise staff participation and impact on student learning.</p> <p>Strengthen feedback processes associated with formal classroom observations to enhance teachers' classroom pedagogical practices aligned to key school priorities.</p> <p><b>Further refine the school's EIA to develop a primary curriculum improvement focus to align the school's improvement priorities.</b></p> <p>Establish quantitative EIA targets with regular check-in cycles to track student progress, reflect on the impact of curriculum initiatives in relation to student outcome improvements, and inform classroom teaching practice.</p> <p>Strengthen teacher capability to build clarity of purpose in analysing data, enabling teachers to build a deep understanding between data and the next steps in teaching.</p> <p>Collaboratively review and refine the school assessment schedule to ensure purposeful data is being collected and analysed to support improved student outcomes.</p> <p>Collaboratively develop a process to identify and respond to staff allocations and resourcing to support inclusion across the school.</p> <p>Collaboratively monitor the impact of resource allocations in priority areas to determine the impact on student outcomes.</p>	<ul style="list-style-type: none"> <li>100% of teaching and non-teaching staff engage in school professional learning program annually</li> <li>Updated 'Whole school approach to Pedagogy' Framework</li> </ul> <p><b>Professional Practice &amp; Engagement</b></p> <ul style="list-style-type: none"> <li>≥ 99% of teachers' state: "I modify my teaching practice after reviewing student assessment data."</li> <li>≥ 98% of teachers' state: "I use the Australian Curriculum for planning teaching, learning and assessment."</li> <li>≥ 90% of staff state: "I have access to quality professional development."</li> </ul>	<p>Data Wall</p> <p>Data Conversations</p> <p>Cohort Data tracking</p>
<b>Wellbeing and Engagement</b>	<p><i>A culture that promotes learning</i></p>	<p>Strengthen a united work team culture for all staff, underpinned by shared values and mutual respect.</p> <p>Enhance school communication procedures to ensure timely, consistent and effective messaging with staff and parents.</p>	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Whole school attendance is ≥ 95%</li> <li>≤ 8% of students attending school less than 85% of the time</li> <li>≤ 10% of students attending school less than 90% of the time</li> <li>Increase in the percentage of staff that state: "I feel that staff morale is positive at my school."</li> <li>≥ 95% of parent's state: "This school keeps me well informed." &amp; "This school is well organised."</li> </ul>	<p>Attendance Data</p> <p>SOS Data</p>
<b>Culture and Inclusion</b>	<p><i>Differentiated teaching and learning</i></p> <p><i>School-community partnerships</i></p>	<p><b>Collaboratively develop a shared school vision for inclusion, which aligns to the DoE's inclusive education policy, to guide school philosophy, practices and resourcing.</b></p> <p><b>Implement a whole-school approach to support teachers to increase their level of confidence and capability in planning for and delivering differentiation within classrooms, including for high-achieving students.</b></p> <p>Further strengthen the partnership between the school and feeder high school to explore curriculum continuity between the juncture of Year 6 and Year 7.</p> <p>Explore opportunities for the school to further strengthen partnerships with local early childhood providers to enhance transition opportunities for students and their families.</p>	<ul style="list-style-type: none"> <li>≥ 90% of staff state: "My school has an inclusive culture where diversity is valued and respected."</li> <li>Support provisions documented in Oneschool</li> <li>≥ 90% of Prep Enrolments engaged in transition programs / open days</li> </ul>	<p>Oneschool – support provisions</p> <p>Transition programs</p> <p>Meeting minutes for Cluster Network meetings</p> <p>SOS Data</p> <p>AEDC Data</p>

**Approvals**

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

  
Principal

P&C/School Council

School Supervisor