



Miami State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## School overview

Miami High School is an innovative and futures orientated school that prides itself in delivering a personal education to young people through a small, friendly and caring environment. It is our vision to ensure young people learn in an environment that exposes them to cultural diversity and appreciation, higher order thinking, the importance of being community contributors and the skills to be life-long learners. The school's values are Respect, Connect and Inspire. Our curriculum offerings are diverse. Distinctive curriculum offerings include Aerospace Studies, Marine Studies, Film and Television, Multimedia Studies and Vocational Education and Training Diploma and Certificate courses in many areas. Miami High has extended learning pathways in partnership with tertiary institutions, TAFE, private providers and industry that allow students the opportunity to explore and build future careers whilst at school. School Opinion Survey data shows high levels of satisfaction from parents, students and staff. This reflects the high level of personal attention and support given to students and parents by both staff and a broad range of support personnel. Programs of excellence commence in year 8 through specialized classes for academic, performing arts, and sport and continue across years 9 and 10 through extension classes in English, Mathematics, Science and Physical Education. Miami State High School has recently completed a revisioning process to take the school forward into a new era to ensure it stamps its authority as an outstanding Independent Public High School with a world class education.

## School progress towards its goals in 2019

Our school improvement agenda for 2018 focused on the following strategic priorities:

1. **Quality Teaching** – The New Art and Science of Teaching
2. **Literacy - Reading & Writing** – Rigorous reading and writing to extend students
3. **High Expectations and Performance Culture** – Instilling a culture for citizenship and learning in every classroom
4. **Inclusion** – Value and include without prejudice

### Quality Teaching

The school provided a strong framework and action plan to work towards building the capacity of all teaching staff in the Art and Science of Teaching, with a strong emphasis on differentiation, digital literacy and feedback. The following was implemented:

- ASOT Action Plan implemented identifying key design questions for key junctures
- ASOT framework used to enhance the use of digital learning technologies in everyday practice for 21st century learning
- High Impact Teaching strategies from TLT's embedded into classroom practice
- Benchmark practices for each design question implemented across the school
- G & V delivered and quality assured across the school
- All assessment tasks aligned to G and V and delivered with integrity
- Moderation of assessment across the school at key junctures
- Delivery and continued education of SATE

### Literacy – Reading & Writing

- Embed rigorous reading strategies in English, Humanities, Science
- All KLA's meeting the literacy capability statements (reading and writing) within the Australian Curriculum
- Implement and embed writing strategies in English, Science and Humanities departments
- All students identified and tracked in U3B from years 7 – 10
- ALL students in U3B differentiated for within subject curriculum plans
- Implementation of Design Question 5 for U3B students across all KLA's
- Implementation of differentiated rigorous reading program for Stellar students & learning support groups

### High Expectations and Performance Culture

- Implementation of Classroom Engagement Referral Process (i.e. traffic light system)
- Tracking of individual student attendance from whole school to classroom level
- Implementation of individual student engagement tracking tool for all Excellence Programs
- Student engagement team to identify, track and support high risk disengaged students
- Implementation of intensive targeted programs for at risk students in the Junior Secondary sector
- Embed a culture of high expectations and performance in the classroom to ensure all students aspire for academic success
- Implementation of student leadership capacity building programs for identified Years 7-11 students
- Implementation of "Growth Mindset" through Design Question 10 encouraging every student to succeed

### Inclusion

- Whole school engaged with Inclusive education policy
- Implementation of inclusion classes
- Every diverse learner is acknowledged, valued and included without prejudice across the school community

## Future outlook

2019 sees a much sharper and narrower focus on the explicit improvement agenda. The schools 2019 AIP clearly and succinctly articulates expectations and targets to measure performance in the following areas:

- ASoT – with a strong focus on ensuring a guaranteed and viable curriculum and high impact strategies
- U3B reading – with a strong focus on quality coaching to all staff in Rigorous Reading
- Inclusion – every student exceeding without prejudice

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1246	1216	1255
Girls	625	620	635
Boys	621	596	620
Indigenous	43	36	36
Enrolment continuity (Feb. – Nov.)	90%	90%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Miami State High School has a gender balance across both the school and individuals year levels. The schools ICSEA is above the national average of 1,000 and growing, as the Miami catchment becomes increasingly popular for families to reside in.

The cohort of students enrolled at Miami State High School represents 60 nationalities with the following groups being the most represented: New Zealand, German, Brazilian, Italian, English, Japanese. In addition the International Student Program provides as additional 50-60 students each Semester from a range of countries including Germany, Japan, China, Thailand, Taiwan, Brazil, Switzerland Austria, Denmark Canada, Sweden and Italy.

## Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	23	22
Year 11 – Year 12	19	20	19

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Miami State High School delivers a comprehensive and diverse curriculum that engages students in the learning process. The schools curriculum includes:

- English
- Mathematics
- Science
- Humanities
- Digital Learning Technology
- Design Technologies - Construction, Robotics Graphics
- Health & Physical Education
- The Arts - Visual, Digital, Performing, Multimedia
- Languages - Spanish and Japanese
- Aerospace Studies
- Horticultural Studies

In addition to the above the school offers multiple programs of excellence which includes:

- Stellar – Academic Excellence
- Instrumental Music
- Touch Football
- Dance
- Health & Physical Education

In addition to the above Miami State High School offers:

The Queensland Senior School Curriculum to students in years 11 and 12 in 24 Authority and 13 Authority Registered subjects, Eight Vocational Education Certificate Courses to students in years 11 and 12 delivered by External providers following the Australian Skills Quality Authority requirements.

The Australian Curriculum to students in years 7 to 10 in English, Mathematics, Science, History, Geography, Civics, Business and Technologies.

### Co-curricular activities

Miami State High School prides itself on offering exceptional opportunities to engage students beyond the classroom. These include:

#### Academic

- National Competitions – English, Mathematics, Science, History, Geography, Legal Studies
- Somerset Festival of Literature
- Griffith University Languages Competition
- Debating
- Tournament of the Minds
- Spelling Bee
- Gifted Education Academy Conferences

#### Leadership

- Year 7 induction and orientation program
- Year 11 Leadership program
- Leadership training and induction for all school leaders
- Student forums – Year Level Wellbeing Days
- Public Speaking competitions
- Gold Coast Junior Council
- Kokoda Challenge
- INTERACT Committee

## The Arts

### Music

- Senior Symphonic Band
- Junior Concert Bands
- Stage Band
- Wind Ensemble
- Strings Ensemble
- Instrumental Music Program
- Eisteddfods

### Dance

- Dance Excellence
- Miami Dance Crew – MDC (boys) and MGC (girls)
- Eisteddfods

### Film and TV

- Miami High film group
- Sound and lighting group
- Backstage crew
- MOSCARS

## Sport

- Year 8-12 Rugby League
- Year 8-12 Touch Football Development Program
- Tennis Excellence – Professional Tennis Coaching on-site
- Junior girls AFL
- Running Club
- Triathlon
- Track and Field
- Cricket
- Futsal
- Chess

## Study Tours

- Japan Tour
- Ski Trip
- Reed Trip
- Executive Student Leaders – Leaders Tour

## How information and communication technologies are used to assist learning

The implementation of Daymap a cloud based system has allowed students and staff access to curriculum resources 24 hours a day seven days a week. In addition, teachers and students are provided with easy access to a variety of educational multimedia resources through the program TV4Education. Access to the above technologies have been enhanced through the implementation of the BYOD program. Furthermore, the creation of e-Cafes to provide professional learning for staff has enhanced the capacity of our teachers to use information and communication technologies to improve learning.

## Social climate

### Overview

Miami State High School has fostered a climate that is supportive and respectful of learning and learners. Our school values the strong sense of belonging encouraged by positive partnerships between students, staff, parents and community members. The school has a strong emphasis on supporting each other, with acceptance of individuals and their differences. Students at Miami State High School can enjoy learning in a safe and encouraging environment, this has been achieved through:

Our pastoral care program particularly targets Values, Independence, Behavior, Ethics, Skills. Vertical Class Lessons are scheduled for 35 minutes each non-sport Friday morning furthermore Junior School Students engage in personal development lessons every Monday afternoon.

An extensive Student Welfare Department

The Student Services department at Miami High consists of a Deputy Principal and a Head of Department who oversees the following:

- Guidance Officer
- School-Based Youth Health Nurse
- YSC
- School-Based Psychologist
- School Chaplin
- Deans of Students
- Students in Care
- Indigenous Students and associated programs, Closing the Gap, EASTSIPS
- RTP and RTC
- Attendance

## Responsible Behavior Plan

Any issues relating to student management are dealt with through the School's Responsible Behavior Plan which outlines acceptable behavior and consequences for non-compliance. Current issues relating to bullying, cyber-bullying and inappropriate use of technology are addressed as part of the Responsible Behavior Plan which is provided to all parents and students on enrolment and can be found on the website.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	92%	91%
• this is a good school (S2035)	93%	97%	89%
• their child likes being at this school* (S2001)	91%	97%	95%
• their child feels safe at this school* (S2002)	92%	100%	91%
• their child's learning needs are being met at this school* (S2003)	92%	97%	90%
• their child is making good progress at this school* (S2004)	93%	97%	94%
• teachers at this school expect their child to do his or her best* (S2005)	94%	95%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	97%	90%
• teachers at this school motivate their child to learn* (S2007)	91%	92%	85%
• teachers at this school treat students fairly* (S2008)	90%	95%	79%
• they can talk to their child's teachers about their concerns* (S2009)	90%	97%	92%
• this school works with them to support their child's learning* (S2010)	92%	95%	89%
• this school takes parents' opinions seriously* (S2011)	88%	94%	80%
• student behaviour is well managed at this school* (S2012)	91%	92%	80%
• this school looks for ways to improve* (S2013)	92%	95%	86%
• this school is well maintained* (S2014)	93%	100%	84%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	85%	92%
• they like being at their school* (S2036)	92%	83%	89%
• they feel safe at their school* (S2037)	93%	87%	96%
• their teachers motivate them to learn* (S2038)	93%	81%	91%
• their teachers expect them to do their best* (S2039)	98%	91%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	74%	88%
• teachers treat students fairly at their school* (S2041)	86%	73%	76%
• they can talk to their teachers about their concerns* (S2042)	77%	69%	78%
• their school takes students' opinions seriously* (S2043)	84%	64%	82%
• student behaviour is well managed at their school* (S2044)	81%	67%	75%
• their school looks for ways to improve* (S2045)	94%	85%	96%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	94%	87%	82%
• their school gives them opportunities to do interesting things* (S2047)	94%	87%	88%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	98%	99%
• they feel that their school is a safe place in which to work (S2070)	98%	99%	99%
• they receive useful feedback about their work at their school (S2071)	91%	91%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	92%	80%
• students are encouraged to do their best at their school (S2072)	98%	98%	96%
• students are treated fairly at their school (S2073)	98%	100%	100%
• student behaviour is well managed at their school (S2074)	96%	99%	90%
• staff are well supported at their school (S2075)	87%	97%	90%
• their school takes staff opinions seriously (S2076)	84%	94%	89%
• their school looks for ways to improve (S2077)	94%	98%	95%
• their school is well maintained (S2078)	90%	94%	85%
• their school gives them opportunities to do interesting things (S2079)	92%	94%	89%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

The P&C meets monthly on the third Tuesday from 7pm. Within the P&C structure are sub-committees that support the work of the P&C by managing specialist sporting and extra-curricular programs. Attendance ensures that parents play an active and supporting role in the life of the school. Communication processes are important in assisting the development of this significant partnership.

In an attempt to engage parents in their child's education the school provides the following:

- Enrolment interviews
- Year 7 and 8 induction and welcome evenings
- Parent information nights – Year 10 subject selection night and individual interviews, Year 11 subject selection night, Year 12 information nights, Career Expo.
- Academic Award ceremonies
- Extensive volunteering programs – assisting in the Canteen and Uniform Shop, learning support, sporting events and coaching
- Parent communication includes – school notice board, electronic newsletters, annual school magazine, Semester Reports, attendance and behaviour SMS

The Special Education Program consults parents, teachers, teacher aides and students to reasonably adjust curriculum, communication and social/emotional domains. To enhance and broaden our programs, external support services are consulted and contribute to the planning and development of additional resources, community access, internal programs and reviews.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.



## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	213	125	184
Long suspensions – 11 to 20 days	5	16	13
Exclusions	7	8	10
Cancellations of enrolment	5	5	4

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Miami High is committed to reducing its environmental footprint through consistent usage of resources and advertising of specific environmental factors within the school community. Our school has solar panels and water tanks and most recently equipped with power saving LED lighting throughout the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	364,673	353,311	340,804
Water (kL)		5,224	5,329

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	103	61	<5
Full-time equivalents	99	44	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	5	
Graduate Diploma etc.*	32	
Bachelor degree	55	
Diploma	3	
Certificate	3	

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$60,619.88.

The major professional development initiatives are as follows:

- Whole School Pedagogical development
- Performance development
- QSA workshops
- Mandatory Training
- SATE Training
- Coaching and mentoring

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	92%	90%
Attendance rate for Indigenous** students at this school	89%	87%	84%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

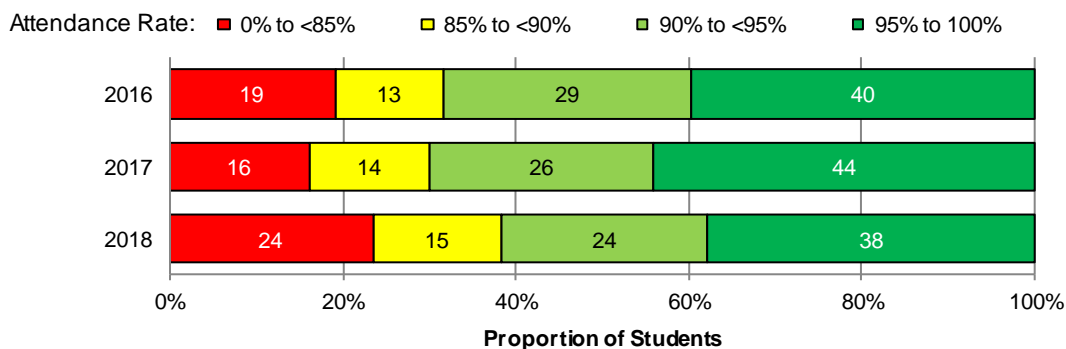
Year level	2016	2017	2018
Year 7	93%	93%	92%
Year 8	91%	91%	89%
Year 9	89%	92%	88%
Year 10	89%	90%	88%
Year 11	92%	93%	89%
Year 12	90%	91%	91%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Miami State High School student attendance is managed through roll marking at the start of each day during VIBES class using attendance monitoring system, Daymap and subsequently up-loaded to OneSchool. Teachers mark rolls electronically or send a hard copy to the Student Services counter for data entry when computers are not available (supply teachers). Parents of non-attendees, who have not notified the school receive an SMS message.

Teachers also mark the rolls every period on Daymap, truancy is identified through reports generated by the Student Services Department and through the classroom teacher reporting persistent non-attendance in class to the curriculum HOD or the Deans. Chronic truancy or school absenteeism is quickly followed by parent interview, home visits, referral to outside support agencies and implementation of DET policies and guidelines.

Alternative programs or exemptions for modified programs are developed in consultation with the student, parents and a variety of support services.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	205	158	176
Number of students awarded a QCIA	6	2	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	199	156	173
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	58	46	50
Percentage of Indigenous students who received an OP	0%	0%	43%
Number of students awarded one or more VET qualifications (including SAT)	149	117	124
Number of students awarded a VET Certificate II or above	138	102	118
Number of students who were completing/continuing a SAT	52	52	44
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	90%	87%	98%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	99%	99%
Percentage of QTAC applicants who received a tertiary offer.	93%	97%	96%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	10	7	11
6-10	15	20	22
11-15	27	13	16
16-20	6	6	1
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	30	12	2
Certificate II	99	85	90
Certificate III or above	61	56	70

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

The VET qualifications completed by our students in 2018 ranged from a Certificate I to a Diploma level. These certificates included VETiS funded courses delivered on site and externally, Certificate III or above courses delivered on site and externally and school based apprenticeships or traineeships.

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	76%	80%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	73%	80%	78%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Miami State High School has extensive links with external agencies who offer a broad range of alternate learning programs. Our Year 11 and 12 students are case managed by a selected member of our Senior Secondary Performance Team and if they are identified as disengaging from school, they work with the individual student and their parents to transition them from high school.

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<https://miamishs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Formsanddocuments.aspx>