Principal’s foreword

Introduction

Miami State High school has an enrolment of approximately 1022 students. Being a smaller school, stronger partnerships are forged between students, staff and parents. The school aims to provide opportunities for a holistic education that will equip students with transferable skills that will enable them to enter the workforce and be responsible citizens in their local communities. Miami High is committed to developing pathways in life-long learning, social justice, understanding of individual differences, acceptance of a multicultural society and the development of a well-balanced state of health (physical, emotional and intellectual).

Miami High stands for

- Commitment to excellence
- Knowledge navigation
- Provision of a supportive school environment
- Improving effective pedagogy
- Broadening partnerships within the community

Whilst reflecting on our progress and our successes over the last 12 months I was reminded of how committed the staff at Miami High are and the significant highlights of the year. Our growth and development has once again focused on optimising the educational opportunities for each of our students including:

- Reflective practices introduced to enhance academic performance and better learning outcomes across the curriculum.
- The school continues to maintain high levels of satisfaction from students and parents through our focus on a personal approach to education.
- Our learning outcomes continue to be celebrated both locally and across the state.
- Continued development of partnerships with Gold Coast Airport for links with our Aerospace program.
- Our International Student Program attracts large numbers of international students.
- Our curriculum offerings remain diverse despite being a small school.
- Continued year level acceleration of Gifted and Talented students across 8 - 12.
- 32 year 12 students gained Direct Entry to either a University/TAFE course of their choice.
School progress towards its goals in 2011

The 2011 Operational Plan highlighted the school’s vision. The following list outlines the progress made towards these goals.

- 100% teaching staff received Professional Development in the Tactical Teaching of Reading thereby confirming our commitment to improve reading across the school.
- Increased year 8 enrolments through active Transition programs. Transition programs in Performing Arts, Japanese, Science, Instrumental Music and year 6 ‘Experience High School’ days.
- Year 9 NAPLAN results – the percentage of students in the upper two Bands increased in writing and numeracy. The percentage of boys in the upper 2 Bands increased in Reading and Writing. The percentage of girls in the upper 2 Bands increased in Writing and Numeracy. The percentage of students at or above National Minimum standard increased in Spelling. 100% of indigenous students at or above National Minimum standard in Reading and Spelling.
- Outcomes for our Year 12 Cohort. 97% of year 12 applicants receiving a QTAC offer, 100% of year 12 students who are completing or completed a SAT or were awarded one or more of the following QCE, IBD, VET qualification. 87% of eligible students receiving OP 1 – 15.
- Staff morale continues to be positive and improve. 90% of staff are happy with morale at Miami High. 100% of staff are engaged in Professional Development. Staff retention rate is 97%. Staff attendance rate is 96%.
- Year 10 into 11 parent, administration and student subject selection interview has improved student subject choice and reduced student change of subjects in year 11.
- Student morale has improved and is positive. 82% of students agree that they are getting a good education at Miami High.
- 84.3% of students agree that Miami High is a good school.

Future outlook

- Continued focus on Reading, Writing and Numeracy throughout the school to enhance the academic performance of students.
- Enhancement of the Primary Links Program to encourage quality year 8 enrolments.
- An intensive review of academic, NAPLAN, QCST and QCE data to enhance the academic performance of students.
- Continued enhanced tracking and monitoring of outcomes for indigenous students.
- Acceleration of Gifted and Talented students.
- Prepare for implementation of National Curriculum in 2013 in the area of History.
- Focused Quality Assurance processes implemented throughout the school.
- Enhancement of Improvement culture throughout the school.
- All staff complete a Developing Performance Plan.
- Implementation of HOD Professional Practice to improve teacher capabilities in the teaching and learning process.
- VIBES/pastoral care program implemented across years 8 – 12.
**Our school at a glance**

**School Profile**

Coeducational or single sex: **Coeducational**

Year levels offered: **Year 8 - Year 12**

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1022</td>
<td>509</td>
<td>513</td>
<td>89%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

A pleasing characteristic of the student body is the gender balance not only across the whole school but in each of the year levels. There is significant growth in enrolment in the middle school and this will see student numbers continue to increase. The school has students from 45 nationalities and together with our strong International Student Program, the school has a significant multicultural mix.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>17</td>
</tr>
<tr>
<td>All Classes</td>
<td>20.5</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>248</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>13</td>
</tr>
<tr>
<td>Exclusions</td>
<td>7</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>6</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

- Our distinctive curriculum offerings
- Aerospace Studies
- Marine Studies
- Film, Television and New Media
- Digital Art and Design
- Mechanics for SEP students
- Certificate III in Children’s Services
- A preparatory year in year 10 offers students the opportunity to experience the rigor and expectations of senior subjects and make informed subject selection choices.
- Extended Learning Pathways in partnership with tertiary institutions, TAFE, private providers and industry allows students the opportunity to explore and build future careers.
- School Based Apprenticeships and Traineeships.
- Excellence Programs in Academic (Stellar), Dance, Performing Arts, Sports. Admission into these programs is competitive and based around testing/auditions and past performance.

Extra curricula activities

Miami High offers a large range of extra curricula activities including:

- Social Sports
- Dance Excellence
- Miami Dance Crew
- Drama Group
- Reading Club
- Writing Club
- Concert Band
- Stage Band
- Ensembles
- Gold Coast Junior Council
- Duke of Edinburgh Award Scheme
- Computers
- Public Speaking
- Kokoda Challenge
- Chess
- Excursions in all KLA’s
- Performing Arts Showcase
- Film and TV Showcase
- Opportunities to attend programs with motivational speakers and enjoy interaction with business and community leaders
- Leadership opportunities
How Information and Communication Technologies are used to assist learning.

- Information, Communication and Technology is integrated across all year levels. The school currently maintains a computer student ratio of 1:5.5. We continue to incorporate innovative technologies into curriculum through the use of interactive whiteboards, data projection technology and speciality software throughout the school. Teachers have continued to increase their students’ on-line learning opportunities. We are dedicated to ensuring e-learning is incorporated throughout the curriculum.

- Our successful ‘Take Home’ Laptop Program commenced with our years 9 - 12 cohort and 501 students took up the offer.

Social climate

The climate of Miami High continues to develop in a positive manner.

A real strength of the school is its Learning Climate and reflects the high level of personal attention and support given to parents and students by both staff and support personnel.

A strong and united School Support Team ensures a strong focus and commitment to student welfare and well-being. Our team consists of:

- Deputy Principal
- 5 Year Coordinators
- Guidance Officers
- School Based Youth Health Nurse
- Chaplain
- Youth Pathways Officer
- Youth Support Coordinator
- Literacy Support Teacher
- Numeracy Support Teacher
- 2 Head of Student Services
- Responsible Thinking Classroom Staff
- Industry Liaison Officer
- Indigenous Support Officer
- Lifeline Counsellor

Pastoral care is supported by One on One Lifeline Counselling, Music Therapy, Girls on Track, Boys on Track, Rock and Water Self Defence and other health and wellbeing programs.

Classroom learning is enhanced by the Responsible Thinking Process for students who disrupt the learning of others.

Class sizes are all below the state average for class sizes in years 8 – 12 and contribute to a positive learning climate.
Parent, student and teacher satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>61%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>90%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

- Successful strategies to involve parents in their child’s education includes direct teacher/parent communication, newsletters, parent student information sessions, Year 8 Parent/Teacher/Student Meet ‘n’ Greet Evening, invitation to student performances/presentations, Parent/Teacher Intervention meetings, Parents and Citizens Meetings, Volunteering, personal letters (e.g. absences, assessment, behaviour, excursions, interviews, reporting) and personal texts (absences, assessment, excursions and events).

- Our School Opinion Survey data on school community relations indicates higher school means compared to “State and Like Schools”.

- One of Miami’s greatest strengths is the close working partnership between parents and teachers.

- 88% of Parents/Caregivers are happy with Miami State High School.
Our school at a glance

Reducing the school’s environmental footprint

- Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

- Miami High is committed to reducing its environmental footprint. Our decrease in utility costs for 2011 can be attributed to a more consistent usage of resources with no major works carried out. Unfortunately water usage increased due to an unknown and undetected water leak. Water usage also increased due to the hire of our school pool by an outside provider.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>358,649</td>
<td>3,247</td>
</tr>
<tr>
<td>2010</td>
<td>367,834</td>
<td>1,583</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-2%</td>
<td>105%</td>
</tr>
</tbody>
</table>
### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>81</td>
<td>44</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>77</td>
<td>32</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>67</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $47,000.

The major professional development initiatives are as follows:

- Comprehensive Reading PD for all teaching staff – Tactical Teaching of Reading.
- Curriculum development in line with syllabuses
- Literacy and Numeracy
- NAPLAN
- Gifted and Talented
- Learning Support strategies
- Inclusive Education
- Boys in Education strategies
- Girls in Education strategies
- Senior Schooling
- Mental Health and Resilience
- Behaviour Management Skills

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.
• Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

• School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

- The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.
- The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Miami State High School attendance of students is of paramount importance. The school has strict policies and procedures on supporting students who are absent from school. The following outlines steps that are taken to minimise student absenteeism:

- Student attendance is recorded each morning through a roll marking process by form teachers.
- Parents are required to inform the school of any absence for any day.
- A text message is then sent to parents of all students who are absent from form class and have not informed the school.
- Students are required to provide a note on return from absence if parents have not informed the office.
- Teachers mark class period rolls on-line through the ID Attend program.
- At the end of each day the office staff member responsible for attendance and rolls generates an “absent from class report” and provides it to teachers and the relevant Year Coordinator or Deputy Principal.
- Teachers follow up any absence from their classes. Unexplained absences are reported to the relevant year level Coordinator for action.
- Office staff member responsible for attendance and rolls makes contact with the parents of any student who has had 3 or more days absent in a row.
- Year Coordinator/Deputy Principal will communicate with parents for continued or unauthorised absences.
- Guidance Officer/Deputy Principal/Principal will communicate with parents for severe cases of absenteeism.
- Formal TC Letter Process followed for students with extensive absences by the office Attendance Officer.
- Formal Cancellation of Enrolment process followed for year 11/12 students with extensive non-approved absences.
- Support staff engaged, Chaplain, Indigenous Support Officer, Lifeline Counsellor, to try to re-engage students with their learning.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

[Image of 'Find a school' text box]

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.
Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

- Miami State High School is committed to Closing the Gap between Indigenous and Non-Indigenous students. Our Indigenous Support Officer has worked tirelessly with our Indigenous students and their families to address any barriers preventing full time attendance and providing support for issues affecting learning and engagement with schooling. Indigenous attendance improved 3.6% in 2011.
- Our efforts in dedicating a teacher and teaching line for Indigenous literacy and numeracy support has yielded great benefits with NAPLAN performance, 100% students at or above NMS in Reading and Spelling, and student self esteem.
- The Principal’s Mark Book has allowed for the intensive review of all data related to Indigenous students.
- Increased whole school participation in indigenous celebrations continues to promote a positive school climate.
- The school will continue to focus on Closing the Gap in all aspects of education.

Apparent retention rates Year 10 to Year 12.

- Year 12 student enrolment as a percentage of the Year 10 student cohort. • 93%

Outcomes for our Year 12 cohort of 2011

- Number of students receiving a Senior Statement. • 141
- Number of students awarded a Queensland Certificate Individual Achievement. • 0
- Number of students receiving an Overall Position (OP). • 45
- Number of students who are completing/continuing a School-based Apprenticeship or Traineeship. • 34
- Number of students awarded one or more Vocational Educational Training qualifications. • 130
- Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above. • 80
- Number of students awarded a Queensland Certificate of Education at the end of Year 12. • 119
- Number of students awarded an International Baccalaureate Diploma (IBD). • 0
- Percentage of OP/ IBD eligible students with OP 1-15 or an IBD. • 87%
- Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification. • 99%
- Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. • 93%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>15</td>
<td>19</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

2011 School Annual Report
Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>106</td>
<td>70</td>
<td>25</td>
</tr>
</tbody>
</table>

- Students undertook the following Certificate I Courses:
  - Certificate I – Information Technology
  - Certificate I – Work Readiness (SEP)
  - Certificate I – Work Education (SEP)
  - Certificate I – Retail (SEP)
  - Certificate I – General Construction
  - Certificate I - Furnishings

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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

Miami State High School boasts 93% retention from years 10 – 12.

Typically students who are considered early leavers will gain exemption:

- for full time work
- to undertake learning options at other institutions e.g. Get Set for Work or TAFE
- to complete Apprenticeships
- on medical grounds