Principal’s foreword

Introduction

Miami State High School has an enrolment of approximately 1108 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:

- Introduction of HOD Professional Practice to further improve teacher capabilities in the teaching and learning phase.
- Quality Assurance processes introduced to enhance quality teaching and learning.
- IMPACT learning design created and used by all staff in curriculum planning.
- Reflective practices that 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 relatively small school.
- Continued year level acceleration of Gifted and Talented students across 8 - 12.
- 31 year 12 students gained Direct Entry to either a University/TAFE course of their choice.
School progress towards its goals in 2012

The 2012 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 Extension, Science Extension, Maths Extension, Instrumental Music and year 6 ‘Experience High School’ days.
- Year 9 NAPLAN Results – the percentage of students in the upper two bands increased in Reading and Grammar and Punctuation. The percentage of students at or above National Minimum Standard increased in Reading, Spelling, Grammar and Punctuation and Numeracy. All are statistically similar to the National Minimum Standard percentages.
- Outcomes for our Year 12 Cohort. 98% of year 12 applicants receiving a QTAC offer, 99% of year 12 students who are completing or completed a SAT or were awarded one or more of the following QCE, IBD, VET qualification. 80% of eligible students receiving OP 1 – 15.
- 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.
- Staff morale continues to be positive and improve. 97% of staff are happy with morale at Miami High. 100% of staff are engaged in Professional Development. Staff retention rate is 98%. Staff attendance rate is 96%.
- Student morale has improved and is positive. 95% of students agree that they are getting a good education at Miami High.
- 91% of students agree that they like being at Miami High.
- Parent/Caregiver morale is very strong. 100% of Parent/Caregivers agree ‘their child’s learning needs are being met at Miami High’. 100% of Parent/Caregivers agree ‘their child is making good progress at Miami High’. 100% of Parents/Caregivers agree ‘teachers at Miami High expect their child to do his/her best’.

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.
- Continued acceleration of Gifted and Talent students.
- Prepare for implementation of National Curriculum in 2014 in the area of Geography.
- Focused Learning Goal processes implemented throughout the school.
- Enhancement of Improvement culture throughout the school through focused data reflection.
- All staff continue to complete a Developing Performance Plan.
- Implementation of HOD e-Learning and HOD Junior Secondary to improve teacher capabilities in the teaching and learning process.
- VIBES/pastoral care program enhanced and refined across years 8 – 12.
- Increase student participation in Project 600, BSDE Gifted and Talented programs.
- Implementation of vibrant and unique Junior Secondary model at Miami State High School.
- Investigation of School Wide Positive Behaviour (SWPB) to further enhance our learning climate.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>932</td>
<td>467</td>
<td>465</td>
<td>89%</td>
</tr>
<tr>
<td>2011</td>
<td>1022</td>
<td>509</td>
<td>513</td>
<td>89%</td>
</tr>
<tr>
<td>2012</td>
<td>1108</td>
<td>552</td>
<td>556</td>
<td>87%</td>
</tr>
</tbody>
</table>

Student counts are based on the Census (August) enrolment collection.

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 Junior Secondary school and this will see student numbers continue to increase. The school has students from 56 nationalities and together with our strong International Student Program, the school has a significant multicultural mix.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Year 8 – Year 10</td>
<td>21</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>14</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>250</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>5</td>
</tr>
<tr>
<td>Exclusions</td>
<td>5</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>2</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

- Gifted and Talented programs in Junior Secondary – Project 600, BSDE
- Aerospace Studies
- Marine Studies
- Film, Television and New Media
- Media Studies
- Certificate I in Furnishings, General Construction, Information Technology, Retail, Work Education, Work Readiness
- Certificate II in Horticulture, Hospitality (Kitchen Operations), Outdoor Recreation, Business, Tourism
- 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 and PE. 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 – Male (MDC), Female (MGC)
- 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
- Drama Nigh Showcase
- Opportunities to attend programs with motivational speakers and enjoy interaction with business and community leaders
- Leadership opportunities
- Eisteddfods
- Overseas Study Tour Visits
- Japan Trip
- Academic Competitions
- Work Experience
Our school at a glance

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 1:3.7. 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 continued with our years 9 - 12 cohort and 580 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, well-being and academic achievement. Our team consists of:

- Deputy Principal
- 5 Year Coordinators
- Guidance Officer
- 2 Student Support Coordinators
- Literacy Support Teacher
- Numeracy Support Teacher
- G&T Coordinator
- Chaplain
- Responsible Thinking Classroom Staff
- Lifeline Counsellor
- School Based Youth Health Nurse
- Industry Liaison Officer
- Indigenous Support Officer
- Youth Pathways Officer
- Youth Support Coordinator
- Senior School Performance Team
- International Program Coordinator
- International Homestay Coordinator

Pastoral care programs include One on One Lifeline Counselling, Music Therapy, Girls on Track, Boys on Track, Rock and Water, Peer Skills, Self Defence, Leadership 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.

The building of positive relationships is paramount to our positive Social and Learning climate. Our VIBES (whole school pastoral care) program across years 8 – 12 targets the building of harmonious relationships and information and strategies on dealing with issues/behaviours that breach our positive climate is also addressed.

The school has a clear process for the reporting and dealing of issues and behaviours that breach our positive learning /social climate. Please refer to Miami High’s Responsible Behaviour Plan.

88% of students agree ‘they feel safe’ at Miami High.

91% of students agree ‘they like being’ at Miami High.

100% of parents/caregivers agree ‘student behaviour is well managed’ at Miami High.’

97% of parents/caregivers agree ‘their child likes being’ at Miami High.

100% of parents/caregivers agree ‘their child feels safe’ at Miami High.
Our school at a glance

Parent, student and staff satisfaction with the school

Miami High continues to have very strong satisfaction with parents, students and teachers. School Opinion Survey results confirm that Miami High is a ‘great’ school in all domains.

**Performance measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>97.1%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child’s learning needs are being met at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>100.0%</td>
</tr>
<tr>
<td>they can talk to their child’s teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child’s learning*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school takes parents’ opinions seriously*</td>
<td>100.0%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>97.0%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Performance measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>95.0%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>90.8%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>88.2%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>85.7%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>83.2%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>77.3%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>78.0%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>84.6%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>72.9%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>90.7%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>89.8%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>89.9%</td>
</tr>
</tbody>
</table>
Our school at a glance

Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>72.5%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>97.1%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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/culminating activities, 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.

100% of Parents/Caregivers agree that Miami State High School is a good school.

97% of Parents/Caregivers agree that Miami High looks for ways to improve.

100% of Parents/Caregivers agree that Miami High takes parents’ opinions seriously.

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 2012 can be attributed to a more consistent usage of resources, advertising of specific environmental factors within the school community and no major works being carried out. Water usage decreased, in part to the cessation of the hire of our school pool by an outside provider and water leaks being detected early.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity kWh</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>367,834</td>
<td>1,583</td>
</tr>
<tr>
<td>2010-2011</td>
<td>358,649</td>
<td>3,247</td>
</tr>
<tr>
<td>2011-2012</td>
<td>321,056</td>
<td>2,665</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>87</td>
<td>49</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>82</td>
<td>34.5</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</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>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $52,000.

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
Our staff profile

- Girls in Education strategies
- Senior Schooling
- Mental Health and Resilience
- Behaviour Management Skills
- Beginning Teachers
- Coaching
- Peer Mentoring
- Instructional Leadership

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95.8%</td>
<td>95.8%</td>
<td>95.8%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2012 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector: Government
Non-government

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage). 87% 90% 88%

The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.

Student attendance rate for each year level (shown as a percentage)

<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>2010</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
<td>84%</td>
</tr>
<tr>
<td>2011</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>92%</td>
<td>87%</td>
<td>88%</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>2012</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>90%</td>
<td>88%</td>
<td>83%</td>
<td>88%</td>
<td>89%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

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.
Performance of our students

- 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 and Deputy Principals.
- 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 and Youth Support Coordinator 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/.

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.

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. The gap in student attendance rate improved from 4.1% to 2.5%.

Our efforts in dedicating a teacher and teaching line for Indigenous Literacy and Numeracy support has yielded great benefits with NAPLAN performance particularly in Reading where the gap is half that of the South East Region.

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

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 student enrolment as a percentage of the Year 10 student cohort.</td>
<td>85%</td>
<td>84%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Outcomes for our Year 12 cohorts

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>105</td>
<td>141</td>
<td>145</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>38</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</td>
<td>34</td>
<td>34</td>
<td>47</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).</td>
<td>96</td>
<td>130</td>
<td>137</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework Certificate II or above.</td>
<td>55</td>
<td>80</td>
<td>96</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</td>
<td>81</td>
<td>119</td>
<td>123</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>66%</td>
<td>87%</td>
<td>80%</td>
</tr>
<tr>
<td>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.</td>
<td>100%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>97%</td>
<td>93%</td>
<td>98%</td>
</tr>
</tbody>
</table>

As at 2 May 2013.  The above values exclude VISA students.
Performance of our students

**Overall Position Bands (OP)**

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

<table>
<thead>
<tr>
<th></th>
<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>2010</td>
<td>5</td>
<td>11</td>
<td>9</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>2011</td>
<td>5</td>
<td>15</td>
<td>19</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>7</td>
<td>9</td>
<td>20</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

As at 2 May 2013. The above values exclude VISA 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>2010</td>
<td>76</td>
<td>42</td>
</tr>
<tr>
<td>2011</td>
<td>106</td>
<td>70</td>
</tr>
<tr>
<td>2012</td>
<td>98</td>
<td>77</td>
</tr>
</tbody>
</table>

As at 2 May 2013. The above values exclude VISA students.

Students undertook the following Certificate I Courses:

- General Construction
- Furnishings
- Work Readiness (SEP)
- Work Education (SEP)
- Retail (SEP)

**Post-school destination information**

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort’s 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
- to study interstate.