

Miami State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This report outlines a sample of the achievements and results from Miami State High School in 2015. Miami State High School has continued to build a strong reputation as a high performing Independent Public school that values the close partnerships between students, parents and staff.

Our continued growth and development has once again focused on optimising outcomes for all students in an environment that supports quality student outcomes. Our school values encompass the concept of RESPECT (Respect, Environment, Self, People, Education, Care and Compassion and Tolerance), and these values are enshrined in each aspect of school life combining to create a safe and supportive atmosphere for all.

The annual report is an opportunity for us to share information about the school's profile as it relates to teaching and learning as well as student outcomes. The report also shares vital information with parents wishing to enroll their student in our school. It will include key statistical data on the school's ability to achieve state and national benchmarks for student learning.

We believe that our school's greatest strengths are our students and teachers and it is their stories that will be showcased throughout the following report.

School progress towards its goals in 2015

Our school's improvement agenda priorities for 2015 focused on the following strategic priorities:

Student Performance

Support a cultural shift across the whole school to achieve high standards, improved performance and greater accountability.

Progress:

- All staff are in-serviced regularly in the use of data and how it applies to improvement in student outcomes. 100% of staff use class dashboard data to inform planning.
- RESPECT awards framework implemented and student success regularly celebrated on full school and year level assemblies.
- Literacy and Numeracy plan in the first stages of implementation before review, reflection and refine. Tactical Teaching of Reading strategies embedded across the curriculum and teacher professional development in reading strategies implemented.
- A comprehensive range of interventions supporting senior students will continue to ensure Miami SHS remains recognised as an outstanding academic school.

Improve student attendance.

Progress:

- Proactive strategies and formalised systems to ensure improvement of attendance.
- Employ Attendance Officer

Improve student performance in NAPLAN against 'Like Schools' in U2B across all dimensions

Progress:

- Utilisation of Class Dashboard on OneSchool from the data profile.
- Use of NAPLAN bands, PAT-R and PAT-M across Year 7, 8 and 9 classes.
- Use of data to determine differentiation strategies to be identified in all unit planning.
- Achievement targets in diary completed for every student, signed by parents in Junior Secondary and targets to be basis for improvement conversations.

Class reflection and ladders to occur at the end of each term against the Junior Secondary targets.

NAPLAN

- Continued use of our Speech Language Pathologist working individually with students to enhance decoding skills.
- In-class support for U2B students in Reading and Literacy.
- Whole cohort timetabled differentiated spelling program for Year 7.
- NAPLAN Intensive training days for Year 7 and 9 students in the U2B and just below.
- Introduction of learning support for L2B in Year 7, 8 and 9; including targeted and intensive literacy and numeracy support.
- Develop Support Provisions for each student who is below NMS in Reading and Numeracy.
- Team teaching of classes below U2B

21st Century Learning

Progress:

- Staff up-skilled in the use of ICT's in the classroom in the area of literacy, numeracy, use of digital tools and devices including the use of OneNote for planning.
- Class sets of tablets purchased and used within Junior Secondary Classrooms
- Promotion of BYOD and take home laptop devices.

Feedback

- *Quality Feedback for students* - Engage teachers in professional development activities that build capability to fully utilise all areas of providing quality feedback (back, forward and up).
- *Student goal-setting* - Establish individual student goal setting processes that embed checkpoints within the Teaching and Learning Cycle.

Progress:

- VIBES Teachers have engaged in discussion with each student and assisted them to write goals for each term. The read each report to inform the above discussion. Student goals are recorded in the student organizer and within their SET plan.
- Classroom teachers have been in-serviced in student feedback and feedback is written into planning documents.
- Continued implementation of pedagogical framework – Dimensions of teaching and learning provides advice on explicit teaching and learning.

Quality Teaching

- *Agreed teaching practices* - Investigation of agreed teaching practices in line with pedagogical framework. Consultation to occur with leadership team and teachers.
- *Coaching and Mentoring* - Undertaking professional development for leaders and teaching staff of coaching and mentoring model to add value to the Learning Partnerships program and Developing Performance Plans.
- Australian Curriculum
- *Implementing the Australian Curriculum* and use of the C2Cs as a basis of planning across the faculties. Backwards mapping assessment, skills rather than content.

Progress:

- Investigation into agreed teaching practices underway and will be finalised in 2015. Consultation has occurred with student leaders and HOD's into what makes good teaching practice. Miami High will publish a list of agreed teaching practices in 2015.
- Professional Conversations held each term between teaching staff and teaching staff and HODs as a way of mentoring and coaching
- Classroom observations occurring regularly with HODs and peer observations and improvement.

Future outlook

Throughout 2016, Miami State High School will continue to focus on implementation of the department's Strategic Plan 2014-2018 and continue our pursuit of excellent outcomes for all students. Capitalising on our rich history and a community momentum

that has been built over a number years we will continue to build on internal quality within our student body and our teaching group. In the coming years, the school is poised for a revolution in digital learning, new and exciting teaching practices, aspirant programs, student leadership programs and the building of a sense of belonging throughout our school community. The Strategic Plan identifies the following areas for future growth and capacity development:

Student Performance

- Focus on student attendance – employment of attendance officer
- NAPLAN focus and Upper Two Bands
- Improve Band A student performance on QCS
- Teacher and student ownership of agreed outcome targets
- Proactive school wide focus on positive behavior

21st Century Learning

- Implementation of ICT framework for integration of digital pedagogy across the school

Feedback

- Implementation of peer feedback program
- Establish individual student goal setting
- Improved use of SET plan facility in Oneschool
- Professional Development for VIBES teachers in student mentoring and goal setting

Quality Teaching

- Continued implementation of whole school curriculum and pedagogy framework (ASoT, Explicit Teaching)
- Full implementation of framework for professional learning to support an explicit improvement agenda
- Implementation of whole school approach to data analysis
- Focus on data analysis for improved student outcomes and learning
- Workforce planning

Partnerships

- Innovative partnerships with local primary schools around writing, numeracy, science and cross-moderation. Parent and school engagement – improved opportunities for parent engagement
- Delivery partnerships with external RTOs in light of VETiS funding
- Embed a service culture within student body
- Extending community partnerships

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1119	556	563	45	90%
2014	1146	586	560	47	89%
2015	1271	644	627	47	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

A pleasing characteristic of the student body at Miami State High School is the gender balance across both the school and individual year levels. The school ICSEA index is above the national average at 1010 where the average index is 1000. The variables that make up an ICSEA value include family background information provided to the school directly from families including parental occupation, and the school education and non-school education levels they achieved.

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 an additional 40-50 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	23	21
Year 11 – Year 12	18	18	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	131	179	224
Long Suspensions - 6 to 20 days	18	4	4
Exclusions	9	13	8
Cancellations of Enrolment	7	8	8

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Miami State High School delivers;

Aerospace Studies

- Direct entry pathways into University of Queensland, Queensland University of Technology and Griffith University
- Available Aerospace awards
- Spirit of Boeing Award
- GE Aviation Aeroskill Scholarship
- Aerospace Young Innovators award
- Flight simulator training
- Miami State High School is a partnership school of the Gold Coast Airport Corporation

Stellar Program – Engages Junior Secondary Students in:

- Higher-order thinking
- Problem solving and decision- making
- Complexity
- Independent, self-directed learning

The program involves stand-alone and integrated units that incorporate six subjects across the curriculum:

- Mathematics
- Science
- English
- Humanities
- Languages
- Visual Arts

Excellence programs in addition to Stellar:

- Performing Arts
- Physical Education
- Touch Football

Creative Industries:

- Film, TV and New Media
- Media
- Senior Drama
- Dance Excellence

Built Environment:

- Senior Graphics – with a focus on urban engineering
- Building and Construction
- Design and technology
- Certificate 1 Construction
- Certificate 1 Furnishings
- Horticulture

In addition to the above Miami High offers:

The Queensland Senior School Curriculum to students in years 11 and 12 in 25 Authority and 15 Authority Registered subjects

Six 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.

The year 7 to 9 Queensland Curriculum, Assessment and Reporting Essential Learnings and the Year 10 Guidelines for Health and Physical Education and Japanese Language.

A combined QCAR and Australian Curriculum Program for students in years 7 to 10 in The Arts.

A range of elective subjects in year 9 including Creative Chef, Computer Education, Global Blanket, Healthy Living, Kitchen Gardens, Media Studies, Global Blanket, People Power, Spanish.

A range of senior introductory subject in year 10 including Applied Arts in Practice, Accounting, Advanced Mathematics, Film and Television, Legal Studies, Outdoor Recreation, Tourism.

Miami State High School staff assess students using a broad range of test instruments including, but not limited to:

- Assignments (in class, out of class, individual, group), Essays (persuasive, narrative, extended writing), Exams (seen, unseen, short response, extended), Folio submissions, Observations, Practical exams (Drama, Dance, HPE, Cooking), Presentations (oral, multi-model), Reports (scientific, research, critical reviews), and Unit Booklets

Extra curricula activities

Academic:

- National Competitions – English, Mathematics, Science, History, Geography, Legal Studies
- Somerset Festival of Literature
- Griffith University Languages Competition
- Debating
- GUESS program – Senior School
- 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
- Community engagement – Rosies Youth on the Street, Mermaid Beach Tri-care Aged Care

The Arts:

Music

- Senior Symphonic band
- Junior Concert bands
- Stage band
- Wind ensemble
- Strings ensemble
- Vocal group
- Instrumental music program
- Eisteddfods

Dance

- Dance Excellence
- Miami Dance Crew – MDC (boys) and MGC (girls)
- Dance showcase evening
- 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
- Reef Trip

How Information and Communication Technologies are used to improve learning

The implementation of 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, the continuation of the 1-1 Laptop Program for non-BYOD students and an increase in the number of loan laptop banks. 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

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. 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:

A distinctive pastoral care program – VIBES

Our pastoral care program is called VIBES – Values, Independence, Behaviour, Ethics, Skills. VIBES lessons are scheduled for 35 minutes each non-sport Friday morning. VIBES teachers follow the program, developed by the Student Support Committee. A copy is provided to the VIBES teachers at the beginning of each term and are organised into sequential order to support students as they move through a range of age appropriate activities and learning experiences.

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 Chaplain
- 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 Behaviour Plan which outlines acceptable behaviour and consequences for non-compliance. Current issues relating to bullying, cyber-bullying and inappropriate use of technology are addressed as part of the Responsible Behaviour Plan which is provided to all parents and students on enrolment and can be found on the website.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	96%	95%
this is a good school (S2035)	100%	95%	95%
their child likes being at this school (S2001)	95%	98%	95%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child feels safe at this school (S2002)	100%	95%	93%
their child's learning needs are being met at this school (S2003)	100%	95%	95%
their child is making good progress at this school (S2004)	100%	95%	93%
teachers at this school expect their child to do his or her best (S2005)	97%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	95%	94%
teachers at this school motivate their child to learn (S2007)	95%	95%	89%
teachers at this school treat students fairly (S2008)	95%	92%	93%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	95%
this school works with them to support their child's learning (S2010)	100%	95%	93%
this school takes parents' opinions seriously (S2011)	100%	96%	93%
student behaviour is well managed at this school (S2012)	100%	91%	95%
this school looks for ways to improve (S2013)	100%	94%	95%
this school is well maintained (S2014)	100%	98%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	100%	94%
they like being at their school (S2036)	96%	98%	85%
they feel safe at their school (S2037)	100%	99%	92%
their teachers motivate them to learn (S2038)	93%	99%	85%
their teachers expect them to do their best (S2039)	99%	100%	95%
their teachers provide them with useful feedback about their school work (S2040)	90%	99%	85%
teachers treat students fairly at their school (S2041)	89%	92%	75%
they can talk to their teachers about their concerns (S2042)	89%	93%	77%
their school takes students' opinions seriously (S2043)	90%	89%	74%
student behaviour is well managed at their school (S2044)	85%	91%	67%
their school looks for ways to improve (S2045)	94%	98%	93%
their school is well maintained (S2046)	97%	96%	91%
their school gives them opportunities to do interesting things (S2047)	96%	97%	85%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	99%	98%	93%
they feel that their school is a safe place in which to work (S2070)	98%	99%	93%
they receive useful feedback about their work at their school (S2071)	96%	95%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	86%	84%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
students are encouraged to do their best at their school (S2072)	99%	99%	94%
students are treated fairly at their school (S2073)	99%	100%	94%
student behaviour is well managed at their school (S2074)	97%	97%	98%
staff are well supported at their school (S2075)	93%	90%	91%
their school takes staff opinions seriously (S2076)	91%	91%	85%
their school looks for ways to improve (S2077)	99%	98%	92%
their school is well maintained (S2078)	96%	90%	92%
their school gives them opportunities to do interesting things (S2079)	90%	90%	89%

'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. The overall communication between the school and home and the reporting of student progress is a key priority in the 2015 Annual Plan. Developing stronger partnerships with students, parents and the wider community has been identified as part of the whole school improvement agenda.

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.

Reducing the 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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	372,343	2,334
2013-2014	389,814	2,580
2014-2015	387,982	

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

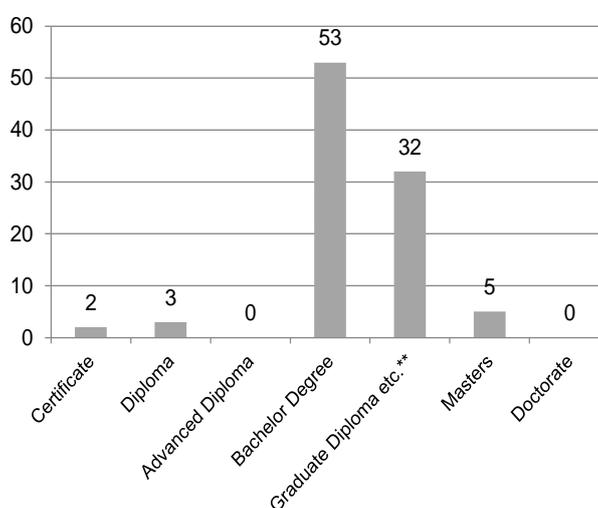
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	103	59	<5
Full-time equivalents	99	42	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	3
Advanced Diploma	0
Bachelor Degree	53
Graduate Diploma etc.**	32
Masters	5
Doctorate	0
Total	95



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$24 062 which represents 15% of the total secondary allocation school grant scheme.

The major professional development initiatives are as follows:

- Whole School Pedagogical development
- Performance development
- Vocational Training for Certificate Courses
- QSA workshops
- Mandatory Training
- ACARA and C2C implementation
- Coaching and mentoring

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	86%	86%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									91%	88%	89%	92%	92%
2014									90%	88%	87%	90%	89%

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

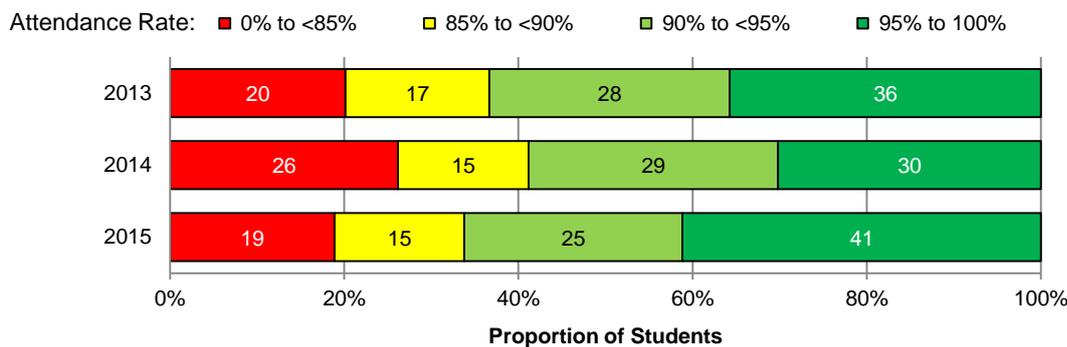
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							93%	92%	89%	87%	91%	90%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 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, IDattend 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-attendeers, who have not notified the school receive an SMS message.

Teachers also mark the rolls every period on IDattend, 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 Year Coordinator. 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.

In addition, list key strategies that are being used to increase attendance.

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.

Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	75%	74%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	83%	67%	100%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	126	195	170
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	3
Number of students receiving an Overall Position (OP)	33	73	52
Percentage of Indigenous students receiving an Overall Position (OP)	0%	50%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	32	65	50
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	119	160	134
Number of students awarded an Australian Qualification Framework Certificate II or above.	81	125	127
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	117	191	167
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	75%	83%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	100%	88%	94%

Outcomes for our Year 12 cohorts	2013	2014	2015
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%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	99%	93%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	10	9	14	0	0
2014	14	22	28	9	0
2015	10	19	20	3	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	101	64	40
2014	117	91	60
2015	62	106	54

As at 16 February 2016. The above values exclude VISA students.

The VET qualifications completed by our students in 2015 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.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school 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 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.