"Strive to Achieve"

Miles State High School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Miles State High School is a co-educational Queensland rural school of 180 students which offers a wide range of subjects to students enrolled in Years 8 through to 12. Miles High students 'Strive to Achieve' and have a proven record of academic achievement, cultural awards, sporting success and outstanding performance across all aspects of the educational spectrum. Our main strategic priorities include a relentless focus on student achievement through high expectations. Quality teaching is focused through a schoolwide pedagogical model with explicit teaching supported by rigorous and relevant professional development. Our school has adopted SWPBS as our guiding student behaviour philosophy, encompassed within our 'RISE' program. Our school values are Respect, Integrity, Safety and Engagement. Our classrooms are highly productive learning environments, with high standards of student behaviour and active engagement in learning being the norm. All students have access to an individual computer and all classrooms are equipped with Smartboards and projectors to enhance teaching. All classrooms are air-conditioned to enhance student comfort and to provide an optimised learning environment. We have a major focus on NAPLAN preparation to strengthen literacy and numeracy across the curriculum and we actively market school and staff successes to the wider community. Literacy and Numeracy is embedded across all subjects. We have an exceptional school with sensational students and staff and are well supported by an involved school community. We are very proud of our wonderful school.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

In 2017, Miles State High School rigorously pursued the goals that were identified in the 2017 Annual Implementation Plan. Also in 2017 we undertook our whole school Quadrennial School Review which would identify areas of our achievements and lay the foundations for goals for the next four years. Listed are they key focus for 2017 and our progress:

- Creating a school wide community culture of "Partners in Learning" to ensure every child succeeds
  - Data on achievement (P&C Report)
  - Mission statement – "Develop Minds – Impact Lives"
  - Symbol of Partners in Learning – a collaborative engagement between school, community and students to ensure consistency in high expectations and accountability by all stakeholders
- Whole school systemic delivery of curriculum
  - Whole school curriculum plan
  - OneSchool – collation for unit groupings, and individual notes
- Student success through data informed decision making
  - Increased data literacy and use of individual, cohort and whole school data to drive teaching and learning decision making
  - Implementation of TrackEd
  - Progress reports

- Enhancing teaching quality through observation, coaching and feedback
  - o Data discussion and data in action every term
  - o Coaching PD for Inclusion Team
  - o Partnership and mentoring from experienced senior teachers
- Implementation of MSHS Guide to Practice "Pedagogy Framework"
  - o Front end assessment
  - o Student feedback
- Increased student and staff engagement in STEM curriculum and pathway opportunities
  - o Development of four year STEM strategy
  - o Continued opportunity for students to engage in school, local, regional and state STEM related activities
- Commitment to supportive consistent and quality practices in a rural setting through Miles SHS "Partners in Learning"
  - o Partnership with Centenary Heights SHS to increase opportunity to recruit staff with a passion for rural schools.

Future Outlook

- Creating a school wide community culture of "Partners in Learning" to ensure every child succeeds
- Whole school systemic delivery of curriculum
- Student success through data informed decision making
- Enhancing teaching quality through observation, coaching and feedback
- Implementation of MSHS Guide to Practice "Pedagogy Framework"
- Increased student and staff engagement in STEM curriculum and pathway opportunities
- Commitment to supportive consistent and quality practices in a rural setting through Miles SHS "Partners in Learning"

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	200	106	94	17	93%
2016	190	97	93	13	86%
2017	211	109	102	26	90%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
Students who attend Miles SHS are drawn from mainly rural based families, most families having past associations with the school. Families new to the area are often as a result of employment in the coal seam gas or associated industries in the Surat Basin.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Year 7 – Year 10	18	16	22
Year 11 – Year 12	15	14	17

Curriculum Delivery

Our Approach to Curriculum Delivery
In Years 7, 8, 9 and 10 students participated in a program of study based around the 8 KLAs (English, Mathematics, History, Geography, Science, The Arts, Technology and Health and Physical Education. In 2016 the Australian Curriculum was used for English, Mathematics, History, Geography and Science with units of work aligned with Education Queensland's C2C's (Curriculum into the Classroom) framework.

All students in Years 7, 8, 9, and 10 compulsorily studied English, Mathematics, Science, History, Geography and Physical Education. Students in Year 7 and 8 also studied Art, Textiles and Food Studies, Industrial Technology and Design and Agricultural Science on a rotational term arrangement. Students in Years 9 and 10 selected 2 electives from a selection of Art, Textiles and Food Studies, Industrial Technology and Design, Agricultural Science and Digital Technologies.

In the Senior School we encourage flexible and multiple pathways in line with the YAT (Youth Attainment and Transition) senior schooling strategies. Miles State High School offered a large number of Authority and Authority-Registered subjects as well as VET certificate courses.

Our Trade Training Centre provides students with access to state-of-the-art engineering and furnishing equipment and resources which have greatly enhanced learning opportunities for students preparing for trade-related career pathways

Co-curricular Activities
An extensive range of cultural and sporting pursuits are available including:
- Many sporting opportunities (team and individual) including Swimming, Cross Country, Athletics, Basketball, Netball, Softball, Volleyball, Touch Football and Rugby League. Students being selected at a regional and state level.
- QGC Road Awareness Program
- Subject competitions
- Instrumental music
- Arts Council and visiting drama groups
- Chaplaincy led Jewellery club and Pie club
- MSHS Careers Week

Tours, camps and excursions including:
- Year 7 Camp
- Year 9 Leadership Camp
- Year 11 Leadership Camp
- Year 12 Brisbane Experience Excursion (Education Pathways – University/TAFE)
- Year 11/12 Biology Field Trip
- Year 11/12 Geography Excursion

School based committees:
- School Representative Council
- Social Committee
- Environmental Committee
- Sport Committee
- Cultural Committee
- Publications Committee
- RISE Committee
- Student Committee Support Coordinators

School Wide Events:
- Investiture
- ANZAC Service/Community Parades
- Awards Night
- Graduation

How Information and Communication Technologies are used to Assist Learning
All students in the school had access to an individual laptop computer. ICTs are used across a wide range of subjects to enhance learning experiences for our students.

All classrooms are equipped with smart boards and data projectors, with a school-wide wireless network available for student and staff use.

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Social Climate

Overview

In addition to a well-resourced Pastoral Care program the school offers a variety of student support services to support the wellbeing of staff and students:

- School Based Health Nurse
- School Chaplain
- Guidance Officer
- Youth Support Worker
- Year Level Coordinators
- Regional and Local community support (community centre, police, mental health etc.)

As a result, students learn in a safe, orderly and happy environment with few major behaviour incidents. The School's Responsible Behaviour Plan includes a special focus on strategies to address any behavioural incidents. In 2017 MSHS continued the implementation of the PBL program supported by the whole school community.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	85%	81%	65%
this is a good school (S2035)	77%	81%	60%
their child likes being at this school* (S2001)	81%	87%	75%
their child feels safe at this school* (S2002)	88%	94%	88%
their child's learning needs are being met at this school* (S2003)	88%	74%	69%
their child is making good progress at this school* (S2004)	92%	87%	75%
teachers at this school expect their child to do his or her best* (S2005)	88%	94%	84%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	77%	81%
teachers at this school motivate their child to learn* (S2007)	85%	71%	66%
teachers at this school treat students fairly* (S2008)	76%	70%	71%
they can talk to their child's teachers about their concerns* (S2009)	88%	84%	87%
this school works with them to support their child's learning* (S2010)	81%	87%	63%
this school takes parents' opinions seriously* (S2011)	73%	87%	57%
student behaviour is well managed at this school* (S2012)	56%	58%	38%
this school looks for ways to improve* (S2013)	84%	87%	77%
this school is well maintained* (S2014)	92%	90%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	89%	70%	87%
they like being at their school* (S2036)	87%	61%	77%
they feel safe at their school* (S2037)	88%	74%	93%
their teachers motivate them to learn* (S2038)	85%	74%	90%
their teachers expect them to do their best* (S2039)	95%	83%	98%
their teachers provide them with useful feedback about their school work* (S2040)	81%	75%	91%

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Performance measure			
Percentage of students who agree# that:	2015	2016	2017
teachers treat students fairly at their school* (S2041)	72%	61%	79%
they can talk to their teachers about their concerns* (S2042)	81%	69%	78%
their school takes students' opinions seriously* (S2043)	81%	67%	72%
student behaviour is well managed at their school* (S2044)	64%	55%	58%
their school looks for ways to improve* (S2045)	90%	84%	90%
their school is well maintained* (S2046)	88%	82%	91%
their school gives them opportunities to do interesting things* (S2047)	80%	71%	82%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	97%	72%
they feel that their school is a safe place in which to work (S2070)	100%	100%	88%
they receive useful feedback about their work at their school (S2071)	93%	87%	68%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	68%	80%
students are encouraged to do their best at their school (S2072)	100%	97%	83%
students are treated fairly at their school (S2073)	96%	90%	79%
student behaviour is well managed at their school (S2074)	96%	77%	52%
staff are well supported at their school (S2075)	96%	84%	63%
their school takes staff opinions seriously (S2076)	96%	81%	61%
their school looks for ways to improve (S2077)	100%	94%	96%
their school is well maintained (S2078)	96%	90%	88%
their school gives them opportunities to do interesting things (S2079)	100%	97%	80%

* 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
Miles SHS commitment to "Partners in Learning" drives constant, sustainable and open communication channels to inform all stakeholders. A range of strategies are being used by Miles State High School to involve parents/caregivers.
These include:
- Newsletters (fortnightly with regular student contribution encouraged). The newsletter is also available online and via email
- School Facebook page
- Parenting "Insights" included in all School Newsletters
- End of term mail out to all families which includes school information
- Specific school-centered activities e.g. Information evenings, Welcome BBQs
- Formal and informal Student/Parent/Teacher interviews
- Regular articles in local media
- Parents and Citizens Association
- Guest Speakers e.g. ANZAC Day
- Local Chaplaincy Committee
- Miles Chamber of Commerce Meetings
- Homework diaries
- Assessment planners

Respectful relationships programs

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

Miles SHS through its Extended Pastoral Care program in collaboration with the School based Health Nurse aims to deliver messages about personal safety and awareness, including identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	66	32	45
Long Suspensions – 11 to 20 days	1	5	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint
Miles State High School has been active in promoting and working with staff and students on strategies to help reduce our energy consumption. These included a stronger focus of students and staff taking responsibility for electricity use in classrooms.

Miles State High School proactively reduces the quantity of treated town water used by irrigating gardens with water from the school dam.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	152,842	637
2015-2016	35,637	
2016-2017		

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.

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 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.**

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Find a school

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	20	18	<5
Full-time Equivalents	19	13	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	6
Bachelor degree	11
Diploma	1
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $ 20927.92.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:
- Literacy
- Explicit Instruction
- Curriculum planning and professional development
- STEAM
- Student Feedback
- Essential Skills for Classroom Management
- PBL training

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 88% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	88%	87%

*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 student attendance rate in 2017 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2015								94%	94%	90%	93%	90%	90%
2016								94%	90%	89%	89%	93%	89%
2017								91%	92%	88%	89%	89%	93%

*Attendance rates effectively count 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:
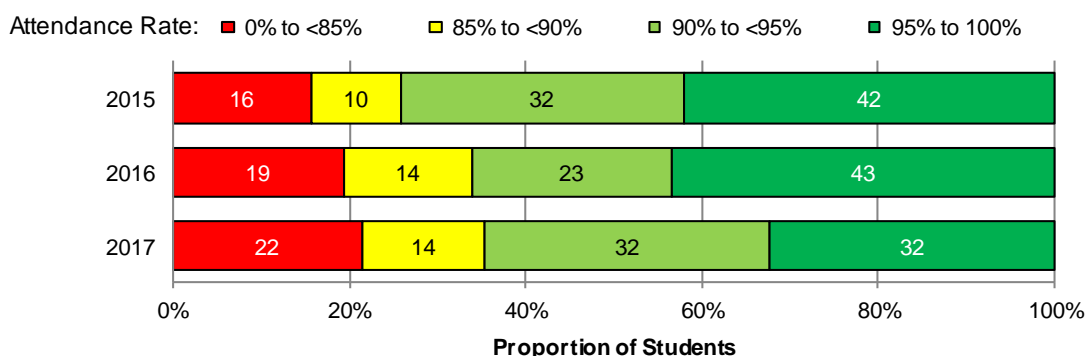
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

- When a student is absent from the school for any reason, it is a requirement that the parent/guardian contacts the school prior to 10 am. Failing that, an explanation of the absences must be sent to the school via email, SMS or a signed note on the day the student returns to school.
- A daily text message is sent home for all students who are absent from Form Class or late to school.
- For unexplained absences a weekly letter is sent home, which complies with SMS – PR029 and -036, to the parent/guardian for follow up.
- Other unexplained absences are followed up by the Year Level Coordinators and administration via phone calls and interviews.
- In 2016, it was identified that a more consistent monitoring process was required. The Deputy Principal, in consultation with Regional Office developed the "Weekly Attendance and School Disciplinary Absences Tracker". The attendance data from the tracker is shared with students, staff and our school community on a weekly basis through the school bulletin board, weekly at assembly, in newsletters and on Facebook.

Process for Persistent Truancy or Absenteeism
- The school implements the "enforcement of Compulsory School and Compulsory Participation Provisions" of SMS-PR-017.
- School responses include:
  - Parent/Administration meetings
  - Pastoral Care support
  - Flexible attendance (if applicable – health etc.)
- The Principal sends letters in accordance with the policy for students with ongoing unacceptable attendance.
- When required support strategies are implemented to address absenteeism concerns. Non-attendance is managed in state schools in line with DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools,* which outlines processes for managing and recording student attendance and absenteeism.

NAPLAN

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 states **'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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	**2015**	**2016**	**2017**
Number of students receiving a Senior Statement	23	25	26
Number of students awarded a Queensland Certificate of Individual Achievement.	1	1	1
Number of students receiving an Overall Position (OP)	10	9	14
Percentage of Indigenous students receiving an Overall Position (OP)	25%	100%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	3	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	22	22	25
Number of students awarded an Australian Qualification Framework Certificate II or above.	4	11	19
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	22	24	25
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75%	100%	0%
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.	90%	89%	93%
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.	96%	96%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	**OP 1-5**	**OP 6-10**	**OP 11-15**	**OP 16-20**	**OP 21-25**
2015	1	2	6	1	0
2016	1	3	4	1	0
2017	3	6	4	1	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	**Certificate I**	**Certificate II**	**Certificate III or above**
2015	21	4	0
2016	21	11	0
2017	24	15	6

As at 14th February 2018. The above values exclude VISA students.

The Certificate courses offered in 2017 were:
- Certificate 1 in Information, Digital Media and Technology
- Certificate 2 in Manufacturing Technology
- Certificate 2 in Engineering Pathways
- Certificate 2 in Furniture Making Pathways

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12

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Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	87%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	25%	50%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
https://milesshs.eq.edu.au/Ourschool/Performanceandachievements/Pages/Performanceandachievements.aspx

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

Transferring early school leavers are tracked and not removed from enrolment until confirmation from the next school is received. Where a student does not attend another school the administration team follow the direction of the EPPR: Enforcement of Compulsory Schooling and Compulsory Participation Provisions – Flowchart B: Process for Persistent Truancy or Absenteeism for Children of Compulsory School Age.

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