

Miles State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Miles State High School is a co-educational Queensland rural school of 182 students. Miles State High School proudly provides its students (Years 7 to 12) with many and varied learning opportunities and effective resources to engage in a curriculum that supports technology, sports, sciences, humanities and the arts. These opportunities are delivered in modern facilities that includes a state-of-the art Trade Training Centre, new hospitality kitchen, science laboratories, and multipurpose undercover areas to name a few. 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 students, school staff, parent/carers and our wider community are all "Partners in Learning" developing and supporting high standards and high expectations that positively impact and develop the students we teach so that they become global citizens who value learning and community citizenship.

Our main strategic priorities include a relentless focus on student achievement through high expectations. Quality teaching is driven by a school wide pedagogical model that focuses on explicit teaching and high impact strategies that are supported by a rigorous and relevant staff professional development program.

Our school has adopted PBL (Positive Behaviour for Learning) as our guiding positive student behaviour philosophy. This is encompassed within our 'RISE' program. Our school values are Respect, Integrity, Safety and Engagement (RISE). Our classrooms are highly productive learning environments, with high standards of student behaviour and active engagement in learning. All classrooms are air-conditioned to enhance student comfort and to provide an optimised learning environment. Literacy and Numeracy is embedded across all subjects.

We have an exceptional school with motivated students and professional staff who are well supported by an involved school community. We are all very proud of our wonderful school.

School progress towards its goals in 2018

- Creating a school wide community culture of "Partners in Learning" to ensure every child succeeds
 - Collaboratively developed 'Explicit Improvement Plan' to reinvigorate Positive Behaviour for Learning with a focus on clear and consistent processes for student management and support provisions through individual case management.
Outcomes: - Semester 2 2018 Increased Reported Effort A-C 93.1% and Behaviour A-C 96.7%
 - Parent/Carer representation on Miles SHS PBL RISE Committee
 - Implementation of Behaviour for Learning – Every lesson begins with the setting of explicit 'Behaviours for Learning' these values and expectations are taken from the school's 'Expected Behaviours' they form the lesson focus for our 'Free & Frequent' acknowledgements(Gotcha Stamps)
- Whole school systemic delivery of curriculum
 - Commenced Professional Learning Community for SATE
 - Development and implementation of a staged plan for full implementation of SATE to commence Year 11 2019
 - Identification and support for the 'Expert Teacher' for each new subject for Year 11 2019
 - Whole School Curriculum Plan to incorporate the delivery of all technology subjects in preparation for full implementation in 2020.
- Student success through data informed decision making
 - Continue to increase teachers' data literacy in individual, subject, cohort and whole school to drive evidenced based practice to increase student outcomes.
 - Continued use of interim reporting to advise next step planning to increase student outcomes.
 - Continue use of TrackEd tracking to support individual case management of students.
- Enhancing teaching quality through observation, coaching and feedback
 - Continued teacher capability in 'front ended assessment', student feedback, learning intention and success criteria.
 - Teacher professional development through QCAA in SATE subjects to assist with planning and development for implementation in 2019 and 2020.
- Implementation of MSHS Guide to Practice "Pedagogy Framework"
 - Professional development to build teacher capability in understanding and implementation of learning intent and success criteria with regard to aligned planning, teaching and assessment.
 - Utilising the Australian Curriculum and new senior syllabus continue to build teacher knowledge and understanding of cognitive verbs and their alignment to assessment.

- Build teacher capability to implement teaching strategies to develop students understanding of cognitive verbs. (ICT ThinkDrive and ACARA Cognitive Verb Toolkit)
- Increased student and staff engagement in STEM curriculum and pathway opportunities
- Continued engagement in STEM curriculum and pathway opportunities through the Australian Curriculum and Business and Industry Partnerships which include Origin, Murphy Pipe and Civil KENETICS, Wonders of Science, Engineering Challenge, STEM Punks, QMEA, University of Qld, University of Technology and University of Southern QLD
- Commitment to supportive consistent and quality practices in a rural setting through Miles SHS “Partners in Learning”
 - Continued partnership with Centenary State High School in the area of peer mentoring and teacher recruitment.

Future Outlook

- Creating a school wide community culture of “Partners in Learning” to ensure every child succeeds
 - Consultation and collaboration with all students, staff and parent/carers to identify wellbeing needs and programs for students and staff to incorporate in Wellbeing Framework
 - Observations and support for teachers to explicitly implement the MSHS Conditions for Positive Learning Environment including Essential Skills for Classroom Management
- Whole school systemic delivery of curriculum
 - Continue to build teacher capability and support preparation for 2020 deadline for Australian Curriculum Version 8 and SATE
 - Implement the MSHS Guide to Practice-Whole School Literacy Framework with clear alignment to the Literacy Continuum incorporating consistent school wide strategies in reading and writing across KLA.
- Student success through data informed decision making
 - Individual case management approach to ensure every student succeeds through the implementation of a school-wide data tool that collates and tracks student achievement, attendance, behaviour and committed support provision
- Enhancing teaching quality through observation, coaching and feedback
 - Teachers continue to engage in developing professional practice through peer support, observation, coaching and mentoring.
- Implementation of MSHS Guide to Practice “Pedagogy Framework”
 - Continue the 2018 Explicit Improvement Plan for the teaching of writing using Modelled, Shared and Guided and the ‘Writing One Sentence at a Time’ program to improve student performance in written responses
- Increased student and staff engagement in STEM curriculum and pathway opportunities
 - Development staff knowledge and effective use of resources and partnerships with education, industries, training organisations, professional organisations and universities to improve teaching quality in STEM related curriculum and across KLA.
- Commitment to supportive consistent and quality practices in a rural setting through Miles SHS “Partners in Learning”
 - Explicit actions to meet the needs of staff new to a rural area incorporated in Staff Wellbeing Framework

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	190	211	182
Girls	97	109	90
Boys	93	102	92
Indigenous	13	26	23
Enrolment continuity (Feb. – Nov.)	86%	90%	91%

Notes:

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	16	22	17
Year 11 – Year 12	14	17	15

Note:

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

Curriculum delivery

Our approach to curriculum delivery

Curriculum Subjects			
YEAR 7	YEAR 8	YEAR 9/10	YEAR 11/12
<ul style="list-style-type: none"> ❖ Agricultural Science ❖ English ❖ Geography ❖ Health & Physical Education ❖ History ❖ Industrial Technology & Design ❖ Mathematics ❖ Science ❖ Textiles and Food Studies ❖ Visual Art 	<ul style="list-style-type: none"> ❖ Agricultural Science ❖ English ❖ Geography ❖ Health & Physical Education ❖ History ❖ Industrial Technology & Design ❖ Mathematics ❖ Science ❖ Textiles & Food Studies ❖ Visual Art 	<ul style="list-style-type: none"> ❖ Agricultural Science ❖ Digital Technologies ❖ English ❖ Geography ❖ Health & Physical Education ❖ History ❖ Industrial Technology & Design ❖ Mathematics ❖ Science ❖ Textiles & Food Studies ❖ Visual Art 	<ul style="list-style-type: none"> ❖ Accounting ❖ Agricultural Practices / Cert 2 in Rural Operations ❖ Biology ❖ Business Communication and Technologies ❖ Cert 2 – Engineering ❖ Cert 2 – Furnishing ❖ Chemistry ❖ English ❖ English Communication ❖ Graphics ❖ Hospitality Studies ❖ Mathematics A ❖ Mathematics B ❖ Physical Education ❖ Prevocational Mathematics ❖ Recreation ❖ Visual Art ❖ Visual Arts in Practice

Students in Years 11/12 also had the opportunity to select a range of subjects available through Brisbane School of Distance Education, these included: Information Processing and Technology, Legal Studies, Mathematics C, Modern History and Physics.

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 with many of our students being selected at a regional and state level.
- Athletics, Cross Country and Swimming Inter-house Carnivals
- QGC Road Awareness Program
- Subject competitions
- Instrumental music
- Arts Council and visiting drama groups
- Chaplaincy led art and craft club
- MSHS Careers Week
- Beyond Broncos

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 and Community Citizenship
- Publications
- RISE
- School Based Events
- Student Representative Council

School Wide Events:

- Investiture
- ANZAC Service/Community Parades
- Awards Night
- Graduation / Valedictory
- Behaviour Award Ceremonies

How information and communication technologies are used to assist learning

- All Year 7, 8 and 9 students have access to laptop access computers to computer banks when required. Year 10, 11 and 12 students have access to their own individual laptop throughout the day to access when required. ICTs are used across a wide range of subjects to enhance learning experiences for our students.
- All classrooms are equipped with data projectors, with a school-wide wireless network available for student and staff use.

Social climate

Overview

Miles State High School is an inclusive school where all students attend all mainstream classes. Teachers provide a differentiated curriculum to ensure the diverse learning needs of all students are met.

The school has an active and supportive Wellbeing Hub which includes:-

- 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 positive behaviour for learning.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	81%	65%	74%
• this is a good school (S2035)	81%	60%	66%
• their child likes being at this school* (S2001)	87%	75%	83%
• their child feels safe at this school* (S2002)	94%	88%	91%
• their child's learning needs are being met at this school* (S2003)	74%	69%	74%
• their child is making good progress at this school* (S2004)	87%	75%	77%
• teachers at this school expect their child to do his or her best* (S2005)	94%	84%	79%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	77%	81%	79%
• teachers at this school motivate their child to learn* (S2007)	71%	66%	71%
• teachers at this school treat students fairly* (S2008)	70%	71%	69%
• they can talk to their child's teachers about their concerns* (S2009)	84%	87%	85%
• this school works with them to support their child's learning* (S2010)	87%	63%	71%
• this school takes parents' opinions seriously* (S2011)	87%	57%	62%
• student behaviour is well managed at this school* (S2012)	58%	38%	49%
• this school looks for ways to improve* (S2013)	87%	77%	71%
• this school is well maintained* (S2014)	90%	91%	83%

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	70%	87%	75%
• they like being at their school* (S2036)	61%	77%	69%
• they feel safe at their school* (S2037)	74%	93%	82%
• their teachers motivate them to learn* (S2038)	74%	90%	81%
• their teachers expect them to do their best* (S2039)	83%	98%	92%
• their teachers provide them with useful feedback about their school work* (S2040)	75%	91%	87%
• teachers treat students fairly at their school* (S2041)	61%	79%	64%
• they can talk to their teachers about their concerns* (S2042)	69%	78%	72%
• their school takes students' opinions seriously* (S2043)	67%	72%	55%
• student behaviour is well managed at their school* (S2044)	55%	58%	49%
• their school looks for ways to improve* (S2045)	84%	90%	72%
• their school is well maintained* (S2046)	82%	91%	75%
• their school gives them opportunities to do interesting things* (S2047)	71%	82%	73%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	72%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	88%	100%
• they receive useful feedback about their work at their school (S2071)	87%	68%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	68%	80%	88%
• students are encouraged to do their best at their school (S2072)	97%	83%	96%
• students are treated fairly at their school (S2073)	90%	79%	96%
• student behaviour is well managed at their school (S2074)	77%	52%	66%
• staff are well supported at their school (S2075)	84%	63%	69%
• their school takes staff opinions seriously (S2076)	81%	61%	86%
• their school looks for ways to improve (S2077)	94%	96%	90%
• their school is well maintained (S2078)	90%	88%	89%
• their school gives them opportunities to do interesting things (S2079)	97%	80%	89%

Percentage of school staff who agree [#] that:	2016	2017	2018
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* 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. A range of strategies are utilised by Miles State High School to inform and involve parents/ caregivers and the wider community these include:-

- Newsletters (fortnightly with regular student contribution encouraged). The newsletter is also available online and via email
- School Facebook page
- End of term mail out to all families which includes school information
- Specific school-centred activities e.g. Information evenings, Welcome BBQs, Subject Selection Evening, Recruitment Evenings.
- Formal and informal Student/Parent/Teacher interviews
- Regular articles in local media
- Parents and Citizens Association
- Guest Speakers e.g. ANZAC Day, School Assemblies
- Local Chaplaincy Committee
- Miles Chamber of Commerce Meetings
- Homework diaries
- Assessment planners

Respectful relationships education programs

Our school values of Respect, Integrity, Safety and Engage are consistently focused on and explicitly taught. Our Extended Pastoral Care lessons are developed around the explicit teaching of the skills identified in the departments Respectful Relationship Program along with resilience and bullying and cyber safety. A number of the lessons are delivered in collaboration with the School based Health Nurse and Guidance Officer.

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:

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 positive behaviour for learning through our commitment to our PBL program supported by the whole school community.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	32	45	36
Long suspensions – 11 to 20 days	5	2	3
Exclusions	0	0	0
Cancellations of enrolment	0	0	1

Note:

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

Environmental footprint

Reducing this school's environmental footprint

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	35,637		108,382
Water (kL)			

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

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



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



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



Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	19	19	0
Full-time equivalents	19	13	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	6
Bachelor degree	10
Diploma	0
Certificate	0

*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 2018 were \$ 29,995.76.

The major professional development initiatives are as follows:

- Literacy (Reading, Writing, Numeracy)
- QCAA and Regional SATE
- Australian Curriculum - Technology
- Rehabilitation Training
- Asbestos Training
- First Aid Training
- Curriculum planning and professional development
- Student Feedback
- Essential Skills for Classroom Management
- PBL training
- Professional development through partnerships with:
 - Centenary Heights SHS
 - Clickview
 - Festool
 - Murphy Pipe and Civil KENETICS
 - Origin Energy
- The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 68% of whole staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	87%
Attendance rate for Indigenous** students at this school	88%	87%	75%

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

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

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

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

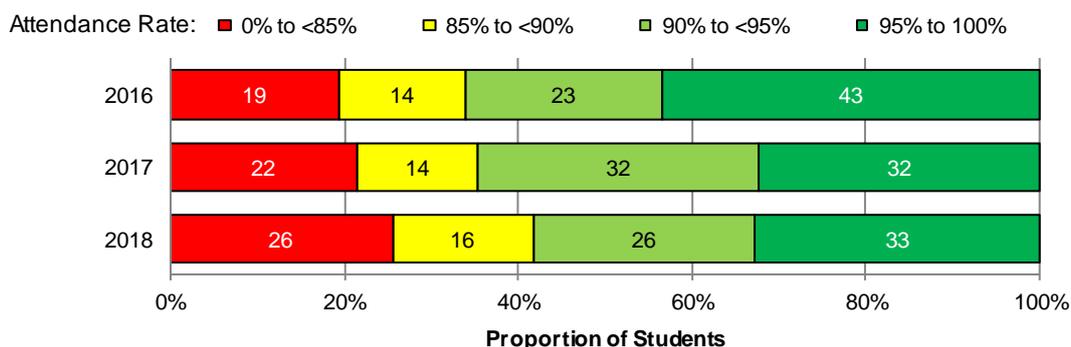
Year level	2016	2017	2018
Year 7	94%	91%	91%
Year 8	90%	92%	88%
Year 9	89%	88%	85%
Year 10	89%	89%	87%
Year 11	93%	89%	82%
Year 12	89%	93%	87%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

Miles State High School has an attendance procedure which is implemented on a daily basis. 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 Care Teacher and administration via phone calls and interviews.
- The attendance weekly attendance data 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 to truancy and absenteeism also include:

- Parent/Administration meetings
- Case Management Support (GO, Administration, Parent, external agency if required etc.)
- Wellbeing Team 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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



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



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



Notes:

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

Year 12 Outcomes

Tables 13–15 show for this school:

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

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

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	25	26	33
Number of students awarded a QCIA	1	1	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	24	25	33
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	0%	100%

Description	2016	2017	2018
Number of students who received an OP	9	14	12
Percentage of Indigenous students who received an OP	100%	0%	50%
Number of students awarded one or more VET qualifications (including SAT)	22	25	32
Number of students awarded a VET Certificate II or above	11	19	21
Number of students who were completing/continuing a SAT	3	7	9
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	89%	93%	83%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	96%	96%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

Notes:

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	1	3	1
6-10	3	6	4
11-15	4	4	5
16-20	1	1	2
21-25	0	0	0

Note:

The values in table 14:

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

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	21	24	27
Certificate II	11	15	19
Certificate III or above	0	6	2

Note:

The values in table 15:

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

The Certificate courses offered in 2018 were:

- Certificate 1 in Information, Digital Media and Technology
- Certificate 2 in Manufacturing Technology
- Certificate 1 in Engineering
- Certificate 2 in Engineering Pathways
- Certificate 1 in Furnishing
- Certificate 2 in Furniture Making Pathways

TAFE provided:

- Certificate 2 in Rural Operations (commenced)

Students undertaking School Based Traineeships/Apprentices completed Vet Qualifications in:

- Certificate II in Agriculture
- Certificate II in Automotive Servicing Technology
- Certificate II in Retail Services
- Certificate III in Carpentry
- Certificate III in Commercial Cookery
- Certificate III in Early Childhood and Care
- Certificate III in Electro technology Electrician
- Certificate III in Engineering – Fabrication Trade
- Certificate III in Engineering - Mechanical Trade
- Certificate III in Fitness
- Certificate III in Individual Support
- Certificate III in Light Vehicle Mechanical Technology
- Certificate III in Plumbing

Apparent retention rate – Year 10 to Year 12

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	87%	75%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	25%	50%	100%

Notes:

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

Student destinations

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

Early school leavers

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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are tracked and not removed from enrolment until confirmation from the next school is received. Where a student does not attend another school the Principal, Deputy Principal, Youth Support Coordinator or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step – Post-school destinations

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

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

This school's report will be available at

<http://www.milesshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>