Miami State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

At Miami State School, we believe that every student is capable of learning and should readily experience success. High expectations are promoted by setting ambitious and achievable goals within a safe and supportive environment. We value strong family and community partnerships to promote a culture that nurtures diversity and inclusivity.

Our staff are committed to effective teaching and learning practices and preparing students for the future through critical and creative thinking. At Miami State School, we put students first!

Respect, Honesty & Commitment are our school values.

School progress towards its goals in 2018

Throughout 2018 our main focus was to continue with the implementation of the Australian Curriculum, through adopting and adapting the use of Curriculum into Classrooms resources (C2C).

Our focus on Teacher Professional Conversations and building staff capability enabled us to drive a strong improvement agenda for the school, grounded in evidence from research and practice. Explicit and clear school-wide targets for improvement were set and communicated with accompanying timelines.

Major improvement areas:

- **Literacy Improvement**: Focus on developing an Upper 2 Bands strategy and implement coaching cycles across the whole school with Heads of Learning supporting literacy development.

In 2018 Miami SS embedded the Miami SS Reading Framework and U2B Rigorous Reading Strategy including Text Dependent Questioning. Whole school coaching cycles successfully implemented by Heads of Learning and involved 100% of teachers P-6. These pedagogical practices are now fully embedded in all classrooms.

Student achievement has improved:

English	Sem 2 2017	Sem 2 2018
% A or B	42%	49%
% C or Better	83%	85%

- **Numeracy Improvement** focussing on Number and Problem Solving. Direct focus on improvement in Upper 2 Bands and Extension

In 2018 Miami SS implemented a whole school Numeracy strategy in alignment with Australian Curriculum. A consistent approach to Numeracy blocks (Warm ups, Focus Lesson, Review, Reflect), Problem Solving (See, Plan, Do, Check) and use of maths data profiles to inform teaching, learning and assessment was embedded in 2018 as common agreed practice.

Student achievement has improved:

Maths	Sem 2 2017	Sem 2 2018
% A or B	51%	57%
% C or Better	89%	90%

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- **Science, Technology, Engineering, Maths (STEM)**: Implement Digital Technology curriculum, engage specialist STEM teacher to develop teacher and student capability.

In 2018 a specialist STEM teacher was engaged three days per week to implement Digital Technology curriculum and to work alongside teachers to model STEM lessons and build capacity.

There was a 90% increase in student participation in the Miami and Griffith University Science competitions from 2017 to 2018.

There was an increase in Griffith University prize-winners from six in 2017 to 11 student winners in 2018.

Positive feedback from parent community indicates parents are enthusiastic about the range of opportunities for student engagement in STEM at Miami.

Student achievement has generally been maintained for % A or B and has improved for % C or Better:

Science	Sem 2 2017	Sem 2 2018
% A or B	49%	48%
% C or Better	87%	91%

Future outlook

Miami State School 2019 Annual Implementation Plan (AIP) has identified "The Big 3" as the focus for our Improvement Agenda:

1. Writing
Raising the bar with writing standards across the whole school.

2. Targeted Teaching
Personalised and evidence-based delivery of teaching and learning.

3. Literacy & Numeracy – 12 Months of Progress
Spotlight on student improvement growth.

Specific targets and timelines for improvement are noted in the AIP and focus on:

- continuing to increase student performance measures in Reading, Writing and Mathematics to ensure successful learners

- enhancing teaching quality: teachers know students and how they learn; deliver targeted teaching critical for success; engage in coaching with Heads of Curriculum and apply expertise with research based pedagogical practices

- fostering high performing leadership teams through intentional collaboration at school and regional levels

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	828	819	824
Girls	398	405	414
Boys	430	414	410
Indigenous	17	18	17
Enrolment continuity (Feb. – Nov.)	94%	95%	97%

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.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Miami State School has been providing a quality education in the Gold Coast area since 1979. The school is organised into single class groups for each year level. The school caters for students with diagnosed and verified disabilities who require an adjustment to their educational program according to individual need. Our school community includes students and staff who are Deaf or Hearing Impaired and Educational Interpreters work within our classrooms and school setting. Miami SS provides a Regional Early Childhood Development Program (ECDP) for students with a disability aged 0-5 years. Miami SS families are generally of high socio-economic background.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	23
Year 4 – Year 6	25	26	28
Year 7 – Year 10			
Year 11 – Year 12			

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.

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Curriculum delivery

Our approach to curriculum delivery

- Differentiated curriculum to provide opportunities to maximize student achievement for all students
- Integration of ICTs into curriculum areas and classroom learning
- Dedicated Literacy and Numeracy Block times established throughout all year levels
- Japanese (LOTE)
- Performing Arts program - classroom music, choirs, instrumental music – concert band and strings program, dance - part of PE, TSP and TAP Programs
- Special Education Program focuses on integrated curriculum for students with ASD, physical, visual, hearing and intellectual disability
- Strong high achieving learning support and students with disabilities' program linked to
- Personalised Learning and ICPs where appropriate
- Perceptual Motor for Prep
- Miami Mentors
- School Wide Positive Behaviour "Zipftacular"
- Student & Teacher Wellbeing initiatives

Co-curricular activities

- Arts Program - Drama, Visual Arts, Photography, Guitar, Musical Theatre, Drums, Yoga and Coding
- Sports Program - Dance, Sports Aerobics, Surfing, Rugby League, AFL, Triathlon, Swimming, Basketball, Hockey, Touch Football, Tennis, Taekwon-Do, Athletics, Fitness and Running Club
- Student Leadership Program
- Instrumental Music Program
- Excursions and Camping programs
- Book Week, Book Club & Book Fair
- School Camp Program
- School Talent Quest
- Cluster sports events
- Under 8's Day
- Prep Transition
- Athletics and cross country events
- Swimming in all year levels
- Lunchtime clubs - Chess and library games
- Premier Reading Challenge
- ICAS – University of NSW Competitions
- Groovy Groups for Students with Disabilities & friends
- Solid Pathways Program
- Excellence Programs – Days of Excellence (Maths, Science, Writing)

How information and communication technologies are used to assist learning

Information and communication technology is represented in two ways in the Australian Curriculum: through the ICT capability that applies across all learning areas and within the Technologies curriculum through Digital technologies. ICT capability is embedded throughout the curriculum in units of work. ICT capability supports and enhances student learning across all areas of the curriculum.
Students develop and apply ICT knowledge, skills and appropriate social and ethical protocols and practices to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs.

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Social climate

Overview

The school provides a safe, supportive and productive learning environment with key elements such as student behaviour, feeling safe and being treated fairly. Our school values of Honesty, Respect and Commitment help to create our school climate.

This school has a high level of expectation and a comprehensive whole school approach to:

- Development of responsible student behaviour through consistency of expectations and procedures
- Character development and student support, both academically and socially which supports teaching students.

Specific proactive and intervention programs as supported by the school's Guidance Officer, Support Teachers Literacy & Numeracy, the school chaplain, school administration and teachers, working as a team with the parent, to help the child become an independent and self-disciplined learner and enable them to be the best that they can be. We help children understand that "the choices you make, make you".

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)	97%	96%	96%
• this is a good school (S2035)	97%	100%	99%
• their child likes being at this school* (S2001)	98%	93%	98%
• their child feels safe at this school* (S2002)	99%	93%	95%
• their child's learning needs are being met at this school* (S2003)	93%	93%	95%
• their child is making good progress at this school* (S2004)	92%	93%	94%
• teachers at this school expect their child to do his or her best* (S2005)	98%	96%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	95%	92%
• teachers at this school motivate their child to learn* (S2007)	96%	95%	93%
• teachers at this school treat students fairly* (S2008)	94%	91%	90%
• they can talk to their child's teachers about their concerns* (S2009)	94%	96%	93%
• this school works with them to support their child's learning* (S2010)	95%	96%	94%
• this school takes parents' opinions seriously* (S2011)	91%	96%	90%
• student behaviour is well managed at this school* (S2012)	91%	95%	90%
• this school looks for ways to improve* (S2013)	98%	100%	96%
• this school is well maintained* (S2014)	97%	98%	98%

* 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.

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Table 4: Student opinion survey

Percentage of students who agree[#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	97%	100%
• they like being at their school* (S2036)	100%	93%	96%
• they feel safe at their school* (S2037)	100%	93%	99%
• their teachers motivate them to learn* (S2038)	100%	99%	98%
• their teachers expect them to do their best* (S2039)	100%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	98%
• teachers treat students fairly at their school* (S2041)	96%	86%	95%
• they can talk to their teachers about their concerns* (S2042)	96%	94%	93%
• their school takes students' opinions seriously* (S2043)	99%	98%	95%
• student behaviour is well managed at their school* (S2044)	98%	87%	98%
• their school looks for ways to improve* (S2045)	98%	97%	100%
• their school is well maintained* (S2046)	100%	96%	99%
• their school gives them opportunities to do interesting things* (S2047)	100%	95%	98%

* 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)	96%	95%	98%
• they feel that their school is a safe place in which to work (S2070)	97%	97%	98%
• they receive useful feedback about their work at their school (S2071)	90%	84%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	92%	94%
• students are encouraged to do their best at their school (S2072)	98%	97%	100%
• students are treated fairly at their school (S2073)	98%	93%	100%
• student behaviour is well managed at their school (S2074)	96%	93%	95%
• staff are well supported at their school (S2075)	89%	86%	94%
• their school takes staff opinions seriously (S2076)	89%	88%	95%
• their school looks for ways to improve (S2077)	96%	96%	100%
• their school is well maintained (S2078)	98%	97%	97%
• their school gives them opportunities to do interesting things (S2079)	91%	92%	93%

* 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

Miami State School has a strong sense of pride and sense of community - within our students, staff, parents and wider community. We are all committed to ensuring a quality education that recognises the individual talents and needs of our students. It is important to all that the entire school community make positive contributions to Miami State School. We are all about developing the whole child to fulfil their potential.

Parents are very welcome at Miami State School. Regular communication informs the school community of school events and invites participation in school and class activities including:

- Teacher - parent information sessions where the teacher establishes relationships and communicates an overview of learning, behavioural and homework expectations; class routines and procedures; code of responsible student behaviour; the term's curriculum and how parents may support their child in their learning; calendar of student events.
- Parent forums/ workshops
- Prep Transition – program of events
- High School Transition – program of events
- Parent teacher interviews and end of semester reporting
- Parent volunteer support in the classroom, excursions, events, reading
- Education Week Activities - Book Fair
- Sporting Events
- Indigenous Culture events/workshops/celebrations
- Celebrations of Success
- Music and Drama performances
- Parent and Citizens' Association
- Working in partnership with the Chaplaincy Committee
- Talented Arts' Program exhibitions and performances
- Playgroup: Community Playgroup, Autism Qld Playgroup, Deaf Playgroup

Respectful relationships education programs

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

At Miami State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behaviour expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behaviour expectations are attached to each of our three school values: Honesty, Commitment and Respect.

These behaviour expectations are communicated to students via a number of strategies, including:
- Lessons on our school values conducted by classroom teachers;
- Teaching and application of the Behaviour Diamond by classroom teachers;
- Reinforcement of learning from classroom on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Student leadership programmes including Young Leaders, Student Council, School
- Leaders, Sports Leaders, Mentors and Buddies
- Newsletter articles enabling parents to be actively and positively involved in school behaviour expectations
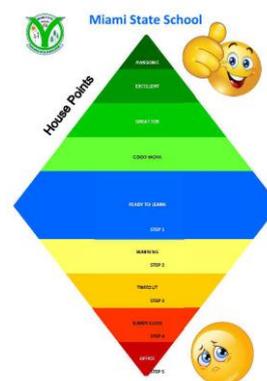
- Staff induction and ongoing professional development targeting school values, behaviour expectations and strategies
- Extra-curricular programs including: Total Sports Program, Total Arts Program, borrowing sports equipment for playground use, library, computer lab, lunchtime activities and clubs
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Development of specific policies to address:
- The Use of Personal Technology Devices at School
- Procedures for Preventing and Responding to Incidents of Bullying

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	84	61	36
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	234,785	237,024	229,669
Water (kL)	7,705	20,890	7,798

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.

> View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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	59	40	<5
Full-time equivalents	54	26	<5

*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	
Masters	6
Graduate Diploma etc.*	8
Bachelor degree	45
Diploma	
Certificate	

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

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Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $92, 994.

The major professional development initiatives are as follows:

- In addition to Pupil Free Day Professional Development opportunities, Professional Learning Groups are conducted. There are 4 sessions per term to support professional development needs identified by staff.
- 8 Team Meetings are also held per term by the Heads of Learning in each cohort.
- All teachers also participate in 4 planning sessions per year.
- Teachers are involved in instructional coaching.

Major professional developments undertaken included:

STEM

First Aid & CPR

Leadership

Wellbeing & Behaviour Management

Teaching Students with Diverse Needs

Hearing Impairment / AUSLAN

Champion Schools Collaborative – Rigorours Reading

Student Protection Training

Beginning Teacher Conference

Financial Management / HR

Age Appropriate Pedagogies

Developing an Effective Writing Program

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%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

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	94%	94%	94%
Attendance rate for Indigenous** students at this school	94%	91%	91%

* 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

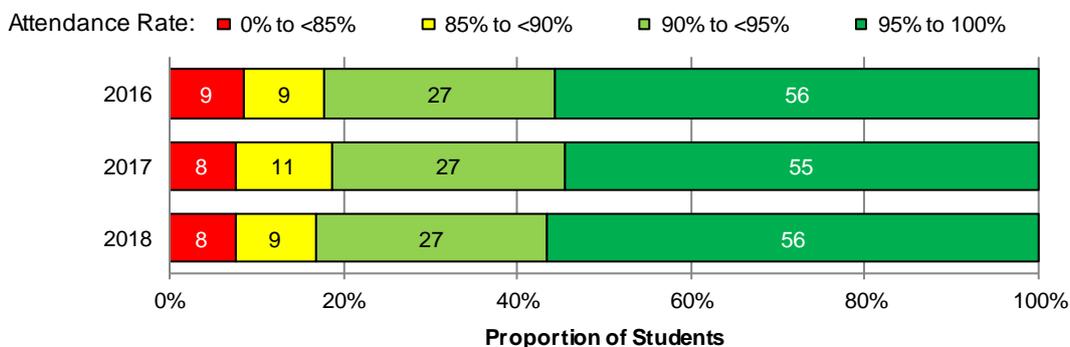| Year level	2016	2017	2018
Prep	94%	94%	95%
Year 1	94%	95%	94%
Year 2	94%	94%	95%
Year 3	94%	95%	94%
Year 4	94%	94%	95%
Year 5	92%	94%	94%
Year 6	94%	92%	93%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	9	9	27	56
2017	8	11	27	55
2018	8	9	27	56

Proportion of Students

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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.

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.

Class Rolls are marked at the beginning of the day and at the commencement of the afternoon session after the 2nd break. Children who arrive after school has commenced (8.55am) are to report to the school administration building to receive a late slip. This late slip is then handed to the child's classroom teacher so that late attendance to class can be recorded.

If a student is to be absent from school parents to notify the school via a written note or the office phone number. The school will contact parent/carers if there have been a number of unexplained or high absences reported. An absence text message is sent if a child is marked absent and no notification has been received from parent.

A 5 weekly review of attendance is conducted to identify students with a high level of absenteeism or late arrivals.

Parents are asked to provide reasons for unexplained absence, late arrivals, early departures or a justification for a high level of absenteeism.

Our school very much supports the Every Day Counts initiative by the Department of Education and Training.

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.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

    View School Profile

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

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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.