Miami State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020

Department of Education and Training

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School Overview

The education community at Miami SS believes in creating a nurturing and safe learning culture to engage children's natural curiosity where children enjoy their education, build friendships and achieve their best. As a team we do this by providing quality learning experiences that use individualised and differentiated curriculum and teaching; innovating with futures thinking and digital technologies for a rapidly changing and networked society; developing specialised programmes, class structures and educational solutions that are creative and flexible to achieve our goals; and encouraging students to take responsibility for their own achievement through personal application.

Our goals are to work with families to develop student potential; guide children to becoming productive, ethical and healthy citizens in a rapidly changing world; and encourage students to share the challenge of creating a high profile school of excellence.

Principal's Forward

Introduction

This report details the growth, development and performance of Miami State School in 2016. It provides parents and members of the school community with information about our program development, teaching and learning foci, community partnerships and standards achieved by our students.

"Growing with Knowledge" is the school motto and inspires learners to aim high for their endeavours. To achieve by "doing one's best" is to aim for excellence. Miami State School is a safe, happy and friendly school focussed on developing creative learners, achieving personal excellence, respect and responsibility.

Respect, Honesty & Commitment are our school values.

Our school community is committed to valuing each student as an individual. The curriculum at Miami State School is student centred and boasts an 'excellent' reputation for offering quality Educational programs that cater to students' learning needs.

In partnership with parents and our wider school community, Miami State School strives to provide students with access to a high quality education that equips them with knowledge, skills and attributes necessary for their future.

We value and expect from all members of our learning community: honesty in words and actions; respect for others, ourselves and the world; and a commitment to doing our best. Miami State School is located on the Gold Coast and strives to achieve high academic, social, cultural and sporting standards through a curriculum program which caters for individual needs of students from Prep to Year 6. Gifted Education is heavily emphasised as too are Special Needs Intervention programs. Japanese is the L.O.T.E. (Languages Other Than English) subject.

There is a strong focus on improvement at Miami State School through analysis of our results, targeted intervention programs and extension programs. Our school has quality, committed teachers, innovative

programs, quality facilities and very strong community partnerships. We take a holistic approach to education offer an abundance of extra-curricular activities rarely found in the primary setting such as a science lab and wet-process darkroom. Additional programs include instrumental music, student leadership, swimming, and athletics and cross country events. Miami has wonderful facilities which include a purpose built hall which proudly hosts school and community events, an e learning centre to promote e learning, iPads and 3 computer labs.

We are known for excellence unleashing potential in our Sport, Arts, Music Programs, differentiated learning or personalised learning Special Education Program and Early Childhood Programs.

The Talented Sports Program (TSP) and Talented Arts Program (TAP) maximise on the school's unique physical location in the midst of Pizzey Park with international standard sporting facilities within walking distance.

The Special Education Program caters for the special needs of children and ensures all of these children are fully integrated into mainstream classes. The school also runs a successful Early Childhood Development Program.

We invite you to come and experience our diverse and unique community.

School Progress towards its goals in 2016

Throughout 2016 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 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.

Reading
- Teachers set reading goals aligned to targets for individual students to ensure continual student improvement in independent reading comprehension (with administrative guidance and support).
- Implementation of Miami State School Reading Framework with a focus on guided reading to improve student reading comprehension outcomes.
- Teachers to conference with students to create reading goals, with a strategy and skill improvement focus.
- Early Years Coaching in Reading.
- Levelled Literacy program introduced to Yr 1 – 5 to support literacy intervention.
- Tracking of students using a school-wide diagnostic tool to inform distance travelled and individual student needs.
- STLN timetabled to classes to promote students and improvement in the upper two bands.
- Literacy leaps for students in Year 1 and aides timetabled to support learning.
- Purchased more readers.
- STRIVE – to build vocabulary development.
- Readiness programs eg ELF.
- Specific reading intervention for students not at set targets, levelled literacy.
- Prep – Oral Language Program

Spelling
- Continued implementation of THRASS.
- Implementation of spelling framework incorporating Words Their Way, application of spelling words in writing and proof reading.
- Teachers to follow daily lesson format and assessment schedule.

Numeracy
- Follow the Curriculum into the Classroom maths units.
- Explicit teaching of problem solving strategies across all year levels. – Coaching in problem solving.

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- Teacher Aides timetabled to support Numeracy completion of differentiation planner with focus on pre-assessment.
- I4S – Numeracy Coach – Coaching how to use data to inform teaching and learning. Numeracy intervention aligned to students not meeting targets.
- Year 3-6 streamed math classes to allow targeted teaching/resources.
- Numeracy Block – Warm up, Focus Lesson, Reflect. Develop effective warm ups.
- NCR Diagnostic pre and post check assessments to track term Number focus.
- Basic facts tracking to support ongoing development.

National Curriculum
- Focused on understanding what needs to be assessed, the curriculum intent and varying the learning pathway by differentiating for individuals and or groups of students.
- Further defined the specifics of how the C2C resources will support the delivery of the Australian Curriculum at Miami State School (adapt, adopt or apply as required).

Instructional leadership
- Leadership team used Instructional Leadership practices to directly or indirectly effect student improvement – Miami Agreed Practices.
- Implementation of learning walks and feedback processes to further enhance teaching practices.

Developing Workforce Performance
- Use of Dimensions of Teaching and Learning model aligned to the school improvement agenda.
- Creating a whole school culture of continuous improvement through the embedding of coaching methodology that will lead to new ways of working in the school which promote a culture of continuous improvement.
- Collaborative Partnerships – Coaching, Mentoring and Watch Others Work (WOW) Program.
- Develop Individual Performance Plans for all staff.
- Professional Development is specifically linked to School Performance Plans and the Annual Implementation Plan.
- Provide additional teacher release and year level meeting time to support unpacking of the Australian Curriculum.
- Develop a collegial culture by enabling teachers to visit one another's classrooms to observe effective practices and discuss their work – known as WOW time.
- Professional Learning Groups to focus on targeted learning objectives leading to improved student outcomes.
- Implement the School Induction Program for teachers and Support Staff.

Future Outlook

In 2017 Miami State School will focus on:

- Creative & Critical Thinking
- 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
- Numeracy Improvement focussing on Number and Problem Solving
- Science, Technology, Engineering, Maths (STEM): Implement Digital Technology curriculum

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School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	872	408	464	19	96%
2015*	801	371	430	21	94%
2016	828	398	430	17	94%

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 2016, 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

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. There are a small number of composite classes. The school caters for students with diagnosed and verified disabilities who require an adjustment to their educational program according to individual need.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	23	23
Year 4 – Year 7	24	26	25
Year 8 – Year 10			
Year 11 – Year 12			

*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.

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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

Extra curricula 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.

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.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	97%	97%
this is a good school (S2035)	97%	98%	97%
their child likes being at this school* (S2001)	98%	96%	98%
their child feels safe at this school* (S2002)	100%	97%	99%
their child's learning needs are being met at this school* (S2003)	92%	96%	93%
their child is making good progress at this school* (S2004)	94%	96%	92%
teachers at this school expect their child to do his or her best* (S2005)	98%	99%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	90%	93%
teachers at this school motivate their child to learn* (S2007)	94%	94%	96%
teachers at this school treat students fairly* (S2008)	94%	96%	94%
they can talk to their child's teachers about their concerns* (S2009)	99%	98%	94%
this school works with them to support their child's learning* (S2010)	97%	96%	95%
this school takes parents' opinions seriously* (S2011)	89%	95%	91%
student behaviour is well managed at this school* (S2012)	93%	93%	91%
this school looks for ways to improve* (S2013)	96%	98%	98%
this school is well maintained* (S2014)	98%	98%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	100%	99%
they like being at their school* (S2036)	96%	100%	100%

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Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they feel safe at their school* (S2037)	94%	100%	100%
their teachers motivate them to learn* (S2038)	94%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	100%	100%
teachers treat students fairly at their school* (S2041)	85%	100%	96%
they can talk to their teachers about their concerns* (S2042)	84%	100%	96%
their school takes students' opinions seriously* (S2043)	89%	99%	99%
student behaviour is well managed at their school* (S2044)	73%	98%	98%
their school looks for ways to improve* (S2045)	91%	100%	98%
their school is well maintained* (S2046)	88%	99%	100%
their school gives them opportunities to do interesting things* (S2047)	94%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	94%	99%	96%
they feel that their school is a safe place in which to work (S2070)	97%	97%	97%
they receive useful feedback about their work at their school (S2071)	86%	95%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	96%	98%
students are encouraged to do their best at their school (S2072)	99%	99%	98%
students are treated fairly at their school (S2073)	98%	99%	98%
student behaviour is well managed at their school (S2074)	93%	96%	96%
staff are well supported at their school (S2075)	87%	95%	89%
their school takes staff opinions seriously (S2076)	90%	93%	89%
their school looks for ways to improve (S2077)	99%	97%	96%
their school is well maintained (S2078)	99%	99%	98%
their school gives them opportunities to do interesting things (S2079)	93%	93%	91%

* 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 makes 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:
- o Teacher - parent information sessions where the teacher establishes relationships and communicates an overview of learning, behavioural and homework expectations; class

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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.

- o Parent forums/ workshops
- o Prep Transition
- o Parent teacher interviews and end of semester reporting
- o Parent volunteer support in the classroom, excursions, events, reading
- o Education Week Activities - Book Fair
- o Sporting Events
- o Celebrations of Success
- o Music and Drama performances
- o Parent and Citizens' Association
- o Working in partnership with the Chaplaincy Committee
- o Talented Arts' Program exhibitions and performances
- o Playgroup

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful 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 has been 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
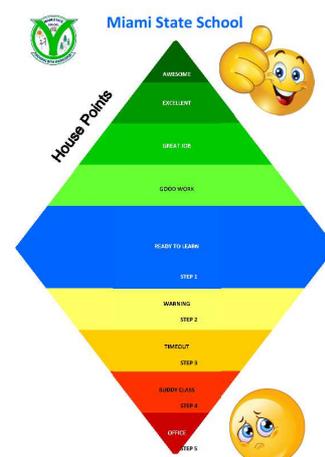
School Disciplinary Absences

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	61	50	84
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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.

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Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	216,270	2,163
2014-2015	215,810	32,048
2015-2016	234,785	7,705

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.**

Find a school

School name	GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	71	42	<5
Full-time Equivalents	60	27	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	
Bachelor degree	39
Diploma	27
Certificate	

*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 2016 were $102 784

The major professional development initiatives are as follows:

In addition to Pupil Free Day Professional Development opportunities, Professional Learning Groups are held. 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.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 95% of staff was retained by the school for the entire 2016.

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Key Student Outcomes
Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	94%

*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 2016 for all Queensland Primary schools was 93%.

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
2014	95%	93%	94%	94%	94%	93%	93%	93%					
2015	93%	94%	94%	94%	93%	94%	93%						
2016	94%	94%	94%	94%	94%	92%	94%						

*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:
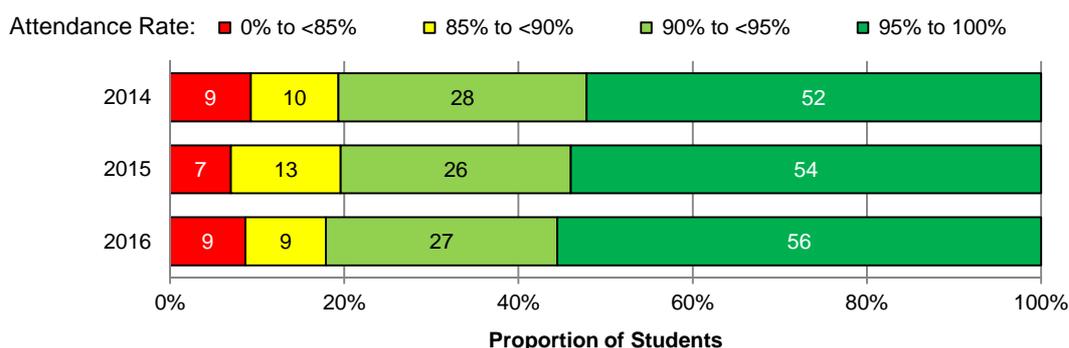
Description of how non-attendance is managed by the school

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

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.

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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.

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 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.

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