



Mirani 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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<b>Contact person</b>	Principal, Mr Scott Cage



## From the Principal

### School overview

Mirani State High School enjoys an excellent reputation, and has had outstanding achievements across its many and varied programs. Mirani State High School was opened on the 23rd of January, 1967 as the only provider of secondary education in the Pioneer Valley. Since this day, Mirani SHS has been assisting students to realise their potential and achieve their goals as individuals through a range of opportunities to participate in academic, sporting and cultural fields. As the Pioneer Valley district continues to develop and grow, the school has followed this trend and is constantly improving the opportunities available to students by embedding innovative teaching and quality learning experiences into daily learning activities. The school prides itself on the close links that have been developed with businesses, industries and community organisations throughout the Pioneer Valley and the broader Mackay community to further enhance opportunities available to our students.

### School progress towards its goals in 2018

The school continued to invest heavily in and progress the school's improvement agenda with a focus on teacher pedagogy to meet the individual needs of students. A summary of the school's progress towards achieving the goals identified in its 2018 Annual Implementation Plan's priorities is listed below.

Annual Implementation Plan Priorities for 2018	Achieved	Comments
Staff PD on a Social View of Language: Reading to Learn	✓	100% of all teaching staff
QCAA	✓	100% of all teaching staff
ASOT Reflective Scales every lesson	✓	100%
Communication Strategy: Redevelopment of school website and use of Facebook	✓	Completed
Support Mackay Engineering College.	✓	100% utilisation
All staff involved in coaching and mentoring	✓	100%

### Future outlook

Mirani State High has traditionally provided an outstanding education, transitioning students into the mining sector with a major emphasis on certificate courses and trade skills. The school has been proactive over recent years creating community momentum and building a successful academic focus, to create new opportunities for students with the mining downturn. The school will continue to provide opportunities for all students. The continued refinement of a high quality curriculum with teachers reflecting on their personal pedagogy through coaching and observation makes Mirani State High a great place for students to learn. The school's annual improvement plan shows continued improvement in the following areas: Reading, Numeracy, Writing, Science, Retention, Attainment, Transition, Attendance and Closing the Gap between Attendance and outcomes of indigenous and non-indigenous students.

Annual Implementation Plan Priorities for 2019	Target	Timeline
Teachers to complete first four QCAA SATE modules	50% teachers	Terms 1- 4
Continue to build teacher capacity and confidence to plan writing TLAPS using the Gradual Release Model	All senior subject Teachers	Terms 1- 4
Teachers to engage in cognitive verb in-service and implementation (Coaching and Mentoring)	100% Teachers complete PD and Instructional Rounds	SFD Terms 1- 4
All teachers complete, discuss & implement strategies based on MyClass Data with HOD following each reporting cycle.	All teachers each cycle	Terms 1- 4
Systemic Moderation Processes and student evidence collection– develop and document a consistent approach for each Senior Subject.	All faculties utilise school wide approach.	Terms 1 - 4
All students have Study Plan and personal achievement goals	100% of students	Terms 1 - 2
Introduce Early career Planning interviews (ECP)	50% of students	Term 2
Develop new faculty meeting and organizational structure	All faculties	Terms 3-4



# Our school at a glance

## School profile

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

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	849	837	842
Girls	413	406	397
Boys	436	431	445
Indigenous	46	54	57
Enrolment continuity (Feb. – Nov.)	93%	94%	94%

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

The student body comes from a wide geographical area. The Pioneer Valley is predominately a rural sugar cane growing area with students living on farms and in small service centres. The Valley has experienced residential development due to coal miners from the Bowen Basin choosing to live in the Pioneer Valley and travel to their employment. The students' value being part of the "Valley" community and this is reflected in the tone of the school and relationships between teachers and students.

### 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	21	21	23
Year 11 – Year 12	17	18	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

Mirani State High School has an innovative curriculum in both the Junior and Senior Phase of Learning. These curriculum approaches have resulted from extensive community consultation.

The school offers a comprehensive range of quality programs across the key learning areas in Years 7, to 10 and caters for both tertiary and vocational preparations in the senior school.

Years 7, 8 and 9 are viewed as part of the Junior Phase of Learning and Year 10 as preparation for Senior. Transition into secondary school in Year 7 is fostered by having teams of teachers timetabled with 56 students to deliver the Core program of English, Maths, Science, SOSE, Health and IT.

The school offers students choices from 11 Authority subjects and 11 Vocational subjects.

Distinctive offerings include:

- An Instrumental Music Program.
- Extension in the Performing Arts.
- Certificate II in Skills for Work and Vocational Pathways (SSK 20113) for all Year 10 students.

### Co-curricular activities

#### Cultural Activities

- Concert Band
- Small group ensembles
- Cheer
- Rock Eisteddfod
- Debating
- Eisteddfod
- School Musical production
- Mirgaz
- Public Speaking

#### Sporting

- Rugby League
- Water polo
- Basketball
- Netball
- Rugby Union
- Soccer and Futsal
- Touch

#### Academic

- Competitions – National ICAS English, Mathematics, Science and Geography
- Japanese Speaking
- Readers Cup
- REA – F1 in schools
- School Achievement Awards
- Multi-Cultural Day

#### Careers

- Career Expo, Sun skills Expo
- University Experience days (C.Q.U. and J.C.U.)
- Structured work placement, work experience

### How information and communication technologies are used to assist learning

Four (4) computer laboratories, two (2) mini-laboratories with three-hundred and three (303) networked student computers, eleven (11) interactive whiteboards, twelve (12) multi-media projectors, and 7 laptop class sets consisting of two-hundred and 10 (210) laptop computers represents the school's core investment. A BYOD program was expanded in 2018 to students in Years 7, 8, 11 and 12 only, bringing their own device to school. The school BYOD program enables students' computers full connectivity to access the school's network. Students engage in web conferences, virtual schooling, pod casts and blogs creating a multi-media environment for learning that connects students to their world outside of school.

Access to technology is incorporated into classroom practice across all Key Learning Areas. A full time school funded technician maintains the school's excellent ICT facilities. Students are globally connected leading to opportunities to engage with learning anywhere, any time. The school has developed an on-line learning environment that gives students a consistent platform to access their curriculum on-line.



## Social climate

### Overview

High standards of behaviour are maintained, school uniform is a priority and a whole-school focus on a "learning culture" helps to develop every student's work ethic.

"Valley Pride" is the school's distinct motto, and students are continually reminded that this motto is realised through its support and participation in all major community events. This involvement makes the school a hub for community events both cultural and sporting. The community-feel in the school is exemplified by over 200 students participating in 10 different ANZAC day ceremonies across the district in school uniform. Mirani SHS also is a key participant in the Pioneer Valley's, 'Relay for Life'.

To facilitate a zero tolerance to bullying all Junior Secondary students are taught how to respond to incidents inside and outside school. Anti-bullying and respect and tolerance qualities are explicitly taught in the school's Care lessons, based on the Mind Matters program. A separate process has been outlined and endorsed by the P&C and was incorporated in the Responsible Behaviour Plan in 2016. The school support team, Guidance officer, School Nurse and Chaplain have a pro-active and reactive approach to supporting the social and health needs of students. Student opinion that Mirani State High is a good school and that they feel safe is consistently above 90%.

### 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)	93%	96%	96%
• this is a good school (S2035)	94%	98%	91%
• their child likes being at this school* (S2001)	93%	97%	94%
• their child feels safe at this school* (S2002)	96%	98%	92%
• their child's learning needs are being met at this school* (S2003)	89%	92%	86%
• their child is making good progress at this school* (S2004)	88%	96%	91%
• teachers at this school expect their child to do his or her best* (S2005)	96%	95%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	96%	95%
• teachers at this school motivate their child to learn* (S2007)	87%	96%	92%
• teachers at this school treat students fairly* (S2008)	84%	91%	87%
• they can talk to their child's teachers about their concerns* (S2009)	92%	97%	97%
• this school works with them to support their child's learning* (S2010)	85%	97%	92%
• this school takes parents' opinions seriously* (S2011)	79%	91%	83%
• student behaviour is well managed at this school* (S2012)	86%	90%	82%
• this school looks for ways to improve* (S2013)	88%	96%	87%
• this school is well maintained* (S2014)	93%	93%	89%

\* 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)	96%	94%	94%
• they like being at their school* (S2036)	89%	80%	79%



Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	92%	93%	85%
• their teachers motivate them to learn* (S2038)	86%	88%	85%
• their teachers expect them to do their best* (S2039)	96%	97%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	89%	81%
• teachers treat students fairly at their school* (S2041)	79%	74%	66%
• they can talk to their teachers about their concerns* (S2042)	76%	69%	62%
• their school takes students' opinions seriously* (S2043)	77%	71%	62%
• student behaviour is well managed at their school* (S2044)	73%	69%	60%
• their school looks for ways to improve* (S2045)	88%	88%	81%
• their school is well maintained* (S2046)	90%	85%	71%
• their school gives them opportunities to do interesting things* (S2047)	94%	91%	84%

\* 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%	91%	99%
• they feel that their school is a safe place in which to work (S2070)	97%	95%	94%
• they receive useful feedback about their work at their school (S2071)	84%	88%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	81%	83%
• students are encouraged to do their best at their school (S2072)	93%	94%	97%
• students are treated fairly at their school (S2073)	91%	85%	88%
• student behaviour is well managed at their school (S2074)	86%	78%	71%
• staff are well supported at their school (S2075)	80%	77%	83%
• their school takes staff opinions seriously (S2076)	75%	75%	80%
• their school looks for ways to improve (S2077)	95%	89%	90%
• their school is well maintained (S2078)	95%	82%	80%
• their school gives them opportunities to do interesting things (S2079)	86%	83%	84%

\* 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

An active P&C association meets monthly on the second Tuesday of each month at 7.00pm. Parents are encouraged to play an active and supporting role in the life of the school. Communication processes are important in the development of this significant partnership. The school provides opportunities through:

- Enrolment interviews
- Year 7 bar-b-que



- Parent information nights
- Parent teacher interviews each semester
- Communication home through newsletters, Facebook, yearbook, SMS and phone calls
- Parent volunteering to support various sporting teams

The school works closely with parents to meet students' needs through the verification process and individual curriculum plans when appropriate.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The school has a whole school approach from year 7 to 12 where students study appropriate topics for their age, in the ACARA Health and Physical Education learning area. This includes respectful relationships, resilience, cyber-safety, bullying, domestic violence, sexual health, diversity and growth mindset. This program is also supported by outside providers including: Daniel Morcombe Foundation, RACQ, Headspace, QLD Police Service, ATSICH, One Punch can Kill and Y-Lead.

A second layer of more targeted support is provided through the provision of programs to meet identified individual students' needs. Examples are Drumbeat, Real Me, anger management, Deadly Choices and transition programs.

The school creed, Respect Yourself, Respect Others and Respect your Environment is intentionally taught to build self-esteem, sense of community and identity. This provides the scaffolding for students to be taught interpersonal conflict resolution skills and build capacity and pathways to report and seek help when appropriate.

## 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	124	103	121
Long suspensions – 11 to 20 days	9	7	6
Exclusions	7	6	5
Cancellations of enrolment	2	1	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

The school is very aware of our carbon footprint being a Reef Guardian School and responsible for a river bank restoration project for Land Care. School environmental footprint indicators have been contained despite the growth in school student numbers and buildings.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	366,448	453,032	420,547
Water (kL)	3,158	1,709	3,699

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.





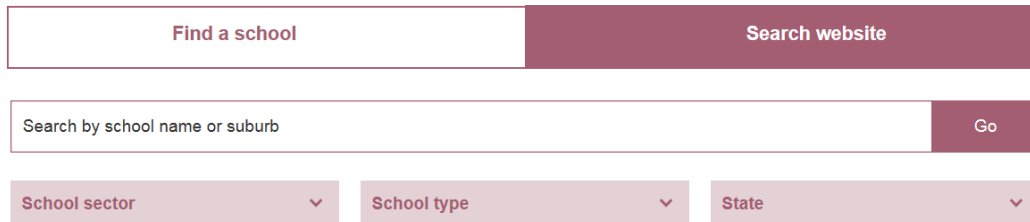
## School funding

### 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](http://www.myschool.edu.au/) 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.



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 '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	69	34	<5
Full-time equivalents	67	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	1
Masters	12
Graduate Diploma etc.*	2
Bachelor degree	53
Diploma	1
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 \$55197.89

The major professional development initiatives are as follows:

- ASOT and Instructional Rounds
- Essential Skills to classroom management
- Directed Reading and Thinking Activity
- Writing, A social view of language
- Leadership development
- VET in schools
- QCAA SATE Assessment and curriculum development
- QCAA Program Writing

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.	97%	97%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of 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%	91%	90%
Attendance rate for Indigenous** students at this school	89%	89%	85%

\* 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	92%	93%	92%
Year 8	91%	90%	91%
Year 9	89%	90%	89%
Year 10	90%	90%	88%
Year 11	89%	91%	90%
Year 12	90%	91%	90%

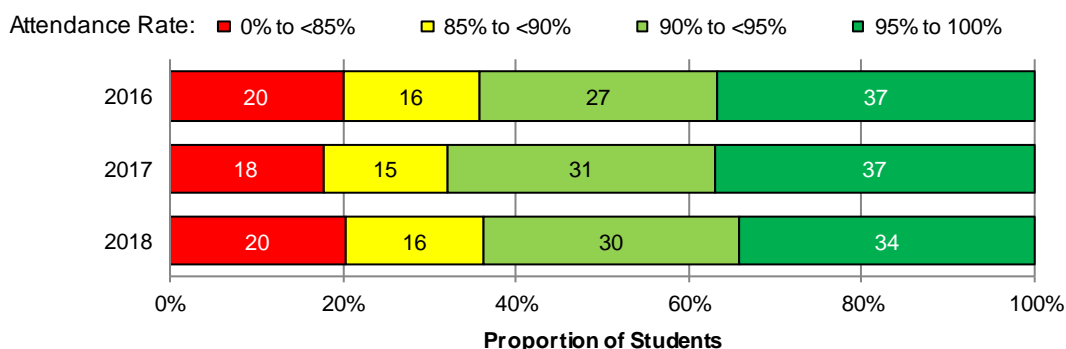
Notes:

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.

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.

The process at Mirani State High in 2018:

Rolls are marked daily by the teacher during the first timetabled class for that year level.

Rolls are then processed by the Absentee Officer, who enters all absences for the day in a Central database called IDattend. Student absence is then sent by SMS to the Parent 1 contact on Oneschool.

Individual Classroom teachers mark and upload their class rolls to IDattend for each lesson of the day (4 lessons per day) in which they have a contact class (either their own or replacement if internal relief is required). This is completed by 9am of the next school day.

If classes are covered by a Supply Teacher, then these absences are entered into IDattend by the Absentee Officer at the end of the school day.

Year coordinators track possible truancy from classes throughout the day. If a student is recorded as absent from individual classes, but were present in at least one session (either form or lessons), this is investigated by the Year Coordinator.

Parents and guardians are able to explain their student's absences in a number of ways; by phoning the absentee line, emailing administration or absentee officer or providing a note which their student brings to the form teacher the following day. All of these possible ways are on website, in student planner and explained at time of enrolment.

Year level coordinators are provided with weekly updates of unexplained absences with the intent to follow up and the school to have these absences explained.

Letters are sent home once a fortnight for students with two or more absences or two or more times late to school. Letters for continued absence are sent home in accordance with DET Policy for Managing Student Absence.

If the member of the administration believes the child is not attending school, a notice is issued outlining the parent's obligations under the Compulsory Schooling Requirement of the Education Act. A member of the school administration would seek to meet with the parent to discuss attendance concerns. If attendance does not improve, then a warning notice would be issued with referral to the relevant authorities. Attendance of students in the post compulsory stage of schooling is reviewed on a regular basis.

## 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

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:

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](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	133	135	125
Number of students awarded a QCIA	0	0	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	133	133	122
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	88%
Number of students who received an OP	58	42	53
Percentage of Indigenous students who received an OP	25%	0%	50%
Number of students awarded one or more VET qualifications (including SAT)	128	129	119
Number of students awarded a VET Certificate II or above	128	126	118
Number of students who were completing/continuing a SAT	10	10	6
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	79%	74%	83%
Percentage of Year 12 students who were completing or completed a SAT or	100%	99%	98%



Description	2016	2017	2018
were awarded one or more of the following: QCE, IBD, VET qualification			
Percentage of QTAC applicants who received a tertiary offer.	91%	91%	98%

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	4	5	6
6-10	19	12	14
11-15	23	14	24
16-20	12	11	8
21-25	0	0	1

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	8	19	22
Certificate II	127	125	118
Certificate III or above	9	7	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).

All Year 10 students complete Certificate II in Skills for Work and Vocational Pathways (SSK 20113). The school also offered through VETiS in schools:

ICA20111 Certificate II in Information, Digital Media & Technology

SIT30107 Certificate III Tourism

SIT30713 Certificate III Hospitality

SIT2011 Certificate II Tourism

SIT20213 Certificate II Hospitality

BSB10112 Certificate I in Business

BSB20107 Certificate II in Business

SIS30313 Certificate III Fitness

CHC30212 Certificate III Aged Care

CHC30712 Certificate III Children's Services



## 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	79%	85%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	44%	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 described below. Where the exit is known to the school, the destinations of young people who left the school after completion of Year 10 are recorded as part of the exit process. Students who do not reenrol in the senior school and whose exit is not reported to the school are recorded as destination unknown.

However, prior to this occurring, the school follows up non-enrolment for senior school through contact by phone and mail to complete the enrolment process or to provide information to parents and students regarding alternatives to senior schooling. Students at risk of not completing the Participation Phase of schooling are provided with alternate education options and pathway counselling and support through the school's student services often resulting in an alternate education pathway.

Students who are 'at risk' of not completing are managed through our Student Service faculty and are provided with support to determine the alternate education or work related pathway to support early exit from school. These students are advised to provide evidence of their proposed pathway prior to exiting Secondary School.

#### Destination of Early School Leavers by Year Level

Year Level	State Secondary School	Other School System	Home Schooling	Employment	Registered Training Organisation	Unknown
7	8	0	0	0	0	0
8	10	4	0	0	0	1
9	5	1	3	0	0	1
10	12	2	0	1	2	1
11	3	0	0	6	6	3
12	4	0	0	11	1	0

### 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.miranishs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

