

Performance of our students

Mirani State High School Report 2009

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Principal's foreword

Introduction

Welcome to Mirani State High School. I am pleased to present this School Annual Report for the 2009 school year. This report is available as a download from the school web site and in hard copy from the school office. Since 1967, Mirani has been assisting students to realise their potential and value as individuals through active participation in a range of programs and achievement in the academic, sporting and cultural fields. Innovative teaching and learning experiences are cornerstones of our school. The school was a State finalist in two showcase awards for excellence in 2010. As the only secondary education provider in the Pioneer valley, we are mindful of the need to provide multiple pathways for our young people. A high performing school this report is a framework that shows some of the excellent outcomes for our students and the school's pursuit of increasing student achievement. Please enjoy some of the data, highlights and outcomes from our school.

School progress towards its goals in 2009

The school has progressed improvement priorities in 2009.

A further eight teachers gained their Certificate IV in Training and Assessment to allow the delivery of vocational competencies across the school.

Continued whole school focus on numeracy and literacy initiatives across all Key Learning Areas

Teaching staff have been inducted in the Dimensions of Learning framework for implementation in 2010

The work education program for all year 10 students was reviewed with new pathways defined from study in junior school subjects to senior school subjects.

Future outlook

Mirani State High will undertake a quadrennial school review in 2010. This review combined with the release of the new Australian curriculum will create new directions and foci for the school.

Embed Dimensions of Learning into all curriculum planning and assessment rubrics in the middle school.

Develop an agreed understanding of key pedagogical practices that will underpin teacher pedagogical practice across all Key Learning Areas.

Investigate flexible on line learning for senior students. All learning spaces to have wireless connectivity for implementation in 2011.

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School Profile

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.

Coeducational

Year levels offered: Year 8 – Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
701	349	352	88%

Characteristics of the student body:

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 is undergoing some residential development due to coal miners from the Bowen Basin choosing to live in the Pioneer Valley and travel to their employment.

Year	8	9	10	11	12
Males	88	74	73	68	45
Females	92	64	80	64	53

Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Year 8– Year 10	24	88%	82%	7%	12%
Year 11 – Year 12	14	99%	98%	1%	1%
All Classes	20	93%	88%	5%	8%

The school offers a distinctive integrated middle school curriculum with three teachers teaching approximately 50 year 8 students. This curriculum structure accounts for the 12% of classes the “Over Target” size classes above.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	114
Long Suspensions - 6 to 20 days	16
Exclusions	<5
Cancellations of Enrolment	0

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Curriculum offerings

Our distinctive curriculum offerings

Mirani State High School has an innovative curriculum in both the Middle 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 8 to 10 and caters for both tertiary and vocational preparations in the Senior school.

Years 8 and 9 are viewed as part of the Middle Phase of Learning and Year 10 as preparation for Senior.

Transition into secondary school in Year 8 is fostered by having teams of three teachers timetabled with 60 students to deliver the Core program of English, Maths, Science, SOSE, Health and IT. In Year 8 students also choose to study either Japanese or Asian Studies as well as choosing three electives of their choice from a range of Technology and Arts subjects.

The Senior School for Years 11 and 12 operates on 4 days of timetabled lessons with the fifth Access Day, providing alternative learning, training and employment opportunities. The school offers students choices from 22 Authority subjects and 15 Vocational subjects.

Distinctive offerings include:

- Kickstart to Literacy program (a program designed to enhance literacy skills)
- An Instrumental Music Program
- Certificate 1 in Work Education for all Year 10 students
- Automotive Mechanics (Cert 1) for students in Years 9 and 10
- Specialised programs for special needs students designed to meet their individual needs.

Extra curricula

Cultural Activities

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

Sporting

- Water polo
- Futsal (Indoor Soccer)
- Basketball
- Netball
- Rugby Union
- Soccer

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- Rugby League

Academic

- Optiminds
- Competitions – English, Maths, Science
- Crest Awards
- Multi-Cultural Day

How Information and Communication Technologies are used to assist learning

The school has 4 computer laboratories, two mini-laboratories with 150 networked computers, 3 interactive whiteboards, 10 multi-media projectors, and four class sets consisting of 121 laptop computers. Approximately half of the school learning spaces have wireless connectivity. Access to technology is incorporated into classroom practice across all Key Learning Areas. The school's excellent ICT facilities are maintained by a full time technician and the curriculum is supported by an ICT Head of Department. Students are globally connected leading to opportunities to engage with learning anywhere, any time. Virtual classrooms are a feature which may replace or enhance traditional learning environments. 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.

Social climate

The school is a rural community school which supports and participates 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.

In 2009 the school reviewed the Responsible Behaviour Plan for students to include bullying and cyber-bullying at school. The school has a well developed pro-active student welfare team incorporating Deputy Principals, Year Level Coordinators, Guidance Officer, School based Health Nurse, Community Education Counsellor, Chaplain and Community Youth Worker. These officers provide a comprehensive whole year program to support students in their social and personal development from Years 8 to 12.

87.5% of parents say their child is happy to go this school

83.4% of parents say that school staff are approachable when they want to talk about their child

75% of parents are satisfied or very satisfied that their child is safe at this school

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Parent, student and teacher satisfaction with the school

Mirani State High is a community school with strong links between the school, parents and wider community. This is reflected in the satisfaction of both parents and teachers and the fact that their opinions are similar to that of the state.

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	88%
Percentage of students satisfied that they are getting a good education at school	55%
Percentage of parents/caregivers satisfied with their child's school	88%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	81%
Percentage of staff members satisfied with morale in the school	78%

Involving parents in their child's education.

Parents and community members have many opportunities to become involved in the life of the school and thus enhance their childrens' achievements. Strategies include the following:

- P and C meetings
- School Council
- Awards Night
- Merit and Distinction Awards ceremonies
- ANZAC Day ceremony
- Working bees
- Fortnightly newsletter
- Parent/Teacher Interviews (once per semester)
- SET plan meetings (Year 10)

Staff composition, including Indigenous Staff

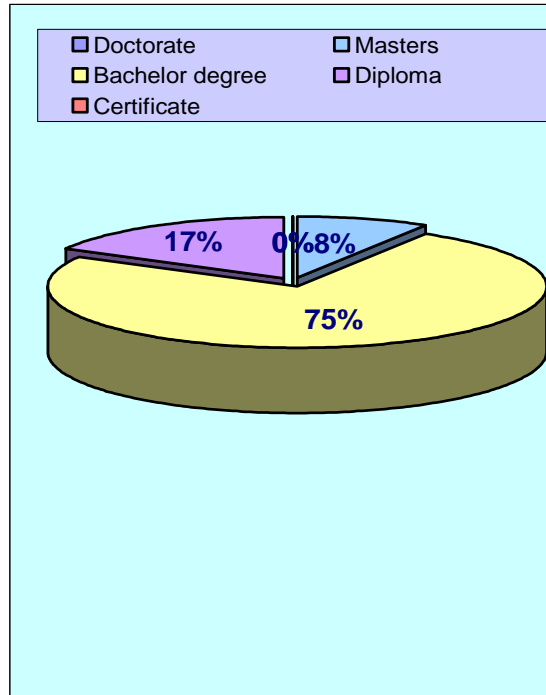
Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	63	25	<4
Full-time equivalent	58	17	0

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Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	44
Diploma	10
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$43,138. The major professional development initiatives were as follows:

Dimensions of Learning – DOL presenter from ANSN worked with Middle Schooling team on the integrated Year 8 core integrated curriculum.

Mighty Minds worked with all teachers and Year 12 students on Core Skills Test preparation

ICTs – Pedagogical Practice

First Aid and CPR

QSA Workshops:

- Syllabus development meetings and workshops
- QCE
- Naplan preparation and marking
- Literacy and Numeracy
- QCAR implementation

The involvement of the teaching staff in professional development activities during 2009 was 82% as per school records.

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Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 87% of staff were retained by the school for the entire 2009 school year.

Key student outcomes

Attendance

Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 90%.

Student attendance for each year level

Year 8	Year 9	Year 10
91%	89%	88%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice a day with parents contacted if students are unaccounted for. The school phones parents when students are absent for three or more days to enable work to be sent home if appropriate.

Achievement – Year 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 9.

Domain	Measures	Yr 9	
Reading	Average score for the school in 2009	566	
	Average score for Australia in 2009	580.5	
	For the school the percentage of students at or above the national minimum standard.	2008	82%
		2009	88%
	For the school the percentage of students in the upper two bands	2008	8%
		2009	15%

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Domain	Measures	Yr 9	
Writing	Average score for the school in 2009	541	
	Average score for Australia in 2009	568.9	
	For the school the percentage of students at or above the national minimum standard.	2008	79%
		2009	83%
	For the school the percentage of students in the upper two bands	2008	12%
2009		10%	
Spelling	Average score for the school in 2009	567	
	Average score for Australia in 2009	576.3	
	For the school the percentage of students at or above the national minimum standard.	2008	76%
		2009	88%
	For the school the percentage of students in the upper two bands	2008	17%
2009		17%	
Grammar and Punctuation	Average score for the school in 2009	572	
	Average score for Australia in 2009	573.5	
	For the school the percentage of students at or above the national minimum standard.	2008	78%
		2009	90%
	For the school the percentage of students in the upper two bands	2008	9%
2009		16%	
Numeracy	Average score for the school in 2009	574	
	Average score for Australia in 2009	589.1	
	For the school the percentage of students at or above the national minimum standard.	2008	89%
		2009	97%
	For the school the percentage of students in the upper two bands	2008	6%
2009		19%	

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Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%
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Outcomes for our Year 12 cohort of 2009

Number of students receiving a Senior Statement	96
Number of students awarded a Queensland Certificate Individual Achievement.	1
Number of students receiving an Overall Position (OP).	43
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	10
Number of students awarded one or more Vocational Educational Training qualifications.	92
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	18
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	64
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	81%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
7	14	14	8	0

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
92	13	5

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2009 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.