

State Award Submission Cover Sheet

Title of submission:

TRAVEL THE CROSSROADS TO SUCCESS AT MILES STATE HIGH SCHOOL

School/s: MILES STATE HIGH SCHOOL

District: ROMA

Region: DARLING DOWNS SOUTH WEST

Key contact person:

Name: MR DARRYL EARLY

Phone number: 4628 5111

Mobile phone number: 0427 029 698

Email address : dearl9@eq.edu.au

Principal:

Name: MR DARRYL EARLY

Phone number: As above

Email address: As above

Please nominate the Showcase category for your project. Please nominate one category only. (See section 1.2 of the guidelines for more information)

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Showcase Award for Excellence in the Early Phase of Learning |
| <input type="checkbox"/> | Showcase Award for Excellence in the Middle Phase of Learning |
| <input type="checkbox"/> | Showcase Award for Excellence in the Senior Phase of Learning |
| <input type="checkbox"/> | Showcase Award for Excellence in Inclusive Education |
| <input type="checkbox"/> | Showcase Award for Excellence in Leadership |
| <input type="checkbox"/> | Showcase Award for Excellence in Innovation |
| <input checked="" type="checkbox"/> | Showcase Award for Academic Excellence |
| <input type="checkbox"/> | Showcase Award for Excellence in Community or Industry Partnerships |

OPTIONAL multimedia items:

(For further information see guidelines appendix L)

If included, please nominate (✓)

To be supplied on one compact disc with the hard copy. Multimedia items are not required electronically.

- Submission required in hard and electronic copy
- Maximum five pages of submission information and 10 pages of appendices (excludes the cover sheet and project summary)
- Minimum font size of 11 points
- Multimedia material optional

For further details see guidelines section 3 – How to enter.

SIGNATURE/S OF PRINCIPAL/S

Date

To be completed by the Executive Director (Schools) after completion of the checklist:

I support this submission and its entry in the Showcase Awards for Excellence in Schools 2008. This submission meets the requirements set out in the Executive Director's Checklist.

Signature of Executive Director (Schools)

Date

All submissions remain the intellectual property of the Department of Education, Training and the Arts. If a submission uses material from a source not covered by Department of Education, Training and the Arts licences, permission for use of that material must be sought prior to entry of the submission and written proof of permission must be included in the submission.

Evidence:

- APPENDIX 1: School Wide Pedagogy IDEAS
- APPENDIX 2: Junior Comparison 2004 – 2007
- APPENDIX 3: Media Reports
- APPENDIX 4: OP Distribution for School 334 (1992-2007)
- APPENDIX 5: VET Certificate Results 2007 – Year 12 Students
- APPENDIX 6: Comparison of Results 2004 – 2007 Year 12 and Year 11
- APPENDIX 7: Student/Parent Responses School Opinion Survey 2004 – 2007
- APPENDIX 8: Student and Parent Quotes
- APPENDIX 9: Letter of Support – Murilla Shire Council
- APPENDIX 10: School Based Apprenticeships and Traineeships

Other documentation:

- Letter of Support from the Principal
- Letter of Support from the Parents and Citizens' Association

Personnel involved in the project (names and roles):

- Mr Darryl Early, Principal
- Mr Stephen Hardy, HOD Senior Schooling (Acting)
- Ms Susan Wayner, HOD Middle Schooling
- Mrs Carol Tribe, Transition Officer
- Mr Gavin Priest, Manual Arts Coordinator
- Mrs Vikki Knight, Agricultural Science Coordinator
- Mr Kerry Mulholland, Year 10 Coordinator



Travel the Crossroads
to Success

MILES STATE HIGH SCHOOL

Travel the Crossroads to Success at Miles State High School

Showcase Awards for
Excellence in Schools 2008

**ACADEMIC
EXCELLENCE**

State Award Submission

Submission overview:

An analysis of student Academic Data from 2004 showed a number of disturbing anomalies or trends. Students particularly in the Senior School were not successful with their results. Vocational Education was being under utilised eg. 2003 results Year 12 Overall Position (OP) scores 1 to 15 was 40% of the cohort and only 37% of students received a Vocational Education (VET) Certificate. Community partnerships and opportunities were not being targeted.

There was no holistic development of the students and self esteem and morale were low among both the student and staff population. This was reflected in a low community perception of the school. Only 37% of parents were satisfied with the quality of teaching their child receives (School Opinion Survey S125). Over the past 4 years a number of measures have been implemented to transform Miles State High School into a rural school achieving exceptional results. The community is now talking about the 'Rural Advantage' of Miles State High School.

These measures have included:-

- Restructuring the School Management Team
- Developing a comprehensive Middle Phase and Year 10 Transition Program
- Reinvigorating the Senior School curriculum to allow for flexibility
- Utilising innovative school-community partnerships.

A. THEORETICAL BACKGROUND

Description

The Year 2004 was the scene of major changes at Miles State High School. The whole Administration staff of Principal and two Heads of Department were promoted out of the school and area. The Registrar (Business Manager) was new and 11 of 16 teaching staff were also new to the school and area.

The school did not have a dedicated vision or values statement or an agreed Foundation of teaching and learning (pedagogy). The school revitalisation used the IDEAS process (Innovative Designs for Enhancing Achievements in Schools) as an internationally recognised theoretical framework for this change process. This was supported by the Leadership Research Institute at the University of Southern Queensland (USQ/LRI).

Outcomes

- ◆ A two year comprehensive and collaborative process involving students, staff and the community.
- ◆ A joint collaboration with Miles State School to form an educational "precinct".
- ◆ The formation of an IDEAS School Management Team (ISMT) and empowering staff at both schools to actively be part of this.
- ◆ The development of a Student IDEAS Team (SIT) involving Year 7, 8, 9 and 10 students.
- ◆ The delivery of a comprehensive 70 question survey (Diagnostic Inventory DI) in 2004 and followed up in 2007.

Evidence

- ◆ An agreed vision. *Travel the Crossroads to Success*. This replaced a wordy non-descript vision that did not identify with the school.
- ◆ A succinct set of school values. *Building, Sharing, Creating, Caring*. This replaced a complicated A4 page set of values.
- ◆ A set of agreed Pedagogical Principles (School Wide Pedagogy). This is contained in *Appendix 1*.
- ◆ A new logo (designed by a Year 11 student making sure not to 'lose' past historical significance).
- ◆ Excellent improvement in Diagnostic Inventory Results.



Infrastructural Design (Work Practices and School Organisation)

| Question | Group | 2004 | 2007 |
|---|----------|------|------|
| 1. Teachers at this school are encouraged to create a learning environment which develops their high quality teaching | Students | 2.77 | 3.84 |
| 2. The physical design of the school encourages positive staff interactions | Parents | 3.62 | 3.87 |
| 3. Technology is used purposefully to facilitate and enrich learning opportunities | Staff | 3.82 | 4.24 |

Strategic Foundations (School Vision and Structures)

| Question | Group | 2004 | 2007 |
|---|----------|------|------|
| 1. The school has developed an inspirational vision | Staff | 3.10 | 3.75 |
| 2. The teaching staff work together to attain the school's vision | Students | 3.38 | 3.80 |

This theoretical framework underpins 4 key measures that have resulted in significant improvements in academic excellence at Miles State High School.

B. RESTRUCTURING THE SCHOOL MANAGEMENT TEAM

Description

- ◆ Heads of Departments (2) reclassified away from sole curriculum focus to Middle Phase of Learning and Senior Phase of Learning focus. This was also in line with the QSE 2010 and Education and Training Reforms (ETRF) philosophy focusing on these two important school junctures.
- ◆ Year level Coordinators (YLC) expanded from two to one in each Year level (5) in 2005.
- ◆ Regular Line Meeting process established and modified and now incorporating Performance Development Plan process (2008).
- ◆ Administration Mentor Program with 'Junior' staff.

Outcomes

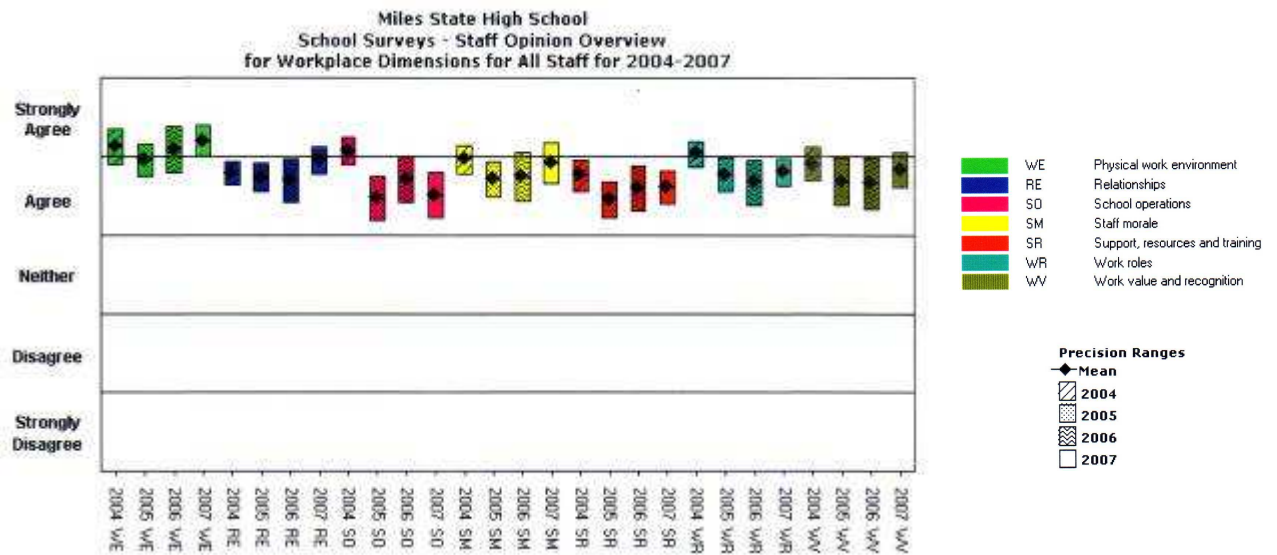
- ◆ 2 Head of Departments promoted (2007), one to Deputy Principal and one overseas as Head of Behaviour Management, 2 Teachers promoted internally into HOD positions.
- ◆ Staff wanting to come to a rural school eg. Rural-Remote Replacement Scheme.
- ◆ YLCs role given more status and ownership of Pastoral Care Program that was non-existent previously in the school. General themes were established and developed. These were Year 10 (Careers), year 11 (Leadership) and Year 12 (Moving on).

Evidence

- ◆ Relationships between staff and students have been enhanced eg. SO10 (SOS) Q Staff and students respect each other in this school.

| | | | | |
|---------------------|------|---------------|------------------|--------|
| STAFF SOS SURVEY | 2004 | 50% satisfied | Below state mean | n = 32 |
| | 2007 | 85% satisfied | Above state mean | n = 33 |

- ◆ Overall Staff Surveys remain high.



C. DEVELOPING A COMPREHENSIVE MIDDLE PHASE AND YEAR 10 TRANSITION PROGRAM

i. MIDDLE PHASE PROGRAM

- ◆ Innovative programs incorporating integrated units across Key Learning Areas (KLAs). (This also incorporates SC1 strategies from QSE2010.)

Description

- ◆ *Case Study Example – Medieval Faire.*
- ◆ A Middle Ages unit presented initially as an integrated unit with English and SOSE.
- ◆ Other KLA involvement (2006 -) include Science (Ag practices), Home Economics (non-modern food preparation) and Manual Arts (building replica items).
- ◆ A culminating activity (Medieval Faire) organised by Year 8 students for feeder schools and the community.

Outcomes

- ◆ The outcomes of the integrated unit are numerous but an overriding understanding for students is that skills in specific KLAs are transferable and sometimes necessary for optimal success in other KLAs.
- ◆ This interconnectedness provides a base for students to begin to understand why a variety of learning is important.
- ◆ This unit has demonstrated to students that they can all be successful through both shared and individual mediums. There is a strong focus on drafting, editing and improving one's work that progresses students into the culture of the high school curriculum.
- ◆ It shows that the results of hard work and determination are rewarded by their peers and the broader community, leading to increased self confidence.

Evidence

- ◆ The Middle Ages unit has consistently a 100% success rate and has become an entrenched but very dynamic event in the school and the community.

ii. YEAR 10 TRANSITION PROGRAM

Description

- ◆ Work Experience moved from Year 11 Term 3 to Year 10 Term 2.
- ◆ Detailed Pastoral Care Program initiated and continually modified with a heavy career focus in Term 2 and 3.
- ◆ Work Sampling established (local feedlots, tradespeople).
- ◆ Extensive Subject Selection Program Information nights introduced including detailed information on Vocational Education (VET) and School Based Traineeships (SATs) (2006 -).
- ◆ Business Breakfast and celebration event established (2006 -)
- ◆ 'Focused' Curriculum Programs established in Year 10 especially in Core KLAs.

Outcomes

- ◆ Increase in parent attendance at Information Nights (35% 2004 to 85% in 2007).
- ◆ 40 local businesses present at Business Breakfast 2007 (27 in 2004).

Evidence

- ◆ Outstanding improvement in Year 8, 9, 10 Results as a result of 'guided' development (especially in Literacy and Numeracy). *Appendix 2*

D. REINVIGORATED FLEXIBLE SENIOR CURRICULUM

Description

- ◆ Promotion of alternative study modes like Virtual Schooling and Distance Education.
- ◆ A comprehensive Queensland Core Skills Test (QCS) program to better equip students for this external test.
- ◆ Deliberate promotion of VET subjects as a viable and successful option.
- ◆ Designing suitable checking process by HOD Senior Schooling on QCE's, VET auditing etc.
- ◆ Support mechanisms in place for students (TA days increase from 4 in 2004 to 7 in 2008).

Outcomes

- ◆ Third year in a row – no OP 21 – 25.
- ◆ OP 1 – 15 results 2006 (91%) highest Government school in Queensland and third overall in the State (All schools). Associated positive media reports put Miles on the map. *Appendix 3*
- ◆ VET Certificates 1 more than doubled in 4 years; 40% (2004), 91% (2007).
- ◆ 45 certificates for 22 students (2007); 6 students (27%) received 4 certificates each. (This incorporates LE3 and WO1 from QSE2010).
- ◆ 100% 2007 Year 12 cohort received a Senior Certificate and/or a VET Certificate.
- ◆ Miles State High School has been recognised as one of three Queensland Rural and Remote Centres of Excellence.
- ◆ 2 Regional Showcase Awards (2007), 2 Australian College of Educators (ACE) Awards (2007), 2 Regional Showcase Awards (2008).

- ◆ Considerable increase in 'shared' school curriculum with Virtual Schooling and Distance Education (5 in 2004, 17 in 2008).
- ◆ Substantial Enrolment increase

| 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|------|------|------|------|------|------|
| 158 | 155 | 160 | 163 | 160 | 171 |

This represents an 8% increase in 5 years.

Evidence

- ◆ OP distributions show dramatic increase over time in OP 1 - 15 and a decrease in OP 21 – 25. *Appendix 4*
- ◆ Exceptional results for VET Certificates. 20 out of 22 students (91%) received a Certificate. *Appendix 5*
- ◆ Dramatic improvement in Year 11 and 12 subject results especially Literacy/Numeracy. *Appendix 6*
- ◆ Significant improvement in Parent and Student School Opinion Survey results. *Appendix 7*
- ◆ Student and parent quotes reflect renewed enthusiasm for Miles State High School. *Appendix 8.*
- ◆ Recognition by local Council and Mayor. *Appendix 9*

E. UTILISING INNOVATIVE COMMUNITY PARTNERSHIPS

Description

- ◆ Shared campus partnerships with SQIT Chinchilla to co-teach courses in Certificate II and III Hospitality and Certificate II in Rural Operations.
- ◆ First Queensland school to develop partnership with MACFAB (Toowoomba) and Fodder Farm.
- ◆ Partnership with local engineering company ACTEV to use industry standard equipment as part of Certificate II in Manufacturing (\$750 000 in kind support).
- ◆ 'Snowballing' community assistance with School Based Traineeships (SATs). (This incorporates SC2 from QSE 2010)

Outcomes

- ◆ 'High Tech' Ag program recognised (Regional Showcase Winner 2008)
- ◆ Approached to be Agribusiness Gateway School (pending 2008)
- ◆ Successful application for Manufacturing Starter Initiative Grant with ACTEV (\$26 280)
- ◆ Agreement from ACTEV to be part of Trade Training Centre submission in partnership with Miles State High School, Wandoan State School and Taroom State School.

Evidence

- ◆ Exceptional SAT figures for a small rural area. 10% in 2004 to 25% in 2008 (Year 11 and 12 cohort). *Appendix 10*

CONCLUSION

The major impact of a number of innovations at Miles State High School is the ability for students to succeed in a small rural setting. Our students are 'learning or earning' and having great success in whatever they wish to do. They have renewed self-esteem and confidence with a 'we can do anything' attitude.

APPENDIX 1

SCHOOL WIDE PEDAGOGY

1. Building a community of life-long learners

- providing authentic and challenging learning opportunities
- embracing future trends
- active participation in learning experiences
- developing problem solving skills

2. Sharing experiences and responsibilities

- collaborative teaching and learning
- acknowledging individuals and celebrating successes
- collective leadership and ownership
- accepting roles and expectations

3. Creating opportunities

- offering alternative curricular activities
- flexible curriculum leading to desired pathways
- partnerships with the wider community
- providing inclusive education

4. Caring for ourselves, our schools and our environment

- building relationships
- promoting a safe and positive environment
- encouraging a world view
- developing emotional resilience

APPENDIX 2

Junior Comparison 2004 and 2007

YEAR 8

| Subject | Year | A | B | C | D | E | % SA+ |
|---------|------|---|----|----|----|---|-------|
| English | 2004 | 2 | 8 | 12 | 10 | 1 | 66 |
| | 2007 | 0 | 10 | 15 | 4 | 0 | 86 |
| Maths | 2004 | 3 | 5 | 14 | 6 | 5 | 66 |
| | 2007 | 4 | 7 | 9 | 9 | 0 | 68 |
| Science | 2004 | 4 | 4 | 15 | 9 | 0 | 71 |
| | 2007 | 3 | 12 | 13 | 1 | 0 | 96 |
| SOSE | 2004 | 5 | 4 | 12 | 8 | 3 | 65 |
| | 2007 | 5 | 6 | 13 | 5 | 0 | 82 |
| HPE | 2004 | 4 | 3 | 12 | 11 | 2 | 59 |
| | 2007 | 5 | 13 | 10 | 1 | 0 | 96 |

n = 32 (2004) n = 29 (2007)

YEAR 9

| Subject | Year | A | B | C | D | E | % SA+ |
|---------|------|---|----|----|----|---|-------|
| English | 2004 | 0 | 8 | 14 | 7 | 1 | 73 |
| | 2007 | 0 | 9 | 12 | 2 | 0 | 91 |
| Maths | 2004 | 0 | 4 | 13 | 5 | 6 | 61 |
| | 2007 | 3 | 4 | 8 | 8 | 0 | 65 |
| Science | 2004 | 4 | 4 | 7 | 12 | 3 | 50 |
| | 2007 | 0 | 6 | 14 | 1 | 0 | 96 |
| SOSE | 2004 | 2 | 8 | 7 | 12 | 1 | 56 |
| | 2007 | 1 | 13 | 7 | 2 | 0 | 91 |
| HPE | 2004 | 2 | 11 | 9 | 4 | 2 | 78 |
| | 2007 | 0 | 13 | 10 | 0 | 0 | 100 |

n = 30 (2004) n = 23 (2007)

YEAR 10

| Subject | Year | A | B | C | D | E | % SA+ |
|---------|------|----|----|----|---|---|-------|
| English | 2004 | 4 | 13 | 7 | 5 | 2 | 77 |
| | 2007 | 4 | 10 | 19 | 1 | 0 | 97 |
| Maths | 2004 | 4 | 6 | 14 | 7 | 0 | 77 |
| | 2007 | 5 | 9 | 19 | 0 | 0 | 100 |
| Science | 2004 | 10 | 8 | 9 | 3 | 2 | 84 |
| | 2007 | 2 | 11 | 13 | 5 | 1 | 81 |
| SOSE | 2004 | 6 | 7 | 12 | 5 | 0 | 83 |
| | 2007 | 2 | 17 | 8 | 6 | 1 | 79 |
| HPE | 2004 | 1 | 17 | 9 | 5 | 0 | 85 |
| | 2007 | 3 | 11 | 17 | 3 | 0 | 91 |

n = 32 (2004) n = 34 (2007)

Country kids are Miles ahead



RURAL, stand-out ... Students from Miles State High School's high-achieving Year 12 class in 2006.

Small in size, big on results



By MERRYLL MILLER
merryll@chronicle.com.au

SMAIL, country schools across the Darling Downs and South-West Queensland proved themselves educational giants yesterday.

Arndt claims that the Queensland Studies Authority Year 12 Outcomes data was little more than a "league table", compares including Darby Christian School, Miles State High School and the

School of Rural Education (Warwick) were enjoying their moment of glory.

"It's great to see the spotlight shine on the success of small schools," Darby Christian School principal Arnold Appelhof said.

"Our success is a continuation of previous years' success, and I expect it to continue."

The Warwick and Darby schools were the only two in the region to score a perfect 100% in the percentage of OP-eligible students with OP 1-15 and QTAC applicants receiving a tertiary offer.

Test Unfinished

MILES State High School principal Darryl Early has an important message for the 160 country students in the care of the Queensland Government.

"We've got to continue to improve 'rural advantage' rather than 'rural disadvantage'."

Early's QCE results confirm he is right, with 91 per cent of the 25 students at Miles State High School's class of 2006 scoring OP-1 or better.

Clark scored an OP1 and 6 more students engineering at the University of Southern Queensland.

While Mr Early goes up in helio, he argues country life isn't strange in the world class schools. "We've got to make sure our students' social, life, and career skills are not left behind."

While Mr Early goes up in helio, he argues country life isn't strange in the world class schools. "We've got to make sure our students' social, life, and career skills are not left behind."

While Mr Early goes up in helio, he argues country life isn't strange in the world class schools. "We've got to make sure our students' social, life, and career skills are not left behind."



Student success stories from Miles State High School include (back) Cara Bliss and Jason Clarke with Mayor Roderick Gilmour and principal Darryl Early, and (front) Natalie Butler and Tonka Graychichy's daughter.

Miles State High School also performed strongly, with a 91% and 82% respectively in the two criteria.

"I'm not into comparisons, but from our point of view, we're delighted," Miles principal Darryl Early said.

"That success is based on a simple philosophy — we can do anything. We're a little school doing big things, and we have the rural advantage as well as smaller class sizes, which helps."

Mr Early said that while the QSA data was only one part of a bigger picture, it was great to see recognition being given to those country schools delivering on educational outcomes as well as, if not better

than their big city counterparts.

Both Mr Early and Mr Appelhof credited community support for the success of their students.

"Rural communities look after their own," the Miles State High School principal said.

"Great community support continually helps, because everyone is hoping to reap the benefits of a top-notch education and avoid the brain drain."

Mr Appelhof agreed. "The Darling Downs is called the Bible belt, and we have 12 churches supporting our non-discriminational school," he said.

"We have formed very close links as a result, and that is so important for our success."

Top of the class

Two years ago, Miles State High School's senior student results placed it at the top of the region.

One year later, there are very few schools in the whole of Queensland.

Queensland Queensland's schools report released on Monday has placed Miles High third overall in the state with 91 per cent of eligible students earning Overall Position scores of 1 to 15.

The result also made it the top state school in Queensland.

Principal Darryl Early said the consistently high results of the past two years reflected the flexible pathways, cultural activities and choices on offer at the school. He referred to it as "the 611 round package".

Twenty-five per cent of the

school's students are involved in nonessentials while virtual schooling provides access to subjects such as Maths C. The school has also proven successful on a national level in the Rock Education and Green and Healthy Schools.

"It's the culture," Mr Early said. "I refer to it as the rural advantage where our students know they can do anything they want."

With 94 per cent of all graduating senior students at Miles State High School achieving an OP or completing vocational education training (VET), Mr Early said very few students "yawn away without options".

He believes the potential the school offers its students has far-reaching benefits for the Murilla Shire community.

"It's a cliché I know, but the community is very supportive," he said. "But at the same time our students are the community's responsibility."

"I hope the message our success sends out is that we are doing good things and in turn that has the potential in a time of drought to lift spirits."

Mr Early highlighted the role played by teachers and staff in supporting the students and helping the school achieve its goals.

"I'm really proud of what we've done," he said.

"It wouldn't have been possible without the great team we have and the high quality of teaching."

Miles State High School's achievements of the past two years has seen it, along with the local primary school, recognised as one of

three rural and remote centres of excellence in Queensland.

As outlined in the State Government's Blueprint for the Bush, the school will facilitate and provide programs aimed at developing best practices in regional education.

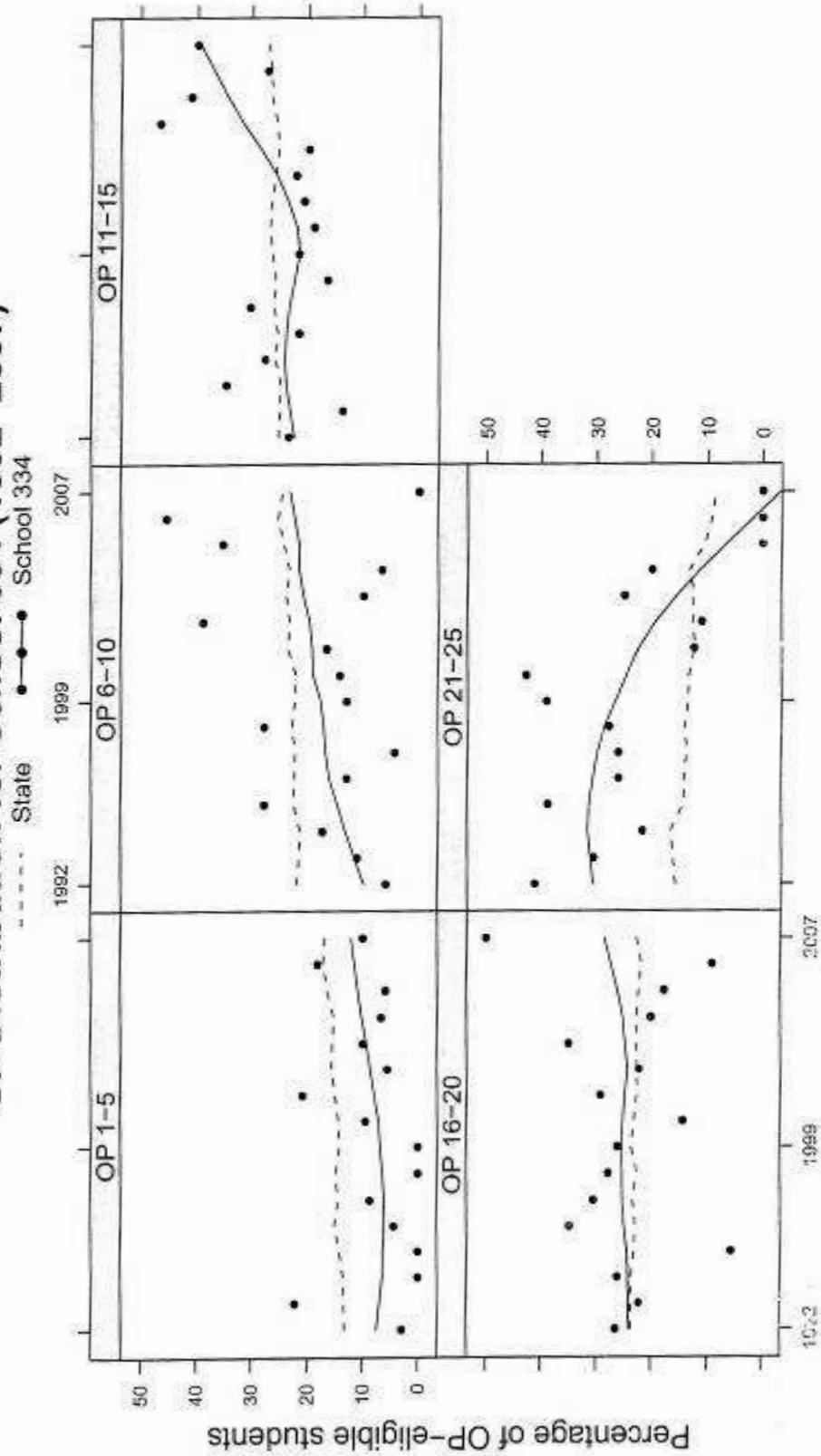
"Our success has opened a lot of doors and we've got people coming up to us wanting to learn partnerships based on our reputation," Mr Early said.

In the school performance report, 82 per cent of Chinchilla State High School's eligible students achieved an OP 1 to 15, while 100 per cent graduated with an OP or VET qualification.

At Fern Shire State College, 70 per cent of eligible students achieved high OP scores.

APPENDIX 4

OP Distribution for School 334 (1992-2007)



APPENDIX 5

VET Certificate Results 2007 – Year 12 Students

| Certificate | Number | Percentage |
|---|--------|------------|
| Industrial Skills Engineering | 7/7 | 100% |
| Industrial Skills Furnishing | 4/6 | 67% |
| Cert 1 Information Technology | 11/12 | 92% |
| Cert 1 Information Technology | 10/12 | 93% |
| Cert 1 Business Communications & Technology | 2/7 | 29% |
| Cert 1 Business | 1/5 | 20% |
| Cert 1 Rural Operations | 3 /4 | 75% |
| Cert 2 Agriculture | 1/3 | 33% |
| Cert 1 Hospitality | 7/7 | 100% |

Student

Completed Certificates

| | |
|---|---|
| A | 4 |
| B | 4 |
| C | 2 |
| D | 3 |
| E | 1 |
| F | 3 |
| G | 1 |
| H | 2 |
| I | 1 |
| J | 2 |
| K | 3 |
| L | 4 |
| M | 4 |
| N | 4 |
| O | 1 |
| P | 1 |
| Q | 1 |
| R | 1 |
| S | 4 |
| T | 1 |

APPENDIX 6

Comparison of Results 2004 and 2007

YEAR 12

| Subject | Year | A | B | C | D | E | % SA+ |
|-----------------------|------|---|---|----|----|---|-------|
| English | 2004 | 2 | 3 | 10 | 5 | 0 | 75 |
| | 2007 | 0 | 3 | 8 | 0 | 0 | 100 |
| Maths B | 2004 | 1 | 2 | 2 | 3 | 0 | 63 |
| | 2007 | 0 | 1 | 2 | 1 | 0 | 75 |
| Maths A | 2004 | 0 | 0 | 4 | 11 | 0 | 26 |
| | 2007 | 0 | 1 | 9 | 0 | 0 | 100 |
| English Communication | 2004 | 0 | 0 | 2 | 3 | 0 | 40 |
| | 2007 | 0 | 4 | 6 | 0 | 0 | 100 |
| Graphics | 2004 | 0 | 0 | 1 | 3 | 0 | 25 |
| | 2007 | 1 | 0 | 1 | 0 | 0 | 100 |
| Physical Education | 2004 | 0 | 4 | 2 | 3 | 1 | 60 |
| | 2007 | 0 | 3 | 4 | 1 | 0 | 87 |

Comparison of Results 2004 and 2007

YEAR 11

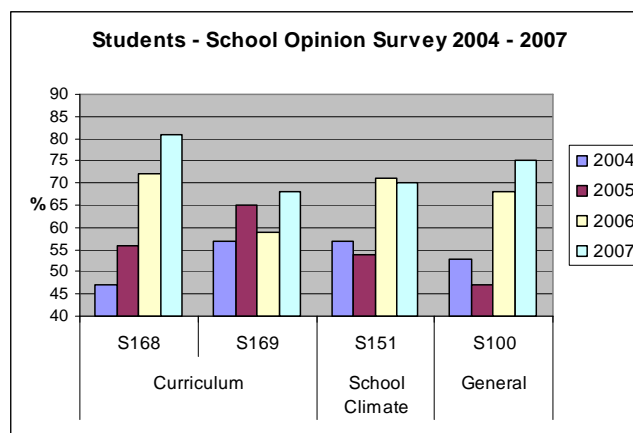
| Subject | Year | A | B | C | D | E | % SA+ |
|-----------------------|------|---|---|----|---|---|-------|
| English | 2004 | 1 | 5 | 8 | 6 | 0 | 70 |
| | 2007 | 1 | 7 | 10 | 1 | 0 | 94 |
| Maths A | 2004 | 0 | 2 | 9 | 4 | 3 | 61 |
| | 2007 | 0 | 7 | 4 | 1 | 0 | 91 |
| Geography | 2004 | 0 | 1 | 2 | 3 | 0 | 50 |
| | 2007 | 0 | 1 | 3 | 1 | 0 | 80 |
| Biology | 2004 | 1 | 2 | 4 | 2 | 1 | 70 |
| | 2007 | 1 | 4 | 1 | 0 | 0 | 100 |
| English Communication | 2004 | 0 | 0 | 7 | 3 | 0 | 70 |
| | 2007 | 0 | 2 | 6 | 2 | 0 | 80 |
| Art | 2004 | 1 | 2 | 2 | 1 | 2 | 63 |
| | 2007 | 2 | 7 | 1 | 0 | 0 | 100 |

APPENDIX 7

Students

(Percentage Satisfied or Very Satisfied)

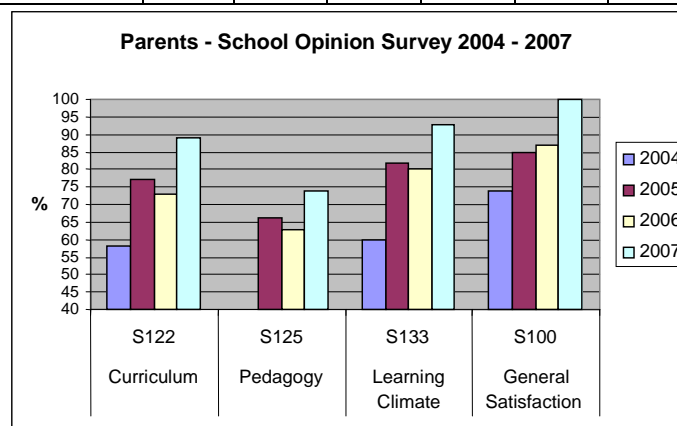
| | n = | 2004 | 2005 | 2006 | 2007 | Question |
|----------------|------|------|------|------|------|---|
| Curriculum | S168 | 47 | 56 | 72 | 81 | With the variety of subjects /courses you have to choose from |
| | S169 | 57 | 65 | 59 | 68 | With how the school is helping you to prepare for further training, education or for work |
| School Climate | S151 | 57 | 54 | 71 | 70 | That you are happy to go to this school |
| General | S100 | 53 | 47 | 68 | 75 | That this is a good school |



Parents

(Percentage Satisfied or Very Satisfied)

| | n = | 2004 | 2005 | 2006 | 2007 | Question |
|----------------------|------|------|------|------|------|---|
| Curriculum | S122 | 58 | 77 | 73 | 89 | That the school is preparing your child for the future |
| Pedagogy | S125 | 37 | 66 | 63 | 74 | With the quality of teaching your child receives |
| Learning Climate | S133 | 60 | 82 | 80 | 93 | That the school provides good learning opportunities for your child |
| General Satisfaction | S100 | 74 | 85 | 87 | 100 | That this is a good school |



APPENDIX 8

Student and Parent Quotes

SAT - School Based Traineeships

A SAT is great as it gives you a chance to experience the workforce while at school and also receive TAFE certificates. It shows the community that you are a reliable and trustworthy worker. *Hayley, student*

A SAT gives me a great opportunity to learn new things. I feel comfortable that I have been placed in an area of trust. I also feel that I am a valued member of staff. *Ashley, student*

Senior Students

The school is a great school for senior students because teachers allow flexible programs to account for individual learning styles. *Dhan, student*

The school provides equal opportunities to all students as well as a variety of subjects to choose from. The school welcomes students from surrounding towns with open arms and treats them with respect. *Leticia, student*

Virtual schooling teaches valuable skills such as individual working and independence. The resources available are second to none and the equal of a regular class. It offers great one-on-one schooling. *Michael, student*

Parent

I have decided to send my children to the school because the programs are excellent. My son has the opportunity to follow a rigorous academic path with small personalised classes. My daughter can attend the same school and follow a VET pathway and achieve useful qualifications that will help her in the future. I especially like that they can mix both the VET and OP pathways to suit their individual needs and interests. *Susan, Year 7 parent*

APPENDIX 9



Murilla Shire Council

PO Box 144, Miles Q. 4415 Phone (07) 4627 1355 Fax (07) 4627 1782

OFFICE OF THE MAYOR

Our Ref: RJG:EMU

5 April 2007

Mr Daryl Early
Principal
Miles State High School
Pine Street
MILES QLD 4415

Dear Daryl

The residents of Murilla Shire have known for many years what a great school Miles High is. Well now all of Queensland now knows this fact. With Miles High achieving the marvellous result of the top State School award in last year's senior school rankings. This is a fabulous achievement not only for the students and teachers involved, but also for the Miles community generally.

It is a result that the entire Shire community can be proud of.

On behalf of all the residents of the Murilla Shire in general and the Murilla Shire Council in particular congratulations to you all for a job well done.

Yours faithfully

CR RODERICK J GILMOUR OAM
MAYOR

APPENDIX 10

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

| STUDENT | YR | HOST EMPLOYER | CERTIFICATION AND COURSE CODE |
|---------|----|---|---|
| A | 11 | La Rose Hairstylists | Cert 2 in Hairdressing |
| B | 11 | Taroom Shire Council Wandoan Library | Cert 2 In Library / Information Services |
| C | 11 | Millards Tyre Centre | Cert 3 in Automotive Mechanical |
| D | 11 | PFD Food Services | Cert 2 in Transport & Distribution (Road Transport) |
| E | 11 | ACTEV Manufacturing | Cert 2 in Engineering |
| F | 11 | Condamine Kitchens | Cert 3 in Furniture Making (Cabinet Making) |
| G | 11 | Sanson Homes | Cert 3 in Carpentry |
| H | 11 | Murilla Community Centre | Cert 2 in Business Administration |

| STUDENT | YR | HOST EMPLOYER | CERTIFICATION AND COURSE CODE |
|---------|----|------------------------------------|---|
| I | 12 | Miles State High School | Cert 2 Business |
| J | 12 | Miles State High School | Cert 2 Business |
| K | 12 | Miles State High School | Cert 2 in Information Technology ICA20199 |
| L | 12 | Miles Auto Parts | Cert 2 in Automotive Mechanical |
| M | 12 | Karez Earthmoving | Cert 2 in Civil Construction |
| N | 12 | Jeff Sutherland Mobile Mechanic | Cert 2 in Automotive Mechanical |
| O | 12 | Murilla Shire Council | Cert 2 Library and Information Services |
| P | 12 | Beaurepaires Miles | Cert 2 in Automotive Mechanical (Tyre Fitting Light) |



Travel the Crossroads
to Success

MILES STATE HIGH SCHOOL

PO Box 21, Miles Qld 4415
Telephone 4628 5111
Facsimile 4628 5100
www.mileshs.eq.edu.au

12 March 2008

TO WHOM IT MAY CONCERN

Miles State High School is extremely proud of its academic achievements. Over the last four (4) years there have been considerable improvements in results across the school. The school is particularly proud of the senior results it has achieved, both in terms of OP and VET alike. The Flexible pathways provided mean Miles students can achieve to their potential in what ever field they wish.

A highlight of the school in the last two years has been innovative partnerships established with companies that see the potential in Miles State High School.

I fully support this Showcase Submission and acknowledge the significant achievements this has had on both our students and community. The school's impressive results have indeed 'lifted spirits' in a drought stricken area.

Yours faithfully

Darryl Early
Principal

80 Murilla Street
MILES QLD 4415

13 March 2008

TO WHOM IT MAY CONCERN

Over the past 3 – 4 years Miles State High School has achieved excellence across many areas.

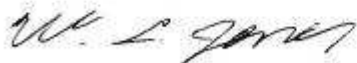
The Senior School offers students many different pathways with academic and non-academic students being catered for. The great range of partnerships that the school has with the community has helped students choose a learning program that is appropriate for them.

The Junior School has 'guided' instruction and programs so all students can achieve in their potential.

Results as shown in this submission are excellent for any school let alone a small rural school. This has been acknowledged by the school becoming a Rural and Remote Centre of Excellence.

I fully support the submission for the Showcase Awards and commend the school on the opportunity given to Miles students.

Yours faithfully



Rev Walter Jones
President
Miles SHS P & Association