

Mitchelton State High School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This report provides only a sample of the achievements and progress of Mitchelton SHS in 2014. The school demands high expectations of our entire school community, students, parents and staff. It is expected that all students are engaged and responsible for their own learning in keeping with school Values of Respect, Participation and Accountability.

School progress towards its goals in 2014

School Priority 2014	Actions	Process
Consistent Classroom Pedagogical practices : Implementation of the Dimensions of Learning (DOL) pedagogical framework	As per the school developed 3 year DOL Plan which includes formal mentoring and coaching arrangements	Partially completed; Strategies becoming embedded across the school
Year 7 to high school transition : Plan for the implementation of Junior Secondary	Junior Secondary Plan developed and implemented	Completed. To be reviewed by Terry Janz and Junior secondary taskforce in 2015
Reading and Numeracy	Literacy & Numeracy Program : Implementation of literacy and numeracy blocks Reading to Learn : Professional development; professional sharing and review	Professional Development Program for all Staff 2014 Implemented in all junior secondary classes 2015 Full implementation across all classes in 2016

Future outlook

The 2015 Annual Implementation Plan has been developed with the following key priorities:

Priority 1. Consistent classroom pedagogical practices

Strategy: Continue the implementation of the Dimensions of Learning (DOL) pedagogical framework

Actions

Continue to implement effective school-wide processes around DOL as per the 3 Year plan.

Priority 3. Continuous monitoring of student achievement

Strategy: Whole school tracking of student progress to include Individual Learning Plans, Personal Improvement Plans and QCE tracking and monitoring

Actions

Continue to develop systems to monitor and track students from Year 7-12.
Provide support for teachers and HODs to monitor and provide effective intervention for at risk students.

Priority 4. Year 7 to high school transition

Strategy: Review the Year 7 Program

Actions

Collegial review conducted by Terry Janz of the school's Junior Secondary approach.

Strategy: Utilise Metropolitan Region Junior Secondary Support services

Actions

Use the available professional development and support services on offer from the metropolitan Region to drive the ongoing improvement of the school's Junior Secondary approach.

Strategy: Continue to offer and expand High School Experience Days

Actions

Continue to develop links with local primary schools including offering High School Experience Days each term and other curriculum based opportunities.

Priority 5. Evidence-based decision making

Strategy: Developing capacity of all staff to utilise data to improve their teaching to meet school targets through building sophisticated data literacy skills

Actions

Provide systems, support and professional development for staff in the effective and timely use of data in the classroom.

Strategy: Implementation of systematic diagnostic testing to support teachers' decision-making

Actions

Implement an effective program for the use of data measures to gauge student progress in Reading and Numeracy. Use information from PAT-R and PAT-N when developing teaching and learning experiences.

Priority 12. Numeracy

Strategy: Direct teaching of Numeracy Classes

Actions

Continue to offer resources and systems to support the teaching and learning of numeracy both within Numeracy blocks and across the school.

Strategy: Assist low performing students to achieve NMS in numeracy

Actions

Provide differentiated numeracy instruction based on master of basic skills. Implement the STAMS program for learners across 7-9. Introduction of Foundation Y10 to support student achievement.

Strategy: Undertake Pat-N Diagnostic testing for all Year 8 & 9 students

Actions

All students complete PAT-M tests to look for trends in cohort and individual achievement. Offer support for classroom teachers to use this data in planning and teaching.

Priority 10. Reading

Strategy: Reading to Learn

Actions

Implement Reading to Learn in Year 7 classes. Continue to provide professional development and support for teaching staff. Continue to focus on existing strategies to build a culture of reading.

Strategy: Literacy Program

Actions

Develop effective and engaging materials for students across Yr 7- 9. Provide systemic support for classroom teachers, build culture of shared literacy understanding and offer PD to build capacity.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	418	202	216	81%
2013	390	179	211	85%
2014	351	152	199	86%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Mitchelton State High School community encompasses a diverse range of cultural and socio-economic backgrounds. Approximately 15 % of students identify themselves as Aboriginal or Torres Strait Islander. A Special Education Unit forms part of the school and caters for students with specific learning needs. The school is situated in the North West suburbs of Brisbane.

Mitchelton SHS also has a small group of international students in mainstream classes. In addition it hosts a High School Preparation Program (10 week course for incoming international students) which services a consortium of local secondary schools.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	19	18	17
Year 11 – Year 12	17	16	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	85	69	94
Long Suspensions - 6 to 20 days	21	21	6
Exclusions [#]	2	11	2
Cancellations of Enrolment	11	3	11

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offers a broad range of subjects, using a flexible and responsive approach to timetabling and subject selection. The curriculum offerings cater for the full range of abilities.

Students study subjects across all the Key Learning Areas (KLAs) in the Junior Secondary, with opportunities to select pathways according to their developing strengths and interests as they progress through the school.

In Senior, Mitchelton SHS offers students a wide variety of subjects and courses in the school based program. In addition students are given the opportunity to access off-campus education, training or work based programs, including:

- University courses through QUT Start Program
- A range of Certificate and Diploma courses offered through: BNIT, Skills Tech Australia and private Training Providers
- Certificate III in Accounts Administration, Certificate III in Business and Certificate IV in Justice Studies in partnership with Metropolitan Secondary Training Unit
- Certificate III in Children's Services and Certificate III in Education Support in partnership with My Other Mum Training College, including students operating a weekly community based playgroup
- Access to courses offered through the BNW Trade Training Centre – Certificate II in Engineering and Certificate II in Electro-technology
- Certificate I in Construction, aimed at providing senior students with the necessary skills to transition into an apprenticeship in the construction industry
- School Based Traineeships & Apprenticeships and extensive on the job training via Structured Work placements

Extra curricula activities

One of our school values is *participation*. To this end, all students are encouraged to participate in extra curricula activities that encourage contribution to school life and the broader community.

Examples include:

- Academic Competitions – English, Mathematics and Science
- Wide range of sporting competitions with students being selected for District, Regional, and State representation
- Instrumental Music Program Music, Art, Dance, Drama Performance Nights
- Charity work through school fund-raising, visits to Oz Care Homeless Shelter
- Public Speaking competitions such as Lions Youth of the Year
- Community Service Organisations such as LEOs
- Various student groups such as Leader body, Welcome to Mitchie Team, School Tech Crew, Yr. 11 Mentors, Green Team
- Visiting Japanese Tour Groups (including Sister School Relationships) and School Trips to Japan
- Participation in QUT's Bright Minds Scheme through a student Science Ambassador
- Homework Club

How Information and Communication Technologies are used to assist learning

The purpose of improving the technology infrastructure is to ensure there is a positive connection between technology and pedagogy. This increases our educational capacity, improving learning outcomes and the engagement levels for students.

All faculty areas are committed to the integration of the full range of Information & Communication Technologies into their teaching, learning and assessment. The school has installed multimedia stations (Data shows with video and audio connections) and interactive whiteboards in classrooms. It provides up to date software e.g. imaging, editing software, and subject specific programs. A wireless network covers the entire school allowing for anytime, anywhere learning.

Continued significant investment in addition to the National Computers for Schools Program has been made to ICT's in learning and professional learning for teachers into classrooms. In 2013, the school provided an electronic device connected to the school network for all students in Years 8 to 10. In 2014, this will be extended to students in Year 11.

Social Climate

The school has a reputation as a caring and supportive school catering for all students across a diverse range of backgrounds. The school values of Participation, Accountability and Respect underpin all aspects of school life.

Our safe, supportive and disciplined environment is maintained through:

- Pastoral Care Program is House based with a House Coordinator and CARE teachers assigned to each house and each student assigned a CARE group (vertical - Years 8 to 12 groupings) within each House. The CARE teachers continue to travel through the year levels together. This allows for a group of teachers to 'get to know' students very well. In 2014 the school will transition to a Year level CARE system
- The learning climate in the classroom is supported by the application of the Responsible Thinking Process and the staffing of a Responsible Thinking Classroom
- Student Services Support Team consisting of Guidance Counsellor, School Chaplain, School Health Nurse, Defence Transition Mentor, Youth Support Coordinator, Aboriginal and Torres Strait Support Officer
- Safe School Policy

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	90%	97%
this is a good school (S2035)	95%	100%	97%
their child likes being at this school* (S2001)	91%	93%	100%
their child feels safe at this school* (S2002)	95%	93%	97%
their child's learning needs are being met at this school* (S2003)	100%	93%	94%
their child is making good progress at this school* (S2004)	100%	93%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	93%	94%
teachers at this school motivate their child to learn* (S2007)	91%	86%	92%
teachers at this school treat students fairly* (S2008)	95%	93%	91%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%	97%
this school works with them to support their child's learning* (S2010)	90%	90%	94%
this school takes parents' opinions seriously* (S2011)	100%	97%	94%
student behaviour is well managed at this school* (S2012)	76%	83%	85%
this school looks for ways to improve* (S2013)	95%	97%	100%
this school is well maintained* (S2014)	95%	97%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	91%	85%	90%
they like being at their school* (S2036)	81%	87%	83%
they feel safe at their school* (S2037)	88%	86%	81%
their teachers motivate them to learn* (S2038)	81%	81%	81%
their teachers expect them to do their best* (S2039)	96%	96%	94%
their teachers provide them with useful feedback about their school work* (S2040)	90%	83%	82%
teachers treat students fairly at their school* (S2041)	83%	68%	66%
they can talk to their teachers about their concerns* (S2042)	67%	65%	65%
their school takes students' opinions seriously* (S2043)	69%	63%	65%
student behaviour is well managed at their school* (S2044)	56%	63%	63%
their school looks for ways to improve* (S2045)	85%	91%	82%
their school is well maintained* (S2046)	89%	80%	82%
their school gives them opportunities to do interesting things* (S2047)	81%	82%	83%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	94%
they feel that their school is a safe place in which to work (S2070)		89%	94%
they receive useful feedback about their work at their school (S2071)		83%	84%
students are encouraged to do their best at their school (S2072)		96%	94%
students are treated fairly at their school (S2073)		94%	92%
student behaviour is well managed at their school (S2074)		71%	82%
staff are well supported at their school (S2075)		87%	82%
their school takes staff opinions seriously (S2076)		81%	85%
their school looks for ways to improve (S2077)		94%	92%
their school is well maintained (S2078)		85%	94%
their school gives them opportunities to do interesting things (S2079)		91%	88%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The school values and cultivates the contribution made by parents to the education of their children. The school has developed a communication strategy that encourages school staff and teachers to make regular contact with parents as documented via student profiles in One School. Parent involvement and development of positive relationships/partnerships are encouraged through the following strategies:

- Enrolment interviews for each individual student and parents/caregivers prior to commencement
- SET Plan interviews for all Year 10 students
- Subject Selection Evenings for students going into Year 9 and Year 10
- Formal reporting to students/parents - four times a year (two interim reports and two end of semester reports)
- Parent/Teacher interview evenings scheduled once a semester
- Interviews in relation to individual student needs (with regard to academic progress, behaviour, social development)
- Two way communication through email, phone contact, electronic sign
- Newsletters - *Mitchie Moments* published weekly and posted on school website
- Sporting competitions and performance evenings
- School events incl. Year 8 Welcome BBQ, Leaders' Induction Ceremony, Positive Behaviour Assemblies, Open Day & Awards Night

An active P&C meets on the 3rd Tuesday of each month.

Reducing the school's environmental footprint

A significant reduction in the School's electricity usage has been the direct result of the entire school Community's effort to reduce our carbon footprint. Other strategies have included recycling programs and the use of solar panels and rain water tanks.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	378,397	1,796
2012-2013	347,130	2,364
2013-2014	209,014	3,020

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.

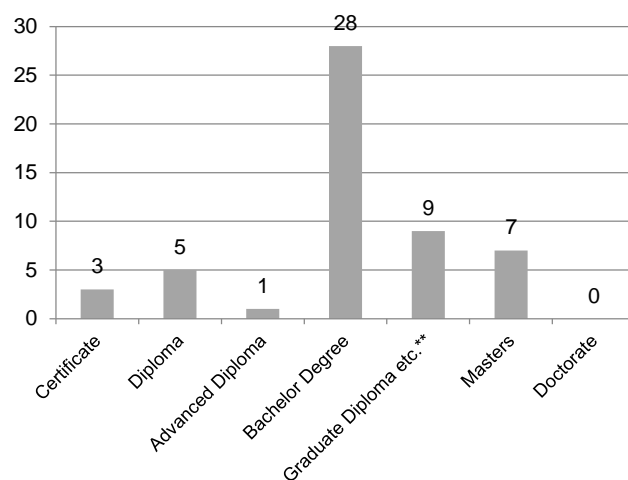
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	46	40	<5
Full-time equivalents	41	24	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	5
Advanced Diploma	1
Bachelor Degree	28
Graduate Diploma etc.**	9
Masters	7
Doctorate	0
Total	53



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$45000.

The major professional development initiatives are as follows:

- Dimensions of Learning Hub Training
- Reading to Learn Training
- Numeracy training
- ACARA – Australian Curriculum and C2C materials
- Industry training and assessment

The proportion of the teaching staff involved in professional development activities during 2014 was **100%**.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

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 2014 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	85%	87%	89%

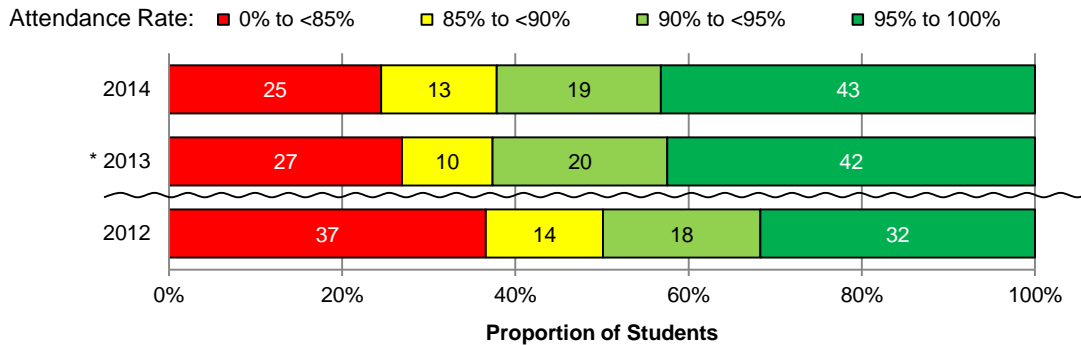
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								89%	85%	81%	85%	83%
2013								89%	81%	87%	87%	90%
2014								92%	88%	88%	89%	87%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

Mitchelton State High School has a significant focus on high expectations and educational outcomes where regular attendance is a key factor. Electronic roll marking and immediate text and phone communications with parents and carers is well received and supported by the broader school community. House Co-ordinators monitor attendance on a daily basis.

Attendance data is collated weekly by our “Attendance Officer” to identify where intervention and or support is required.

All student attendance is subject to monitoring and targeted support where required. As a last resort where support and intervention has been exhausted, students in the compulsory participation phase are involved in cancellation of Enrolment processes.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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.

Find a school

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Search by suburb, town or postcode

Sector Government
 Non-government

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Mitchelton State High School has a significant proportion of Aboriginal and Torres Strait Islander students. In 2013 it was 10% of the school population. The attendance rate above 85% has remained the same since 2012 but there was an increase in the number of students who had a 100% attendance rate. The retention rate to Year 12 dropped after a 0% gap in 2012 but all students who left were assisted to attend other schools or into the workforce. In 2013 NAPLAN test, Aboriginal and Torres Strait Islander students had a significant gap in the Writing and Numeracy tests but significant improvement had been made with Reading.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	103%	68%	95%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	70	71	59
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	21	25	23
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14	10	5
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	68	67	49
Number of students awarded an Australian Qualification Framework Certificate II or above.	59	60	43
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	54	60	58
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	62%	64%	74%
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.	100%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	87%	81%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	1	5	7	8	0
2013	3	6	7	9	0
2014	1	7	9	6	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	53	54	19
2013	48	46	27
2014	35	36	11

As at 19 February 2015. The above values exclude VISA students.

Students completed Certificate courses in the areas of Horticulture, IT, Hospitality, Furnishing, Construction, Engineering Pathways and Electro.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2014 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students who exit the school early are supported by the Guidance Officer and Head of Department, Senior Schooling in finding alternative pathways to continue their education or transition to the workforce. The school has a close working relationship with "Worklinks and "Sarina Russo" which assist students in transitioning to learning options that include preparation to employment and vocational training not at the school site.