

QUEENSLAND STATE SCHOOL REPORTING - 2010

Mitchelton State High School (2040)

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Principal's foreword

Introduction

Mitchelton State High School, situated in Brisbane's north-west, is a well established high school that has served its community well for over 50 years. The school services the communities of Mitchelton, Enoggera, Keperra, Grovely, Arana Hills, Everton Hills and Ferny Hills. It has a proud history of student achievements across the academic, sporting and cultural aspects of schooling. These achievements are reflected in the school's motto "A Sound Mind in a Sound Body" – educating the whole person. The students and staff of the school are seen as the lifeblood of the community.

Mitchelton State High School is a community school. We pride ourselves on knowing all our students and working towards meeting the individual learning needs of all our students.

The community of Mitchelton State High School strives to:

Prepare students for all aspects of life (present and future).

Make students aware of the full range of future options available both academic and vocational.

Provide curriculum flexibility and as a consequence ensure that there is a continuing professional development of staff to meet the future needs of students in a changing world.

Provide opportunities that are equitable.

Achieve efficient use of all resources.

Maintain dialogue between the school and outside bodies – industry, agencies, ethnic and cultural groups and private enterprise.

Produce a secure and supportive environment within our school community which promotes positive attitudes.

Provide opportunities that offer success and give a sense of worth.

Provide learning experiences that challenge, support and help everyone realise their full potential.

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School progress towards its goals in 2010

Key directions of the Strategic Plan 2009 – 2011
Continued whole school focus on Literacy and Numeracy strategies
Science initiatives and applications promoted throughout the school
Whole school focus on pedagogical practices and strategies to improve student results
Continued implementation of Dimensions of Learning Framework
Full implementation of Middle Phase of Learning
Celebrating the Mitchelton State High School "Brand"
A continued focus on promoting and valuing effective partnerships between staff, students, parents and the community
A continued focus on improving positive staff morale and welfare

Future outlook

Preparing for the introduction of the National curriculum in 2012 in English, Mathematics and Science
Expanding the participation of our students in the Trade Training Centre based on our Campus. This provides preparation courses for students interested in Electrotechnology and Engineering.
Upgrading our classroom facilities to provide a variety of learning environments.
Expansion of the instrumental music program with the purchase of new instruments.
Beautification of grounds including the landscaping of areas between existing classroom blocks.
Continued expansion of technology to include increased usage of laptops in a variety of settings to encourage a future focused approach to teaching and learning using technology to enable higher order learning.

Our staff profile

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
456	215	241	70%

Characteristics of the student body:

Mitchelton State High School community encompasses a diverse range of socio-economic backgrounds. This includes a significant proportion of students who identify themselves as Aboriginal or Torres Strait Islander. This school hosts the High School Preparation program for International students. When students graduate from this program they move into main stream classes thus providing a multicultural experience for all our students.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Year 4 – Year 10	18	98%	87%	11%	2%
Year 11 – Year 12	12	99%	98%	1%	1%
All Classes	15	98%	93%	6%	2%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	142
Long Suspensions - 6 to 20 days	19
Exclusions	5
Cancellations of Enrolment	6

Curriculum offerings

Our distinctive curriculum offerings

Mitchelton High School offers a broad range of subject offerings, 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 Middle School, with opportunities to select pathways according to their developing strengths and interests as they progress through the middle school.

The senior curriculum, as well as providing a full range of academic (authority) subjects, also offers authority registered subjects and VET (Vocational Education and Training) courses.

Our distinctive curriculum offerings in 2009 were:

- Flexible study options in Years 11 and 12 providing multiple pathways for all students:
- University courses through QUT Start Program
- School based apprenticeships and traineeships
- A variety of Certificate II to Diploma level courses offered through Brisbane North Institute (BNIT), Skills Tech Australia, and Metropolitan South Institute (MSIT). These courses were delivered off campus or through on-line studies
- Certificate III in Children Services in partnership with My Other Mum, a private Registered Training Organisation (RTO). Students operated a weekly playgroup for the Mitchelton community
- Continued the Trade Skills Project, aimed at providing senior students with the necessary skills to obtain apprenticeships in the Construction Industry. Mitchelton was one of four schools involved in the construction of the major exhibit at the HIA Home Show
- Access to courses offered through the Trade Training Centre based at Mitchelton State High School in fields related to electrical / engineering
- Shared campus arrangements – students studying Music Extension at Ferny Grove State High School.

Extra curricula activities

One of our school values is Participation. To this end, all students are encouraged to participate in extra curricula activities to 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 to represent their school at District, Regional, and State levels
- Instrumental Music Program
- Music, Art, Dance, Drama Performance Nights
- Supporting charitable organisations through school fund-raising
- Debating and Public Speaking competitions such as Lions Youth of the Year
- Community Service Organisations such as LEOs
- Visiting Japanese Tour Groups (including Sister School Relationships)
- Participation in QUT's Bright Minds Scheme with Mitchelton High's Science Ambassador
- Green Team facilitating environmental initiatives

Our staff profile

How Information and Communication Technologies are used to assist learning

The purpose of increasing technology infrastructure is to ensure there is a positive connection between technology and pedagogy. This increases our educational capacity - allowing increases in the learning of difficult concepts for more students, more often.

The school has excellent and well maintained ICT (Information & Communication Technology) facilities across the school, with one computer to every 1.4 students which significantly exceeds Education Queensland's recommended student computer ratio and National expectations.

The school has 280 computers for student use through the following access:

- 6 large computer labs and library
- Mini Computer Labs or Pods of computers in classrooms across all faculty areas
- Banks of laptops in a number of classrooms
- All faculty areas are committed to the integration of the full range of ICTs into their teaching, learning and assessment
- Wireless network covering the entire school allowing for anytime, anywhere learning
- Installation of multimedia stations (data shows with video and audio connections), and interactive whiteboards in classrooms
- Provision of up-to-date software e.g. imaging, editing software, and subject specific programs

Replacement and cost of expansion of ICT hardware and software is an ongoing challenge for the school.

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 – 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 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, Indigenous Community

Participation Officer

- Safe School Policy

- All students are encouraged to participate in extra curricula and all House/Care activities. Students are also encouraged to take on leadership roles within the school. Such opportunities include:

- Leaderbody (School Captain, Prefect) positions
- House Captains
- Arts Captains
- Year 11 Mentors
- Executive positions in LEOs
- Welcome to Mitchie Team

Our staff profile

Parent, student and teacher satisfaction with the school

Satisfaction with all performance measures has increased in 2010 by an average of 10%

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	82%
Percentage of students satisfied that they are getting a good education at school	61%
Percentage of parents/caregivers satisfied with their child's school	83%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	72%
Percentage of staff members satisfied with morale in the school	70%

Involving parents in their child's education.

Parent involvement and development of positive relationships/partnerships are encouraged through the following strategies:

- Enrolment interviews for every student enrolling in the school and at SET Plan interviews for all Year 10 students
- Formal reporting to students/parents – four times a year
- Parent/teacher Interview Evenings scheduled once a semester
- Subject Selection Evenings
- Development of EAPs (Educational Adjustment Plans) for Students With Disabilities
- Interviews in relation to individual student needs (e.g. academic progress, behaviour, social development)
- Encouraging two way communication through email and phone contact
- Sporting competitions and performance evenings
- Awards Night and Year 12 Graduation
- P&C Meetings
- Meet & Greet morning tea provided for parents and caregivers
- Newsletters – Mitchie Moments published fortnightly and posted on school website.

Our staff profile

Reducing the school's environmental footprint

Mitchelton State High School has begun the process of reducing the school's environmental footprint by:

The installation of rain water tanks for watering the oval, gardens and toilets

The installation of Solar Panels helping to reduce electricity mains usage

Recycling of cardboard and paper

Recycling of used printer and copier cartridges

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	Water KL	Gas MJ
2010	\$84,048	\$55,708	\$17,159	\$6,144	\$3,641	\$393	\$1,006	230,537	1,440	0
2009	\$80,958	\$54,105	\$0	\$0	\$2,419	\$97	\$24,364	332,960	1,075	0
% change 2009 - 2010	-100%	-100%	N/A	N/A	-100%	-100%	-100%	-100%	-100%	N/A

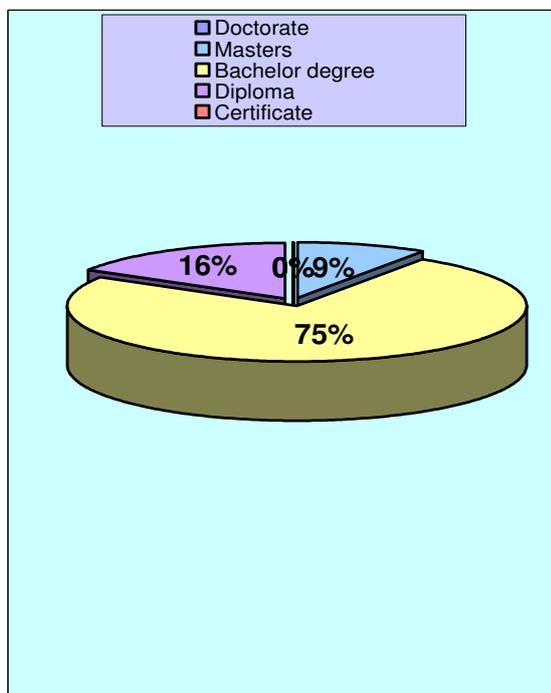
Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	55	28	1
Full-time equivalents	51	22	0

Our staff profile

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	41
Diploma	9
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$19,973 .

The major professional development initiatives are as follows:

- Literacy & Numeracy– improving NAPLAN results, Whole School Literacy planning
- Dimensions of Learning
- Non Violent Crisis Intervention
- QSA – panel training, QCE, SEPT
- VET e.g. Certificate IV in Training and Assessment
- One School training
- Behaviour management
- Asthma Awareness and Management
- First Aid & CPR
- Workplace Health & Safety – Fire Extinguisher training

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 96% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 87%.

Attendance

Year 8	Year 9	Year 10	Year 11	Year 12
90%	84%	83%	90%	89%

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.

Mitchelton State High School adopts a mobile phone text messaging system where caregivers are automatically notified of student absences.

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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 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.

Performance of our students

Achievement – Closing the Gap

Although there was an increase in the level of absenteeism with indigenous students, it was very pleasing to see the significant increase in the completion and continuing education rate of indigenous students. In 2010 the number of students who identify as being Aboriginal and Torres Strait Islanders has increased to 10% of the student population.

		2008	2009	2010
INDIGENOUS EDUCATION ³	Close the gap in student attendance by 2013 The gap between Indigenous and non-Indigenous attendance rates.	10%	5%	9%
	Close the gap in Year 12 retention by 2013 The gap between Indigenous and non-Indigenous apparent retention 10 to 12	-37%	37%	-20%

The following sections refer only to schools with Senior Secondary students. Please delete if not applicable.

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.	86%
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Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	91
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	35
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	69
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	60
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	53
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	69%
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.	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%

Performance of our students

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	7	10	8	3

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
38	47	19

Please write a brief description just of the types of Certificate 1 courses your students undertook. Leave this blank if there were no Certificate 1 students in your school.

Post-school destination information

The 2010 Year 12 post-school destinations survey, *Next Step*, can be found on the next page.

Early leavers information

Students who exit the school early are supported by the Guidance Officer and HOD Senior Schooling in finding alternative pathways to continue their education or transition to the workforce. The school has a close relationship with the community group *Worklinks* which assists students in transitioning to the workforce.

NEXT STEP 2011 STUDENT DESTINATIONS Mitchelton State High School



Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2010, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 4 April and 16 May 2011, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with an online and paper-based survey collected from a small number of students for whom telephone details were not available.

The statewide and regional reports of the *Next Step* survey can be located at the *Next Step* website at www.education.qld.gov.au/nextstep

Response rate for Mitchelton State High School

Table 1 below reports the response rate for Mitchelton State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Mitchelton State High School in 2010.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
79	103	76.7

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep

Summary of findings

In 2011, 54.4 per cent of young people who completed their Year 12 at Mitchelton State High School in 2010 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (25.3 per cent). The combined VET study destinations accounted for 29.1 per cent of respondents, including 24.1 per cent in campus-based VET programs, with 12.7 per cent of Year 12 completers entering programs at Certificate IV level or higher.

5.1 per cent commenced employment-based training, either as an apprentice (1.3 per cent) or trainee (3.8 per cent).

In addition to the above study destinations, a further 3.8 per cent of respondents from this school deferred a tertiary offer in 2011 (deferrers are shown in Figure 1 in their current destination).

45.6 per cent did not enter post-school education or training, and were either employed (32.9 per cent), seeking work (10.1 per cent) or neither studying nor in the labour force (2.5 per cent).

Figure 1 Main destinations of Year 12 completers

