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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.

Mitchelton State High School is a small community school which has as its vision "schooling a future generation". 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
- Make students aware of the full range of future options available both academic and vocational
- Produce a secure and supportive environment which promotes positive attitudes
- Provide opportunities that offer success and give a sense of worth
- Provide learning experiences that are challenging and supportive and lead to the realisation of full potential
- Provide curriculum flexibility
- Provide opportunities that are equitable
- Provide continuing professional development opportunities for staff to meet the future needs of students in a changing world
- Achieve efficient use of all resources
- Maintain dialogue between the school and outside organisations – industry, agencies, ethnic and cultural groups and private enterprise



School progress towards its goals in 2011

On-going preparation for implementation of National Curriculum in English, Mathematics and Science

Continued focus on literacy and numeracy

Increase in number of students in the BNW Trade Training Centre which provides preparation courses in Electro-technology and Engineering

Upgraded classroom facilities to provide a variety of learning environments

Expansion of the instrumental music program with the purchase of new instruments

Continuing beautification of grounds including the landscaping of various areas

Continued expansion of ICTs to include increased usage of laptops in a variety of settings to encourage a future focused approach to teaching and learning

Future outlook

Continue focus on literacy and numeracy.
Monitor progress of Senior students towards attainment of QCE and completion of identifiable achievements.
Implement Australian Curriculum in English, Mathematics and Science. Refinement of use of C2C resources and units.
Prepare for Australian Curriculum History implementation in 2013.
Improve public confidence in Mitchelton SHS by promoting successful student outcomes.
Nurture productive relationships with partner primary schools.
Develop innovative Senior Schooling options e.g. establish a Professional Children's Services Learning hub (with in-school crèche) which offers a range of certificate courses and literacy & numeracy training.
Develop evidence-based Individual Learning Plans for all Year 8 and 9 students to enhance student outcomes.
Implement National Secondary Schools Computer Fund for Year 9 Laptops Program and engage in innovative ICT practices.
Implement strategies aimed at "Closing the Gap" – Homework Club and mentoring program for Aboriginal and Torres Strait Islander students.
Collegial professional development processes including development of a culture of observation and feedback to enhance pedagogical practice.
Continue to develop staff expertise in Dimensions of Learning Framework.
Monitoring student attendance especially unexplained absences.
Develop work performance plans for classified officers.

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
455	216	239	85%

Characteristics of the student body:

Mitchelton State High School community encompasses a diverse range of cultural and socio-economic backgrounds. Approximately ten percent 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.

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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	
Year 4 – Year 10	21.3
Year 11 – Year 12	18
All Classes	19.6

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	82
Long Suspensions - 6 to 20 days	11
Exclusions	2
Cancellations of Enrolment	17

Curriculum offerings

Mitchelton State High School 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 Middle School, with opportunities to select pathways according to their developing strengths and interests as they progress through the middle 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 other Private Training Providers
- Certificate III in Accounts Administration and Certificate IV in Justice Studies in partnership with Metropolitan Secondary Training Unit
- Certificate III in Children's Services 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
- Trade Skills program, 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
- 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 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 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 Leaderbody, Welcome to Mitchie Team, School Tech Crew, Yr 11 Mentors, Green Team
- Visiting Japanese Tour Groups (including Sister School Relationships)
- Participation in QUT's Bright Minds Scheme through a student Science Ambassador
- Homework Club
- Breakfast 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 of outcomes and engagement levels for students.

All faculty areas are committed to the integration of the full range of ICTs (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.

The school has excellent and well maintained ICT facilities across the school, with two computers to every three students which exceed Education Queensland's recommended student computer ratio and national expectations. Replacement and cost of expansion of ICT hardware and software is an ongoing challenge for the school.

The school has 280 computers for student use:

- 6 large computer labs and computer areas in library
- Mini Computer Labs or Pods of computers in classrooms across all faculty areas
- Banks of laptops in three classrooms provided by National Secondary Schools Computer Fund

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
- House/Care activities and competitions
- Student leadership opportunities include:
 - Leaderbody (School Captain, Prefect positions)
 - House Captains
 - Year 11 Mentors
 - Executive positions in LEOs
 - Welcome to Mitchie Team
 - Green team
 - School Tech crew

Parent, student and teacher satisfaction with the school

There has been an increase in parent satisfaction with the school. Student satisfaction with the school is stable, showing little change from 2010.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	79%
Percentage of students satisfied that they are getting a good education at school	61%
Percentage of parents/caregivers satisfied with their child's school	86%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	60%
Percentage of staff members satisfied with morale in the school	65%

DW – Data withheld

Involving parents in their child's education

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
- Formal reporting to students/parents – four times a year (two interim reports and two final reports)
- Parent/Teacher interview evenings scheduled once a semester
- Development of EAPs (Educational Adjustment Plans) for students with disabilities
- Development of ILPs (Individual learning Plans)
- 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 fortnightly and posted on school website
- Sporting competitions and performance evenings
- School events incl. Year 8 Welcome BBQ, Senior Induction Ceremony, Open Day, Awards Night, Year 12 Graduation
- P&C Meetings

Reducing the school's environmental footprint

Recycling programs

Use of solar panels and rain water tanks

Environmental footprint indicators, 2010-2011

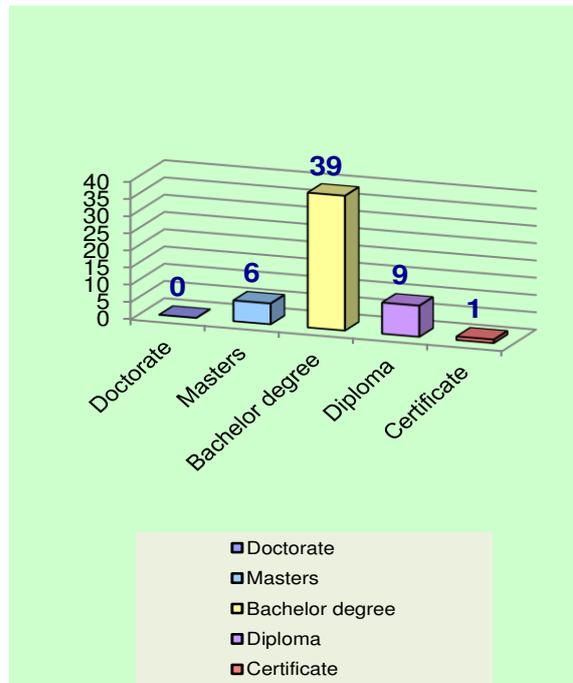
	Electricity KwH	Water KL
2011	314,105	1,324
2010	0	0
% change 10 - 11	N/A	N/A

Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	55	31	<5
Full-time equivalents	48	22	<5

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Bachelor degree	39
Diploma	9
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$16,389.

The major professional development initiatives are as follows:

- Dimensions of Learning
- Australian Curriculum and C2C materials
- QSA – panel training, QCE, assessment, syllabuses

Our staff profile

- VET e.g. Certificate IV in Training and Assessment
- One School training
- Behaviour management – Responsible Thinking Process
- First Aid
- Workplace Health & Safety & RRTW
- Literacy and numeracy
- Curriculum Risk Management
- Students with special needs
- ICTs

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2011 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

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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 web page.

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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%.

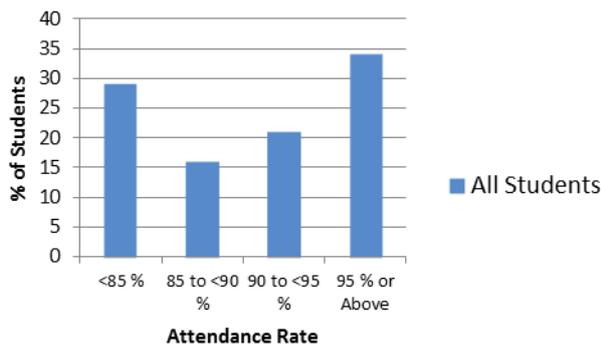
The overall attendance rate for all Queensland State Secondary schools over the same period was 89%.

Student attendance rate for each year level

	Year 8	Year 9	Year 10	Year 11	Year 12
	91%	86%	84%	86%	91%

Student Attendance Distribution

The proportions of students by attendance range.



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 electronically each lesson and in CARE (using ID attend program). A mobile phone text messaging system is used to notify parents of unexplained absences.

Deputy Principals monitor student attendance and check fractional absences on a daily basis.

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.

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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

The attendance of indigenous students improved in 2011 by 8.5% from 2010 data.

There is a marked difference between indigenous and non-indigenous students in English and Mathematics achievement, particularly in Years 9 and 10.

The retention of indigenous students to Year 12 has been very positive with increasing numbers per year level from 2010 to 2011.

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. 87%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	66
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	21
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.	61
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	49

Performance of our students

Number of students awarded a Queensland Certificate of Education at the end of Year 12.	45
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	90%
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.	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%

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	3	9	2	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
48	41	22

Certificate I courses undertaken by students::

Horticulture, IT, Furnishing, Hospitality and Construction

Early 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 Counsellor and HOD Senior Schooling in finding alternative pathways to continue their education or transition to the workforce. The school has a close working relationship with the community group *Worklinks* which assists students in transitioning to the workforce through the "Get Set For Work" program.

NEXT STEP 2012 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 2011, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between April and May 2012, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The state-wide 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 2011.

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 (%)
64	78	82.1

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 state-wide report at www.education.qld.gov.au/nextstep

Summary of findings

In 2012, 57.8 per cent of young people who completed Year 12 at Mitchelton State High School in 2011 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (29.7 per cent). The combined VET study destinations accounted for 28.1 per cent of respondents, including 18.8 per cent in campus-based VET programs, with 10.9 per cent of Year 12 completers entering programs at Certificate IV level or higher.

9.4 per cent commenced employment-based training, either as an apprentice (7.8 per cent) or trainee (1.6 per cent).

There were no respondents from this school who deferred a tertiary offer in 2012.

42.2 per cent did not enter post-school education or training, and were either employed (25.0 per cent), seeking work (15.6 per cent) or neither studying nor in the labour force (1.6 per cent).

Figure 1 Main destinations of Year 12 completers

