

Mitchelton State High School (2040)

Queensland State School Reporting

2012 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 2012. The school expects and demands high expectations of our entire school community, students, parents and staff. It is expected that all students to be engaged and responsible for their own learning in keeping with school values of Respect, Participation and Accountability.

School progress towards its goals in 2012

School Priority 2012	Description	Progress
Continue Focus on Literacy and Numeracy	Literacy Program developed across Years 8 & 9 in 2012 Literacy Blocks implemented in Year 8 & 9 in 2012 Numeracy plan developed	Major School Priority for 2013
Monitor progress of Senior students towards attainment of QCE and completion of identifiable achievements.	QCE tracking tool implemented and student progress reviewed regularly	100% of Year 12 students awarded a QCE or VET qualification in 2012
Continue to develop staff expertise in Dimensions of Learning (DoL) Framework.	On-going staff Professional Development provided	Major School Priority for 2013 to continue the implementation of DoL pedagogical framework supported with professional development.

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Implement Australian Curriculum in English, Mathematics and Science. Refinement of use of C2C resources and units.	C2C units adapted and adopted for the implementation of the Australian Curriculum in 2012	Completed /On-going review and refinement in 2013
Collegial professional development processes including development of a culture of observation and feedback to enhance pedagogical practice	Classroom observations undertaken by teachers in 2012 as part of the "PD Bingo" process	Major School Priority for 2013 to develop formal mentoring and coaching arrangements
Develop evidence-based Individual Learning Plans (ILP) for all Year 8 and 9 students to enhance student outcomes.	ILP's developed for all Year 8 students in 2012	Completed for the current 2013 Year 8 & 9 cohort
Improve public confidence in Mitchelton SHS by promoting successful student outcomes.	Reviewed in 2012 as part of the development of the School's Four Year Strategic Plan A number of strategies to promote school and student success was implemented in 2012	Marketing plan developed and implemented in 2013
Nurture productive relationships with partner primary schools.	Increased focus on developing productive relationships with partner primary schools including "High School Experience Days".	Will continue to be a priority for 2013

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Future outlook

The 2013 Annual Improvement Plan has been developed with the following key priorities:

-Continue the implementation of the Dimensions of Learning pedagogical framework. Continue to support this with professional development and formal mentoring and coaching arrangements, which are characterised by regular observation and evaluation of teaching practice, modelling and feedback by peers and school leaders and self-reflection by teachers.

-Develop consistent expectations across the school whereby students receive timely and effective instructional feedback, front ended assessment, A level exemplars and curriculum outlines, to give clarity about what students are expected to learn and be able to do.

-Continue to build a learning environment characterized by the engagement of students in challenging, meaningful learning in every classroom and consistent high expectations around student management, behaviour, attendance and uniforms.

-Develop a whole school curriculum delivery plan and further develop individual year level plans, to provide an understanding of the vertical alignment of curriculum and to provide a framework which informs decisions made when making changes/modifications to the curriculum. All plans should clearly map content descriptions, achievement standards and assessments. Unit plans should explicitly show the literacy, numeracy and higher order thinking skills embedded across all KLAs. These plans should be subject to regular quality assurance.

-Maintain and extend literacy, particularly reading and numeracy focus/programs including embedding of strategies across the curriculum

-Continue to develop a shared understanding of differentiation and ensure that it is a feature of every teacher's classroom practice, characterized by the regular use of data to determine the strengths and weaknesses of individual students and the catering for these different student needs using multiple means of representation, engagement and expression. Ensure that teachers document these adjustments into their planning. Also consider the implementation of systematic diagnostic testing to support teachers' decision-making.

-Develop and implement a Junior Secondary Action Plan in line with the Education QLD guidelines

-Develop and implement strategies to increase enrolment growth

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	456	215	241	86%
2011	455	216	239	85%
2012	418	202	216	81%

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 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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	18	21	19
Year 11 – Year 12	12	18	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	142	82	85
Long Suspensions - 6 to 20 days	19	11	21
Exclusions	5	2	2
Cancellations of Enrolment	6	17	11

Curriculum offerings

Our distinctive 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

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.

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. Heads of Department and key staff were provided with IPADs in 2012. In 2013, the school will implement an "IPAD program" for Year 8 students.

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

Our school at a glance

Parent, student and staff satisfaction with the school

Substantial improvements have been made with Parent, Teacher and Student satisfaction with the school. Levels of improvement in each of the categories listed below were raised between a minimum of 9.8% to over 29%. Of significant importance is staff morale which improved from 59.6% in 2011 to 92.7% in 2012. 82.1% of Parents believed that Mitchelton State High School provides their child with a good education.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	95.5%
their child likes being at this school*	90.9%
their child feels safe at this school*	95.5%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	90.5%
teachers at this school motivate their child to learn*	90.9%
teachers at this school treat students fairly*	95.0%
they can talk to their child's teachers about their concerns*	95.2%
this school works with them to support their child's learning*	90.5%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	76.2%
this school looks for ways to improve*	95.2%
this school is well maintained*	95.2%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	90.5%
they like being at their school*	80.5%
they feel safe at their school*	88.2%
their teachers motivate them to learn*	80.5%
their teachers expect them to do their best*	95.8%

Our school at a glance

their teachers provide them with useful feedback about their school work*	90.4%
teachers treat students fairly at their school*	83.1%
they can talk to their teachers about their concerns*	66.7%
their school takes students' opinions seriously*	68.7%
student behaviour is well managed at their school*	56.0%
their school looks for ways to improve*	84.8%
their school is well maintained*	88.7%
their school gives them opportunities to do interesting things*	80.7%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	78.7%
with the individual staff morale items	92.7%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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
- 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

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

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	426,824	1,440
2010-2011	314,105	1,324
2011-2012	378,397	1,796

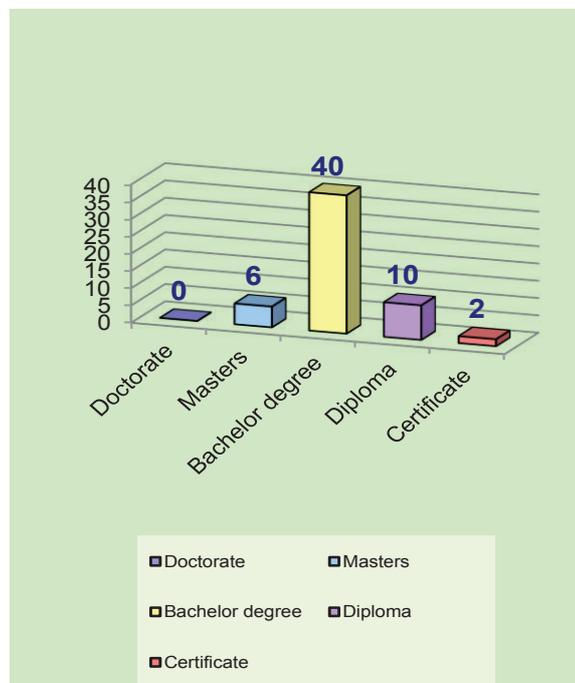
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	49	38	<5
Full-time equivalents	44.6	23.6	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Bachelor degree	40
Diploma	10
Certificate	2



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$21856.63.

The major professional development initiatives are as follows:

ACARA – Australian Curriculum and C2C materials

QSA – panel training, QCE, assessment, syllabuses

Dimensions of Learning

Literacy and Numeracy

Industry Training and Assessment

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 78.7%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.8%	95.4%	96.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.4% of staff was retained by the school for the entire 2012 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 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	87%	87%	85%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

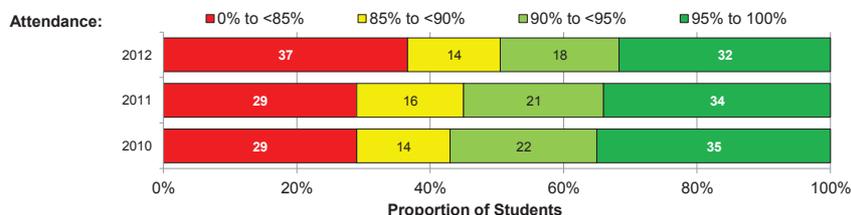
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								90%	84%	83%	90%	89%
2011								91%	86%	84%	86%	91%
2012								89%	85%	81%	85%	83%

DW = Data withheld to ensure confidentiality.

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.

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.

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. A last resort where support and intervention has been exhausted, students in the compulsory participation phase are involved in cancellation of Enrolment processes.

Performance of our students

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

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 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

The gap in Indigenous attainment in reading and numeracy at Mitchelton State High School as measured by the Year 9 NAPLAN mean has been closed when compared against both Metropolitan and QLD state schools and is similar for writing.

The gap in apparent retention Year 10 to Year 12 in 2012 between Indigenous and non-Indigenous students has closed to now sit at 100%.

Attendance rates of Indigenous students continue to be a significant issue in the school with 53.8% of students falling below the target of 85%.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	79%	103%

Performance of our students

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	91	66	70
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	35	21	21
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	10	14
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	69	61	68
Number of students awarded an Australian Qualification Framework Certificate II or above.	60	49	59
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	53	45	54
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.	69%	90%	62%
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%	95%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	92%	96%

As at 2 May 2013. The above values exclude VISA 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
2010	7	7	10	8	3
2011	7	3	9	2	0
2012	1	5	7	8	0

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2010	38	47	19
2011	48	41	22
2012	53	54	19

As at 2 May 2013. The above values exclude VISA students.

Performance of our students

Certificate 1 courses undertaken by students in the areas of Horticulture, IT, Furnishing and construction

Early leavers information

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.

NEXT STEP 2013 YEAR 12 DESTINATIONS Mitchelton State High School



Introduction

This report documents a summary of results of the annual *Next Step* survey for Mitchelton State High School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2012, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Government Statistician conducted the survey between March and June 2013, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2013 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 who attended Mitchelton State High School in 2012.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
60	80	75.0

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers 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 2013, 38.3 per cent of young people who completed Year 12 at Mitchelton State High School in 2012 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (16.7 per cent). The combined VET study destinations accounted for 21.7 per cent of respondents, including 20.0 per cent in campus-based VET programs, with 10.0 per cent of Year 12 completers entering programs at Certificate IV level or higher.

1.7 per cent commenced employment-based training, all as trainees.

In addition to the above study destinations, a further 3.3 per cent of respondents from this school deferred a tertiary offer in 2013 (deferrers are shown in Figure 1 in their current destination).

61.7 per cent did not enter post-school education or training, and were either employed (35.0 per cent), seeking work (25.0 per cent) or not in the labour force, education or training (1.7 per cent).

Figure 1: Main destination of Year 12 completers

