

Mitchelton State High School (2040)

Queensland State School Reporting

2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Mr John Searle : School Principal

Principal's foreword

Introduction

This report provides only a sample of the achievements and progress of Mitchelton SHS in 2013. 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 2013

School Priority 2013	Description	Progress
Year 7 to High School Transition	<p>Junior Secondary Action Plan developed and implemented in line with EQ guidelines</p> <p>Increased contact between teachers in primary and secondary schools</p> <p>Increased enrolments</p>	<p>Network developed with local feeder schools</p> <p>The Plan has been developed for Year 7 transition</p>
Continue the implementation of DoL pedagogical framework Supported with professional development.	On –going staff Professional development through learning hub and school twilight PD sessions	Strategies becoming embedded across the school curriculum
Coaching and Mentoring	All staff are participating in a formal process of Coaching and mentoring	Staff striving to improve classrooms practices
Focus on Literacy and Numeracy	Literacy and Numeracy Program embedded across Years 8 & 9	All students participating in implicit program of literacy and numeracy. Improvement in NAPLAN data in Spelling, Grammar and Punctuation

Future outlook

The 2014 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.
- Continue developing 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.
- 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

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	455	216	239	85%
2012	418	202	216	81%
2013	390	179	211	85%

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		
	2011	2012	2013
Year 7 Secondary – Year 10	21	19	18
Year 11 – Year 12	18	17	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	82	85	69
Long Suspensions - 6 to 20 days	11	21	21
Exclusions	2	2	11
Cancellations of Enrolment	17	11	3

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 Leaderbody, 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

Our school at a glance

Student leadership opportunities include:

- Leaderbody (School Captain, Prefect positions). At the end of 2013, Junior Secondary Leaders were appointed as part of our establishment of Junior Secondary program in the school
- House Captains
- Year 11 Mentors
- Welcome to Mitchie Team

Bullying and Harassment strategies are used throughout the school to raise awareness in the school and wider community regarding bullying and harassing behaviour and its negative impact on not only individuals but also the atmosphere of a class and the climate of the school. School programs, assemblies and talks are used to promote the development of skills to minimise the incidence and impacts of bullying and harassment and all students are encouraged to believe they can make a difference.

The school works towards developing a whole school commitment to tolerance of differences, whether they be based on gender, age, race, ethnicity or ability and provide guidelines and procedures for dealing with bullying when it occurs.

The school has a strong tradition of social justice. It celebrates harmony week annually with a week of activities and financially supports numerous charities. Students and staff regularly invite guest speakers to come and share their special experiences with students to create an awareness and understanding of the more complex social issues within our society.

Parent, student and staff satisfaction with the school

Overall the parents have a very positive and consistent view of the school and believe Mitchelton State High School provides their student with a good education. Staff morale is continuing to improve. Both parents and students have seen a positive improvement in behaviour.

Performance measure (Nationally agreed items shown*)

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

Our school at a glance

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

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

* 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 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.

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 OneSchool.

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
- Development of EAPs (Educational Adjustment Plans) for students with disabilities
- Development of ILPs (Individual learning Plans) for students with Learning Difficulties and all Aboriginal and Torres Strait Islander students
- 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	314,105	1,324
2011-2012	378,397	1,796
2012-2013	347,130	2,364

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

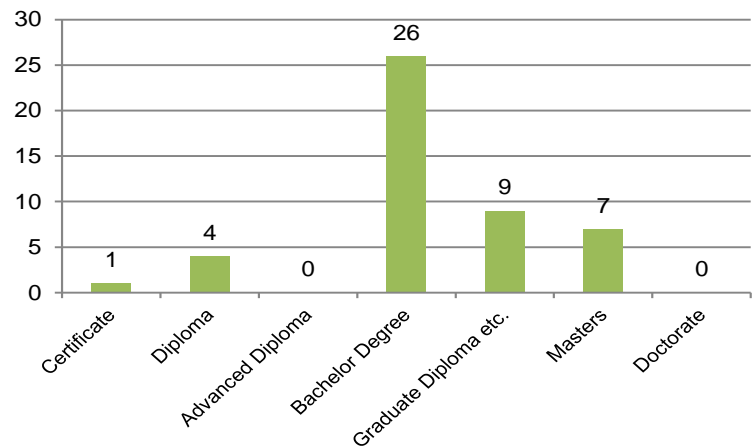
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	45	39	<5
Full-time equivalents	40	24	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	4
Advanced Diploma	0
Bachelor Degree	26
Graduate Diploma etc.	9
Masters	7
Doctorate	0
Total	47



* 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 2013 were \$ 32.883The 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

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	97%

Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website

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.

Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	87%	85%	87%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

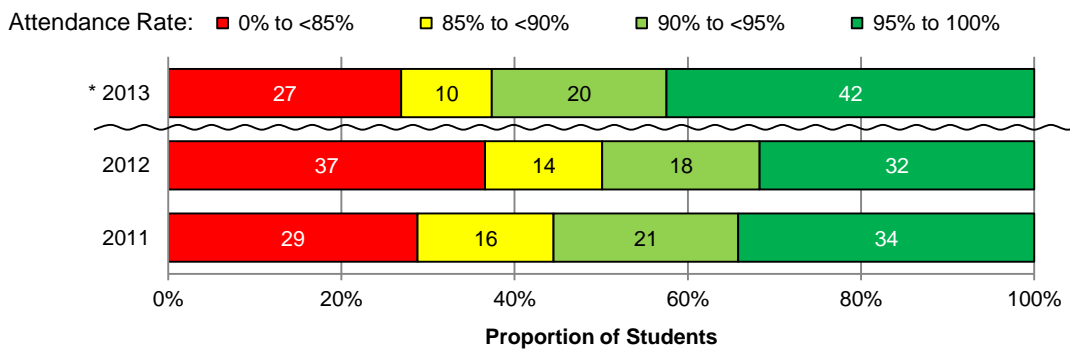
Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2011	91%	86%	84%	86%	91%
2012	89%	85%	81%	85%	83%
2013	89%	81%	87%	87%	90%

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 from 2013 to that of previous years.

Performance of our students

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. 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

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

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.

Performance of our students

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	103%	68%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	66	70	71
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	21	21	25
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	14	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	61	68	67
Number of students awarded an Australian Qualification Framework Certificate II or above.	49	59	60
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	45	54	60
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.	90%	62%	64%
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%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	96%	87%

As at 5 May 2014. 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
2011	7	3	9	2	0
2012	1	5	7	8	0
2013	3	6	7	9	0

As at 5 May 2014. The above values exclude VISA students.

Performance of our 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
2011	48	41	22
2012	53	54	19
2013	48	46	27

As at 5 May 2014. The above values exclude VISA students.

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

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 (2013 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 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.