

Mitchelton State High School

Queensland State School Reporting

2015 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 2015. 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 2015

School Priority 2015	Actions	Progress
Consistent Classroom Pedagogical practices : Implementation of the Dimensions of Learning (DOL) pedagogical framework	Continue to implement effective school-wide processes around DOL as per the 3 Year plan.	Partially completed with the addition of the REAPP framework
Whole school tracking of student progress to include Individual Learning Plans, Personal Improvement Plans and QCE tracking and monitoring	Continue to develop systems to monitor and track students from Year 7-12. Provide support for teachers and HODs to monitor and provide effective intervention for at risk students.	Implemented in 2015 and is expected to be completed in 2016.
Reading and Numeracy	Implement Reading to Learn in Year 7 classes. Continue to provide professional development and support for teaching staff. Continue to focus on existing strategies to build a culture of reading.	Implemented in 2015 and is expected to be completed in 2016.

Future outlook

School Improvement Priorities 2016

Improve student literacy and numeracy outcomes across Junior Secondary, with a sharp and narrow focus on detailed reading and problem solving.

Detailed Reading Comprehension			
Actions	Targets	Timelines	Responsible Officer/s
Detailed Reading across all Junior Secondary classrooms to improve student reading comprehension; use questioning to improve inferential thinking	>15% U2B, >90% NMS NAPLAN Year 7- 9 Reading	May 2016	Shelley Bampton (DP) Sue McCallum (HoSES) Clayton Walsh (MT) HoDs
Targeted professional development in the effective and timely use of data and to support targeted reading intervention as per I4S	> 80% A-C Data	November 2016	
Provision of additional programs to support differentiation in core areas of literacy - ACER Tests, Reading Eggs and Spellodrome – supported by I4S	>90 % NMS NAPLAN	May 2016	
Problem Solving			
Actions	Targets	Timelines	Responsible Officer/s
In-house use of the U2B materials in numeracy blocks, targeted interventions and analysis of raw score scales to support student movement in U2B- supported by I4S	>30% U2B NAPLAN Year 7 >20% U2B NAPLAN Year 9	May 2016	Shelley Bampton (DP) Sue McCallum (HoSES) Clayton Walsh (MT) HoDs
Targeted professional development in the effective and timely use of data and additional strategies as per I4S	> 80% A-C Data	November 2016	
Provision of additional programs to support differentiation in core areas of numeracy- ACER Tests, Mathletics– supported by I4S and implementation of Think-boards in Numeracy blocks and Junior Maths Classrooms	>90 % NMS NAPLAN	May 2016	

Promote positive behaviours for learning that increase student engagement and learning outcomes across the school

Whole school approach to Positive Behaviours for Learning			
Actions	Targets	Timelines	Responsible Officer/s
Invest in continual professional development and support for the PBL committee and the school community	>80% agreement behaviour is well managed- Teachers	September School Opinion Survey	PBL
Implement targeted professional development and coaching and mentoring aimed at consistent and high yield pedagogical practices in all classrooms (REAP- Framework)	>95% staff satisfied with level of PD		Joanne Wainwright and PLES Committee
Develop data capacity to promote positive behaviours for learning	>95% confident using data to improve outcomes		PBL and Deputy Principals
Tracking and monitoring of work completion rates across Years 10-12			
Actions	Targets	Timelines	Responsible Officer/s
Review current systems of tracking an monitoring academic data building teacher capacity to improve student outcomes	100% QCE Completion 95% assessment completion >80% OP 1-15 >30% VET Cert III or higher >75% VET Cert II or higher	Semester 2	Heads of Department
Professional development for staff in knowing where students are in their learning journey and knowing what strategies are required to move students forward (feedback)	100% of staff accurately complete mock R6 each term 100% Senior Teachers trained in providing effective feedback	Term 1 Term 2 Term 3 Term 4	Joanne Wainwright Mitch Fallon
Embed validation and moderation processes to improve the quality of assessment and reporting	100% of tasks are validated and Moderated	Semester 1 Semester 2	Heads of Department

Mentoring at risk students to close the gap on attendance			
Actions	Targets	Timelines	Responsible Officer/s
Individual case-management for high risk students	100% of at risk students have support provisions in place to track attendance	Ongoing	Deputy Principals
Formalise monitoring and tracking of student attendance	>90% Attendance	Ongoing	Enrolment Officer
Work in conjunction with "Beyond the Broncos", "Artie Program" and the school Aboriginal and Torres Strait Islander Support Officer to track and monitor students	>89% Attendance	Ongoing	Deputy Principals

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	390	179	211	42	85%
2014	351	152	199	50	86%
2015	364	157	207	49	87%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 large of international students in mainstream classes (10%). 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		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	18	17	19
Year 11 – Year 12	16	17	15

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	69	94	113
Long Suspensions - 6 to 20 days	21	6	8
Exclusions	11	2	3
Cancellations of Enrolment	3	11	11

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offers a broad range of subjects,

- using a flexible and responsive approach to timetabling and subject selection.
- curriculum offerings cater for the full range of abilities.
- 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
- 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 and Cert II Automotive
- 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

A variety of assessment techniques are used to assist student learning. These include:

- Formative and summative assessment pieces such as assignments and examinations
- On the job training & assessment
- Observation and feedback including “exit tickets”

Extra curricula activities

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

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

How Information and Communication Technologies are used to improve 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. All students are issued with a laptop to aid learning.

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 **Positive Behaviour for Learning** approach
- Student Services Support Team consisting of Guidance Counsellor, School Chaplain, School Health Nurse, Defence Transition Mentor, and Aboriginal and Torres Strait Support Officer
- Safe School Policy

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	90%	97%	93%
this is a good school (S2035)	100%	97%	89%
their child likes being at this school (S2001)	93%	100%	93%
their child feels safe at this school (S2002)	93%	97%	93%
their child's learning needs are being met at this school (S2003)	93%	94%	96%
their child is making good progress at this school (S2004)	93%	97%	93%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	94%	96%
teachers at this school motivate their child to learn (S2007)	86%	92%	89%
teachers at this school treat students fairly (S2008)	93%	91%	96%
they can talk to their child's teachers about their concerns (S2009)	97%	97%	100%
this school works with them to support their child's learning (S2010)	90%	94%	92%
this school takes parents' opinions seriously (S2011)	97%	94%	83%
student behaviour is well managed at this school (S2012)	83%	85%	75%
this school looks for ways to improve (S2013)	97%	100%	100%
this school is well maintained (S2014)	97%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	85%	90%	91%
they like being at their school (S2036)	87%	83%	86%
they feel safe at their school (S2037)	86%	81%	93%
their teachers motivate them to learn (S2038)	81%	81%	90%
their teachers expect them to do their best (S2039)	96%	94%	96%
their teachers provide them with useful feedback about their school work (S2040)	83%	82%	90%
teachers treat students fairly at their school (S2041)	68%	66%	78%
they can talk to their teachers about their concerns (S2042)	65%	65%	84%
their school takes students' opinions seriously (S2043)	63%	65%	73%
student behaviour is well managed at their school (S2044)	63%	63%	65%
their school looks for ways to improve (S2045)	91%	82%	89%
their school is well maintained (S2046)	80%	82%	88%
their school gives them opportunities to do interesting things (S2047)	82%	83%	87%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	94%	87%
they feel that their school is a safe place in which to work (S2070)	89%	94%	87%
they receive useful feedback about their work at their school (S2071)	83%	84%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	74%	89%
students are encouraged to do their best at their school (S2072)	96%	94%	92%
students are treated fairly at their school (S2073)	94%	92%	97%
student behaviour is well managed at their school (S2074)	71%	82%	63%
staff are well supported at their school (S2075)	87%	82%	78%
their school takes staff opinions seriously (S2076)	81%	85%	79%
their school looks for ways to improve (S2077)	94%	92%	97%
their school is well maintained (S2078)	85%	94%	95%
their school gives them opportunities to do interesting things (S2079)	91%	88%	84%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

The school values and cultivates the contribution made by parents to the education of their children. The school has developed a communication strategy that encourages school staff and teachers to make regular contact with parents as documented via student profiles in One School.

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

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

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

In 2016, the school will establish a *School Council* as part of being an Independent Public School.

Students with diverse needs requiring support to fully participate in the school are managed by the Learning Support Team and Individual Curriculum Plans(ICPs) for these students are collaboratively developed by stakeholders. ICPs outline specific goals classroom teachers have set for these students and lists specific adaptations to aid differentiation such as adjustments to their classwork and assessment.

Before writing the ICPs student information through a Progress support process. This information is used as the basis of the ICPs and a meeting is conducted with the student, parent and Learning Support teacher to discuss the ICP.

Reducing the school's environmental footprint

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	347,130	2,364
2013-2014	209,014	3,020
2014-2015	326,509	2,003

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

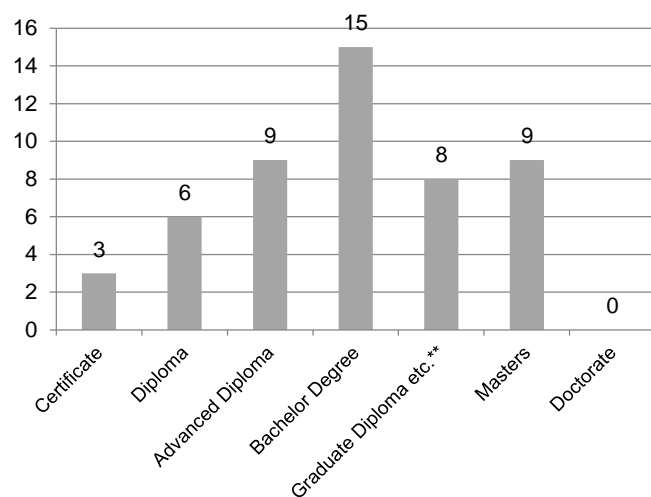
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	50	38	<5
Full-time equivalents	44	24	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	6
Advanced Diploma	9
Bachelor Degree	15
Graduate Diploma etc.**	8
Masters	9
Doctorate	0
Total	50



*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 2015 were \$60,000.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Dimensions of Learning Hub Training
- Reading to Learn Training
- Numeracy training
- Positive Behaviour for learning
- Coaching and mentoring
- ACARA – Australian Curriculum and C2C materials
- Industry training and assessment

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

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 2015 school year.

School income broken down by funding source

Net recurrent income 2014	\$ Total	\$ Per student
Australian Government recurrent funding	1,140,356	3,241
State/territory government recurrent funding	5,377,017	15,280
Fees, charges and parent contributions	90,793	258
Other private sources	14,823	42
Total gross income (excluding income from government capital grants)	6,622,989	18,821
Less deductions	0	0
Total net recurrent income	6,622,989	18,821
Capital expenditure 2014	\$ Total	\$ Total 2009-2014
Australian Government capital expenditure	0	221,850
State/territory government capital expenditure	3,081,576	7,858,692
New school loans	0	0
Income allocated to current capital projects	0	0
Other	52,520	462,528
Total capital expenditure	3,134,096	8,543,069

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	72%	86%	86%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

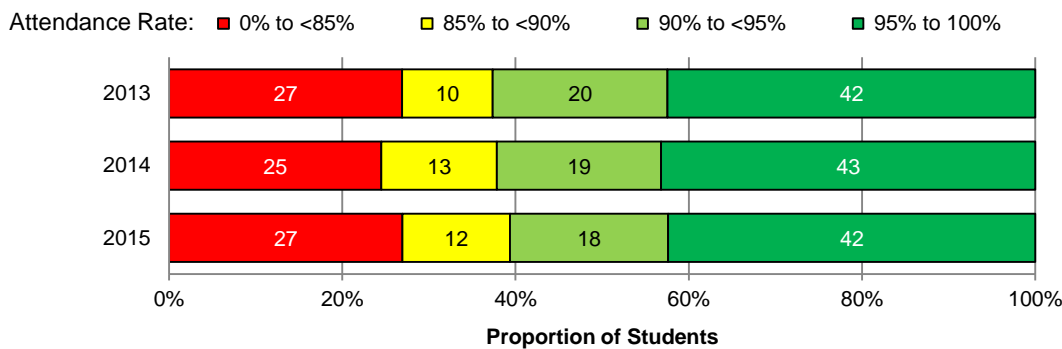
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									89%	81%	87%	87%	90%
2014									92%	88%	88%	89%	87%
2015								91%	90%	89%	87%	87%	88%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

Attendance data is collated weekly by our "Attendance Officer" to identify where intervention and or support is required. The Principal and Deputy action support strategies on a daily basis.

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

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	68%	95%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	45%	200%	54%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	71	59	82
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	2
Number of students receiving an Overall Position (OP)	25	23	34
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	5	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	67	49	76

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students awarded an Australian Qualification Framework Certificate II or above.	60	43	60
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	60	58	80
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67%	100%	100%
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.	64%	74%	35%
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%	81%	84%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	3	6	7	9	0
2014	1	7	9	6	0
2015	2	5	5	15	7

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

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

Years	Certificate I	Certificate II	Certificate III or above
2013	48	46	27
2014	36	36	12
2015	51	49	21

As at 16 February 2016. The above values exclude VISA students.

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

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The school developed two distinct pathways for students in the senior school, University and Industry. Approximately 25% of graduating students accept an offer to attend University whilst the other 75% take up opportunities in Industry.

Students who exit the school early are supported by the Guidance Officer and Head of Department, Student Performance and Engagement in finding alternative pathways to continue their education or transition to the workforce. The school has a close working relationship with regional transition officers and external agencies such as Worklinks which assist students in transitioning to learning options that include preparation to employment and vocational training not at the school site.