Mitchelton State High School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020

Department of Education and Training

Contact Information

Postal address:	PO Box 126 Everton Park 4053
Phone:	(07) 3550 1111
Fax:	(07) 3550 1100
Email:	principal@mitcheltonshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* w ebsite and the Queensland Government data w ebsite.
Contact Person:	Principal – Mr John Searle

School Overview

Mitchelton State High School is committed to its vision of *Inspiring Individual Excellence* by providing opportunities for all students to develop their potential within a safe and supportive learning community. Our purpose is to achieve quality educational outcomes by providing opportunities to learn and improve in an environment that prepares students for life beyond school. This is achieved through a whole school focus on rigorous learning founded on the values of *Participation, Accountability and Respect.* Our vision is realised through the provision of a rich, futures orientated curriculum, quality teaching and learning, a socially-just learning environment, collaborative decision making and responsible and accountable leadership. Most important are clear transition procedures between school sectors, with distinct Junior and Senior Phases of Learning, full integration of information and communication technologies and regular reviews and alignment of curriculum programs and student outcomes. A commitment to all students and their learning, improved results in Numeracy and Literacy and effective partnerships with industry, tertiary and community organisations align to achieve our vision.

Principal's Forward

Introduction

Our School annual report 2016 includes the following information:

- Highlights regarding our diverse programs and curriculum offerings
- Progress towards our goals
- Future outlook
- School Profile including student information, staff qualifications and professional development

  School performance measures

  School Opinion Survey outcomes.

School Progress towards its goals in 2016

Our school priorities in 2016 were:

- Improve student literacy and numeracy outcomes across Junior Secondary, with a sharp and narrow focus on detailed reading and problem solving.
- Promote positive behaviours for learning that increase student engagement and learning outcomes across the school

The key outcomes were:

1. Improvements in NAPLAN with positive improvement in the Upper Two Bands across all areas in Year 7 and Year 9 reading, spelling and numeracy, and a lift in number above the NMS in Year 7 Grammar and Punctuation and Spelling and Year 9 Spelling

2. Positive student outcomes across the core areas of Maths, Science and English with greater than 80% of students achieving A-C

3. 100% QCE attainment, significant increase in OP 1-15 from 35.3% in 2015 to 69.2% in 2016, 70% of Year 12 exited with Certificate II or better

4. Successful growth in numbers for 2017 with an additional class of Year 7 students

5. Refurbishment of the Junior Secondary Precinct and learning spaces to accommodate student growth, Montessori Program and continued roll out of the one to one laptop initiative.

6. Collaborative development of *RISE – Whole School Wellbeing Program* to be integrated across Year 7 – 12 in 2017

7. Collaborative community partnerships supporting student wellbeing and engagement with local organisations including Piccabeen, YWAM, Beyond the broncos and Artie Fogs

8. Targeted professional development in effective and timely use of data with >95% of staff confident in the use of data to improve student learning

9. Introduction of Classroom Profiler Training and Essential Skills for Classroom Management for academic staff

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Future Outlook

Mitchelton State High School is a school that continues to deliver a rigorous curriculum and specialised programs to meet the needs of students. We are committed to our vision to *Inspire Individual Excellence* by providing opportunities for all students to develop their potential within a safe and supportive learning environment. Our purpose is to achieve quality educational outcomes that prepares students for life beyond school. This is achieved through a whole school focus on the value of Participation, Accountability and Respect.

The school's strategic Plan identifies the following areas for future expansion and development:

Student Achievement:

- Targeted literacy and numeracy intervention for students below NMS
- Lift student achievement in A-B range
- Focus on differentiated instruction
- Year 12 Outcomes
- Closing the Gap
- Attendance
- Data walls and individual monitoring and case management
-
Partnerships and programs:

- Continue collaboration with local primary schools through experience days and transition programs - enrolment growth
- Partnerships with local organisations including Samford Commons, Beyond the broncos, Piccabeen and ARTIE Fogs
- Whole school Wellbeing Program - RISE
- Trade Training Centre
- Leadership programs across Junior and Senior phases of learning

School Curriculum:

- Junior Secondary Assessment review and alignment of curriculum across Year 7-10
- Review of Senior Pathways and alignment in preparation for Sate
- Focus on rigorous assessment aligned to Australian Curriculum Achievement Standards
- Assessment validation, moderation and calibration

Teaching Practice:

- Continued Professional development in school wide Pedagogical Framework – REAP
- Collaborative Planning and Practices
- Targeted use of Data and cycles of review
- Student attitudes- focus on culture of learning and setting individual learning goals

Leadership and Staff Capacity:

- Coaching programs for staff
- New and beginning teacher mentoring
- Classroom profiling
- Developing Performance plans
- Professional Development Plan
- Workforce Planning
- Aspiring Leadership Program

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	351	152	199	50	86%
2015*	364	157	207	49	87%
2016	363	160	203	51	91%

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 2016, 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

Overview

The student body comprise of a diverse range of students including a significant proportion of Indigenous and International students with a significant number of students from mainland China. The school has a High School Preparation program on site, Trade Training Centre, Montessori Program, Learning support and Special Education Program. Due to the diverse programs on offer we attract students beyond the local catchment area.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	17	19	19
Year 11 – Year 12	17	15	16

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our Curriculum is diverse, adaptable and caters to all students' needs. We provide students with individualised learning pathways through a range of learning programs and subject offerings. The Australian and Queensland Curriculum is used to guide the delivery of learning across all areas across Junior Secondary. The Senior Phase of Learning at Mitchelton High is one which embraces the philosophy of developing independence in learning while skilling students for future pathways. Our goal is to provide students with recognised credentials so that they continue to be valued and productive participants in the workforce and community. Students will work towards obtaining a senior qualification, the Queensland Certificate of Education (QCE), and have the opportunity to undertake education and training programs with other institutions alongside their school based programs. In order to provide these multiple pathways and allow students to access off-campus educational and training or worked-based programs, the senior timetable has been designed to combine extended days and flexible days for the off campus program.

Some of the programs offered at Mitchelton include:

- Targeted Literacy and Program Solving classes across Year 7-10
- A full range of academic subjects in both the junior and senior phase of learning covering The Arts, Languages, Technology, Science, Maths, English, Humanities and HPE
- One to One Computer Laptop Program in a fully wireless environment
- Differentiated Learning
- Excellence Programs across Junior Secondary encompassing Sports (SEE), Performing Arts (PAX) and Business, design and Technology (IMAGINE)
- Montessori – Years 7-9
- Special Education and Life Skills Programs
- University links (Early Start University)
- Nationally recognised vocational education including School Based Traineeships and Apprenticeships in Years 11 and 12, and Certificate level qualifications
- Career Education and Student Leadership Programs
- Tutorial and Homework programs
- Alternative Education and Online Learning
- Trade Training
- Instrumental Music

Co-curricular Activities

Mitchelton State High school offers a range of extra-curricular programs including:

- Homework club
- Senior and Junior Tutorials
- Music Club
- Dance Troupe
- Coding and Robotics
- School Magazine Committee
- Junior Leadership program
- Senior Leadership Program
- Student Representative Council
- Technical Crew
- Choir
- Leos Club
- Lion's Youth of the Year
- Public Speaking Competition
- Annual Writer's Day
- Problem Solving Competitions
- ICAS

How Information and Communication Technologies are used to Assist Learning

- One to One laptops allow students to access a wide range of programs and information for learning
- Teachers use interactive whiteboards to differentiate instruction, engage students, access online learning tools and collaborative feedback tools
- I-pads are used to engage student in collaborative learning and provide access to apps that allow students with special needs to access the curriculum
- Teachers develop online programs through the learning place and utilize shared drives for collaborative learning and sharing of resources
- Email is used for parent and community communication
- Share-point is used as a collaborative space for students and staff to access information and links for learning
- Online submission of drafts and assessment enable teachers to communicate and provide meaningful feedback to students and parents.

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Social Climate

Overview

Mitchelton State High School is a learning community committed to maximizing individual grow th for our student population w ithin a safe and supportive environment. We recognise individual 'stories' and 'histories' and w ork towards enhancing student development to reach individual excellence. We focus not only on academic improvement but individual improvement and social responsibility through the full school w ellbeing program – RISE. This program is developed in collaboration w ith the Guidance Officer, School Based Health Nurse, Chaplain, Defence Mentor, Aboriginal and Torres Strait Islander Support Team, Year level Coordinators, external support agencies and pastoral CARE teachers.

The w hole of school RISE program is an important component of the Mitchelton State High School curriculum. The program focuses on student wellbeing and emotional learning and is a reflection of the school's commitment to quality teaching and learning. Through the RISE program, all students have the opportunity to participate in evidence based Social and Emotional Learning programs. Social and emotional learning (SEL) is the process by which a person acquires the skills, know ledge and attitudes necessary to recognize and manage their emotions, demonstrate care and concern for others, establish positive relationships, make responsible decisions and effectively handle challenging situations.

Our school values are: *respect, accountability and participation* are upheld through the implementation of the school w ide *Positive Behaviours for Learning* Program. Clearly articulated roles and responsibilities led by the School Executive – Principal and tw o Deputy Principals and Senior Leadership Team – Head of Special Education, Guidance Officer, four heads of Department and Business Services Manager create a culture of collaborative responsibility for student outcomes and improvement. This is evident across our school as w e value difference and diversity; we are respectful and courteous to each other. Each member of the school community practices respect which includes fairness, caring and tolerance towards each other – supported by our *Safe School Policy*.

The Responsible Behaviour Plan for Students details the school's approach to developing pro-social behaviours in students. It is used to guide the high standards of behaviour expected of all students. At MSHS w e promote and provide a supportive and safe environment for all members of the community; bullying is not acceptable. We believe that bullying and harassment have a negative effect on teaching and learning at our school. MSHS has a duty of care to all in the school to take action against bullying.

Incident	Action
On first report of bullying	• 'No Blame' Interview with bully, (by appropriate staff including Administration or Guidance Officer) • Referral to Student Support Services Team for assistance/support for both bully and victim if appropriate. • Entry made in One School data base
Second report of bullying or serious first time report (this includes an incident where victim is different)	• Phone call to parents/caregivers of bully and victim – told of consequences of next infringement – suspension from school or in-house suspension • Entry made in One School data base • Referral to Student Support Services for assistance/support for both bully and victim
Third occurrence of bullying by a student or serious first time report	• Referral to Student Support Services Team • Suspension – may lead to either out of school or 'in house' with loss of social contact with others – for bully

We set high expectations for all our students. Our vision is inspiring individual excellence amongst all our students. Success is measured by the quality of engagement that occurs each day, student resilience and their w illingness to take risks that comes w ith confidence. We encourage students to express their opinions and to respect others. Students have opportunities to take on leadership roles or roles w ith added responsibilities. We have an active Student Representative Council (SRC), w hich has an influence in school decision making. Student leaders and the SRC, learn how to influence and lead others, organise events, communicate effectively and work collaboratively.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers w ho agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	93%	100%
this is a good school (S2035)	97%	89%	100%
their child likes being at this school* (S2001)	100%	93%	100%
their child feels safe at this school* (S2002)	97%	93%	100%
their child's learning needs are being met at this school* (S2003)	94%	96%	97%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is making good progress at this school* (S2004)	97%	93%	97%
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)	94%	96%	100%
teachers at this school motivate their child to learn* (S2007)	92%	89%	100%
teachers at this school treat students fairly* (S2008)	91%	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	100%
this school works with them to support their child's learning* (S2010)	94%	92%	100%
this school takes parents' opinions seriously* (S2011)	94%	83%	100%
student behaviour is well managed at this school* (S2012)	85%	75%	93%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	90%	91%	92%
they like being at their school* (S2036)	83%	86%	85%
they feel safe at their school* (S2037)	81%	93%	86%
their teachers motivate them to learn* (S2038)	81%	90%	91%
their teachers expect them to do their best* (S2039)	94%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	82%	90%	93%
teachers treat students fairly at their school* (S2041)	66%	78%	79%
they can talk to their teachers about their concerns* (S2042)	65%	84%	81%
their school takes students' opinions seriously* (S2043)	65%	73%	75%
student behaviour is well managed at their school* (S2044)	63%	65%	67%
their school looks for ways to improve* (S2045)	82%	89%	92%
their school is well maintained* (S2046)	82%	88%	80%
their school gives them opportunities to do interesting things* (S2047)	83%	87%	79%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	87%	100%
they feel that their school is a safe place in which to work (S2070)	94%	87%	100%
they receive useful feedback about their work at their school (S2071)	84%	79%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	74%	89%	92%

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Performance measure			
Percentage of school staff who agree[#] that:	2014	2015	2016
students are encouraged to do their best at their school (S2072)	94%	92%	100%
students are treated fairly at their school (S2073)	92%	97%	100%
student behaviour is well managed at their school (S2074)	82%	63%	80%
staff are well supported at their school (S2075)	82%	78%	86%
their school takes staff opinions seriously (S2076)	85%	79%	85%
their school looks for ways to improve (S2077)	92%	97%	100%
their school is well maintained (S2078)	94%	95%	97%
their school gives them opportunities to do interesting things (S2079)	88%	84%	100%

* Nationally agreed student and parent/caregiver items
# '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

We value the quality of our relationships and the wider community which creates powerful connections. Our community members share our vision to develop a love of learning inspiring a community of lifelong learner. We believe student outcomes are maximised by working collaboratively. We value strong partnerships between staff, students, parents/caregivers, local primary schools and the wider community who are committed to our school and share our vision. Communication in our school is conducted in a manner that is open, productive with all voices respected. Roles and responsibilities of staff are clear and accessible so there is an understanding of the role each member plays. We advertise openly what we are doing and publicly celebrate the life of the school and our students' achievements through newsletters, the school notice board, weekly parent emails, Parent Handbook, Prospectus and End of Semester highlights.

Student progress is reported to parents on a regular basis as per the *No Surprise Policy*. Written reports are distributed four times per year. At the end of Term 1 and 3 a progress report is provided to all students and at the end of Semester 1 and 2 an academic report is issued to all students across Years 7-11. Year 12 students do not receive a Term 4 report (accept for international students). Each key learning area will provide an overall level of achievement using an A-E standard. Parent Teacher Interviews: Parent Teacher interviews are conducted at the following twice per year. The aim is for parents to meet individual teachers and discuss their students' progress.

An active P and C Association meets monthly to support the extra curriculum programs and initiatives at Mitchelton State High School. The School Council has been formed to work with the school on the continual improvement of teaching, learning and programs.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The RISE program provides students with an opportunity to develop knowledge and skills in six main focus areas:

Resilience and Mental Health
Healthy Relationships
Alcohol and other Drugs
Safety
Health
Careers

Resilience and Mental Health: This focus area supports students to develop knowledge, understanding and skills to manage their own mental health and to support that of others.

FRIENDS for Youth: Year Seven Students will participate in the FRIENDS for Youth- Skills for Life Full Term Program, and will complete the Refresher Program in year 8 and year 9. This is a comprehensive early intervention and prevention program developed by the Pathways Health and Research Centre. This program addresses risk and protective factors for anxiety, depression and healthy emotional development. It aims to equip participants with the tools to cope with new challenges that students experience in early adolescence.

Strong not Tough Adult Resilience: Year 11 and 12 students will participate in the Strong not Tough Adult Resilience program also developed by the Pathways Health and Research Centre.

Mental Health: Year 7-12 students will participate in a program that aims to reduce the stigma of mental health in the school and wider community though learning about mental illness and being given the skills to seek help for themselves and others. Students will participate in activities associated with R U Ok? Day and Mental Health Week and students will lead community

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campaigning within the school for these National campaigns.

Healthy Relationships: This focus area supports students to develop knowledge, understanding and skills that will assist them to establish and manage respectful relationships.

Love Bites: Year 7, 8, 9 and 11 will participate in the Love Bites Junior and the Love Bites program. Love Bites is an evidence based and developmentally appropriate healthy relationships program that aims to reduce domestic violence and sexual violence.

Alcohol and Other Drugs: Year 7-12 will participate in the Alcohol and Other Drugs Education Program. This program has been developed by the Department of Education and Training in conjunction with the Queensland Curriculum and Assessment Authority. This program supports young people to develop a greater awareness and understanding of the impacts of alcohol and other drug use and builds their capacity to make responsible, safe and informed decisions.

Health: Students will participate in developmentally appropriate health lessons delivered by the School Based Youth Health Nurse. See overview for year level topics.

Safety: This focus area addresses safety issues that students may encounter in their daily lives. Students will develop knowledge, understanding and skills to assess risk, make safe decisions and behave in ways that protect their own safety and the safety of others. For year level topics see overview.

The Rise Program provides opportunities for students to be involved in the school and broader community. An essential component of the program are the school's Community partnerships with Piccabeen Community Centre, PCYC, Build the Future, Child Youth Mental Health (CYMHS), Headspace, Open Doors, Brainstorm Productions, QUT, UQ, emergency

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	94	113	116
Long Suspensions – 6 to 20 days	6	8	15
Exclusions	2	3	3
Cancellations of Enrolment	11	11	1

* 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.

Environmental Footprint

Reducing the school's environmental footprint

Throughout 2016 teachers and staff continued to consider sustainable practices and their environmental footprint with an emphasis on:

- Paper recycling in all staffrooms and office spaces
- Environmental practices when heating and cooling classroom spaces
- Light off and power out when rooms are not in use
- Composting in horticulture
- Timers for the charging of laptops
- Reuse of items salvageable through art projects

During holiday breaks, staff are reminded the need to switch off all devices, and recycle waste.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	209,014	3,020
2014-2015	326,509	2,003
2015-2016	370,053	1,971

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.

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School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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.**

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| School name | **GO** |
| Suburb, town or postcode | |

Sector:

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Where it states **'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 financial information is available by selecting **'School finances'** 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 income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	46	39	<5
Full-time Equivalents	42	24	<5

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Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	9
Graduate Diploma etc.**	8
Bachelor degree	15
Diploma	6
Certificate	3

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $ 34, 021.64

The major professional development initiatives are as follows:

- Positive Behaviours for Learning: Essential Skills, Trauma and Classroom Profiling
- Effective and timely use of Data
- Aspiring Leaders and new and beginner teacher PD
- Coaching and Mentoring
- REAP – school wide Pedagogical Framework

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

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Key Student Outcomes.

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	86%	82%

*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.

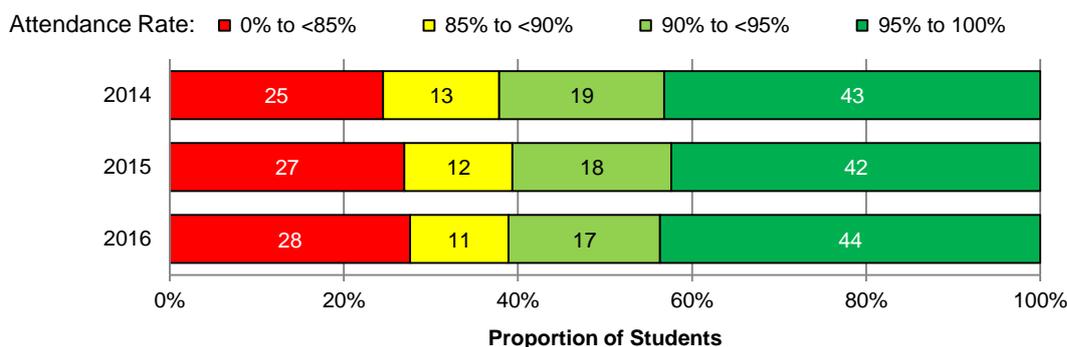The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014									92%	88%	88%	89%	87%
2015								91%	90%	89%	87%	87%	88%
2016								93%	87%	85%	90%	87%	88%

*Attendance rates effectively count 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:

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	25	13	19	43
2015	27	12	18	42
2016	28	11	17	44

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Mitchelton State High school continues to monitor and record details regarding student attendance in accordance with DET procedures though:

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- ID Attend Electronic Roll Marking System
- Daily attendance records and reports issued to teachers with follow up on unexplained absences by the year level Coordinators and Deputy Principals.
- Classroom teachers and Heads of Department utilise the school flow chart for recording student absences
- CARE teachers follow up on weekly attendance reports
- School Attendance officers and staff use the 6 Step Process for Same Day Notification
- Targets are communicate to staff and students via year level data walls
- Regular emails are sent to coordinators and staff with targets, students of concern and trends
- Data is analysed to identify problem areas
- Expectations for attendance are communicate upon enrolment, through weekly updates and issuing of factsheets through email parent networks
- Attendance is discussed and shared at assemblies and notices
- Individual Case management is supported through Deputies, Student Support Services and Head of Special Education
- Referrals to external support programs are made on case by case basis – including Headspace, Regional CEC and family support agencies, Triple G, Laser and Get Set for Work
- Internal support programs including: mentoring, Men's Group, Girls Group, Rock and Water and Drum Beat

NAPLAN

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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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.

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Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	59	82	50
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	6
Number of students receiving an Overall Position (OP)	23	34	13
Percentage of Indigenous students receiving an Overall Position (OP)	0%	14%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	5	8	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	49	76	41
Number of students awarded an Australian Qualification Framework Certificate II or above.	43	60	35
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	58	80	44
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP1-15 or an IBD.	74%	35%	69%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	81%	84%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	1	7	9	6	0
2015	2	5	5	15	7
2016	2	4	3	4	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	36	36	12
2015	51	49	21
2016	15	31	12

As at 3rd February 2017. The above values exclude VISA students.

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VET Qualifications

- Certificate III in Sports and Recreation
- Certificate II in Skills for work and Vocational Pathways
- Certificate II in Information, Digital Media and Technology
- Certificate II in Horticulture
- Certificate I in Conservation and Land Management
- Certificate II in Automotive
- Certificate II in Electro technology
- Certificate II in Engineering
- Certificate II in Visual Arts
- Certificate I in Hospitality

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	95%	84%	98%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	200%	54%	100%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.mitcheltonshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Early leavers are supported through transition programs including *Get Set for Work*. The school works with external organisations to manage the transitions of students into further study or vocational pathways. The Guidance Officer and Senior Deputy Principal support students and families in this process.

Conclusion

Mitchelton State High School is a great place to learn and work. Our staff are valued and appreciated as our most precious resource. They are passionate about teaching and go the extra mile for our students. Staff are exceptional role models who inspire students to achieve. They model the school values at all times and are professional in their approach to teaching. Staff relate to each other with professional respect, courtesy and good humour. Our pedagogical approach builds on students' interests, strengths and learning styles. Teachers are supported with positive behaviour management practices so every learner is successful. We appreciate that engaging learning occurs both inside the classroom and outside in the form of a variety of extra curricula activities.

Our staff strive to promote a positive culture at school. All staff are encouraged and take part in a coaching and mentoring program. Our Professional Development Program is targeted towards the school's strategic priorities that reinforce our whole school vision and meets the needs of our teachers. The school has well-resourced learning spaces with up-to–date technology. It is a clean and welcoming place to work in. Our school environment is lush, green and cared for by all in our school community but helped in its management by the Horticulture students. We value the history of Mitchelton State High School, the school song, uniform and school traditions and we are always striving to improve.

We are proud to be Mitchie!

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