Mitchelton State High School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Queensland Government

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 information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Principal – John Searle

From the Principal

School overview

Mitchelton State High School is committed to its vision of Schooling a Future Generation by providing opportunities for all students to develop their potential and lifelong learning skills within a safe and caring learning community. Our purpose is to achieve quality educational outcomes by providing a safe, supportive and challenging environment that prepares students for a global future. This is achieved through a whole school focus on the values of Participation, Accountability and Respect. Our vision is realised by the provision of a relevant, appropriate and futures orientated curriculum with an inclusive approach to learning and teaching, 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, a clear focus on Middle and Senior Phases of Learning, full integration of information and communication technologies across all curriculum areas and regular reviews and alignment of curriculum programs. A commitment to all students and learning, improved results in Numeracy and Literacy and effective partnerships with industry and tertiary institutions are also vital in achieving the school's vision.

School Overview

Our Vision is to: *Inspire Individual Excellence*

Our Purpose is: *"To achieve quality education outcomes by providing a safe, supportive and challenging environment that prepares students for a global future".*

Mitchelton
State
High
School

Mitchelton State High School is committed to our vision of *Inspiring Individual Excellence* by providing opportunities for all students to develop their potential within a safe and supportive learning community.

Our aim 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 and embedded values of *participation, accountability and respect*.

Our vision is realised through the provision of a rich, future orientated curriculum, quality teaching and learning, a socially-just learning environment, collaborative decision making and responsible and accountable leadership. Most important, are clear transitions with distinct Junior and Senior Phases of Learning, full integration of information and communication technologies and regular reviews and alignment of curriculum programs to maximise 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.

Mitchelton State High School is a learning community committed to maximizing individual growth within a safe and supportive environment. Our strength lies in our approach to inclusivity. We welcome students and families and recognise individual 'stories' and 'histories' when working with students to reach their individual excellence. We embrace great ideas and share the courage to change to continue to innovate our teaching practice. Mitchelton SHS is the school of first choice in the community and our staff, students and parents recommend this school to others.

Our school values of respect, accountability and participation provide a solid foundation for success. We value difference and diversity; we are respectful and courteous, fair and care and tolerance towards each other. We hold each other accountable for our actions and we are all responsible for ensuring the best outcomes for our students. A strong work ethic is evident in the learning environment, students demonstrate persistence and a willingness to take risks as they learn and understand that mistakes are opportunities to improve.

We set high expectations for all our students. Our vision is inspiring individual excellence amongst all our students. Success will be measured by the quality of engagement that occurs each day, student resilience and their willingness to take risks that comes with confidence. We encourage students to express their opinions and to respect others. Students have opportunities to take on leadership roles or roles with added responsibilities. We have an active Student Representative Council (SRC), which 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.

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.

Our staff are valued and appreciated as our most precious resource. They are passionate about teaching and go the extra mile for their students. They are valued and appreciated. 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 staff strive to promote a positive culture at school and we are always focussed on improvement.

Our Curriculum is diverse, adaptable and caters to student' needs. We gather quality data to inform our planning, keep an accurate track of what has been achieved and to continuously improve the learning for each of our students. Students are aware of their learning targets and understand what is required to achieve their goals. We know our students well and differentiate their learning creating environments for all students to succeed.

The school has well-resourced learning spaces with up-to–date technology; spaces for the Arts, STEM, trade and business. While we maintain a strong connection with our history through the school song, uniform, our alumni and school traditions we are always looking towards the future to ensure our students transition into meaningful pathways.

We are proud to be Mitchie!

Principal's Foreword

Introduction

Our School annual report 2018 includes the following information:

- 2018 highlights and school success stories
- 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 2018

The following initiatives have been implemented with positive impact on student success:

Investment in the professional development of staff to develop a deeper understanding of the Australian Curriculum Achievement Standards with the following targets achieved:

- Lift student achievement in the A and B range across Years 7-12 (>25%) –a full school result of 44.6% (A-B) was achieved

- Maintain the >25% achievement in the A and B levels of achievement Year 9 English – 36% A-B achieved in 2018

- Achievement of >85% A-C Data across all year levels – most areas have achieved this across the core areas. Overall summary of results for Semester 2 2017 shows a full school total of 87.3% A-C Data

- Maintain the >25% achievement in the A and B levels of achievement- Maths Year 9 – Semester 2 2018 results: 40% A-B

- Maintain the >25% achievement in the A and B levels of achievement Year 9 Science – exceeded with an achievement of 41.16% A-B in Semester 2 2018

After reviewing our targets for 2018, the following initiatives have been implemented with some impact contributing to student success:

Extension of student achievement in the upper two bands with the following targets achieved:

- Improved NAPLAN results in the U2B >25% in Year 7 and 9 – Although the targeted >25% was not achieved, results have improved in strands – spelling, reading and numeracy for Year 7 and spelling, grammar and reading in Year 9.

- Increase the number of students in Year 9 English achieving above a 'C' from 75% (Semester 2, 2017) to 85% (Semester 2, 2018) – achieved 81.3% A-C in

Semester 2 2017

- Increase the number of students in Year 9 Maths achieving above a 'C' from 80% (Semester 2, 2017) to 85% (Semester 2 2018) – Achieved 77.3% A-C

Future Outlook

In 2019 we will achieve our vision of inspiring individual excellence by focussing on developing a culture of **successful and engaged learners.**

Our commitment to **Successful Learners** will be achieved through the development of a quality Junior Curriculum and Assessment Plan for core subject areas and sequential units of study in senior subject's areas that align to the new Senior Syllabus

Our commitment to **Engaged Learners** will be achieved by strengthening the implementation of REAP to effectively deliver the curriculum, focussing on writing and the promotion of high expectations in all classrooms.

Our success will be demonstrated through the achievement of the following targets:

- Aligned and published Junior Curriculum Plan (7-10 inclusive of validated and quality assessment tasks)
- 100 % Teacher collaboration in the preparation of units of work, assessment and resources
- Improved academic data across Year 7 -10 with >85% A-C, >25% A-B in Maths, Science, English and Humanities
- 100% of teachers of senior secondary have undertaken QCAA PD
- All faculties have communicated and documented processes for the review, moderation and validation of assessment and programs
- All teachers undertake peer coaching and mentoring throughout the year
- 100% of teaching staff are active in peer review of assessment and planning
- Improved NAPLAN results with >25% U2B in reading and writing and numeracy
- Improved attendance rates >95% across the school
- Reduction in Student Disciplinary Absences
- Reduction in minor behaviour incidents

Strategic Plan 2017- 2020

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	363	444	462
Girls	160	200	203
Boys	203	244	259
Indigenous	51	61	61
Enrolment continuity (Feb. – Nov.)	91%	91%	84%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 mostly 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.
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Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	19	19	21
Year 11 – Year 12	16	18	16

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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:

- 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 Programs for those requiring extension and support
- Excellence Programs encompassing Sports (SEE), Performing Arts (PAX), Business, design and Technology (IMAGINE) and the Arts (CREATE)
- Multi-age classroom environment based on the Montessori Method, 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 Program
- School Magazine Committee
- Junior Leadership program
- Senior Leadership Program
- Student Representative Council
- Technical Crew
- 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 including the Learning Place
- 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
- Facebook is used to notify parents of upcoming events and success stories

Social climate

Overview

Mitchelton State High School is a learning community committed to maximizing individual growth for our student population within a safe and supportive environment. We recognise individual 'stories' and 'histories' and work 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 wellbeing program – RISE. This program is developed in collaboration with 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 whole 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, knowledge 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 wide *Positive Behaviours for Learning* Program. Clearly articulated roles and responsibilities led by the School Executive – Principal, two 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 we 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 we 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.

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 willingness to take risks that comes with confidence. We encourage students to express their opinions and to respect others. Students have opportunities to take on leadership roles or roles with added responsibilities. We have an active Student Representative Council (SRC), which 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	92%	84%
• this is a good school (S2035)	100%	92%	75%
• their child likes being at this school* (S2001)	100%	89%	76%
• their child feels safe at this school* (S2002)	100%	89%	78%
• their child's learning needs are being met at this school* (S2003)	97%	95%	88%
• their child is making good progress at this school* (S2004)	97%	95%	87%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	97%	87%
• teachers at this school motivate their child to learn* (S2007)	100%	92%	81%
• teachers at this school treat students fairly* (S2008)	100%	87%	83%
• they can talk to their child's teachers about their concerns* (S2009)	100%	95%	90%
• this school works with them to support their child's learning* (S2010)	100%	94%	90%
• this school takes parents' opinions seriously* (S2011)	100%	92%	77%
• student behaviour is well managed at this school* (S2012)	93%	87%	65%
• this school looks for ways to improve* (S2013)	100%	95%	83%
• this school is well maintained* (S2014)	100%	95%	82%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	84%	83%
• they like being at their school* (S2036)	85%	77%	76%
• they feel safe at their school* (S2037)	86%	75%	75%
• their teachers motivate them to learn* (S2038)	91%	81%	89%
• their teachers expect them to do their best* (S2039)	98%	93%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	84%	88%
• teachers treat students fairly at their school* (S2041)	79%	71%	67%
• they can talk to their teachers about their concerns* (S2042)	81%	70%	72%
• their school takes students' opinions seriously* (S2043)	75%	66%	67%
• student behaviour is well managed at their school* (S2044)	67%	47%	56%
• their school looks for ways to improve* (S2045)	92%	76%	87%
• their school is well maintained* (S2046)	80%	72%	70%
• their school gives them opportunities to do interesting things* (S2047)	79%	76%	84%

Percentage of students who agree# that:	2016	2017	2018

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	84%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	71%	85%
• they receive useful feedback about their work at their school (S2071)	83%	80%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	97%	83%
• students are encouraged to do their best at their school (S2072)	100%	98%	95%
• students are treated fairly at their school (S2073)	100%	92%	90%
• student behaviour is well managed at their school (S2074)	80%	53%	50%
• staff are well supported at their school (S2075)	86%	61%	69%
• their school takes staff opinions seriously (S2076)	85%	68%	83%
• their school looks for ways to improve (S2077)	100%	88%	97%
• their school is well maintained (S2078)	97%	85%	77%
• their school gives them opportunities to do interesting things (S2079)	100%	85%	89%

* 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

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 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 meets 4 times per year to support the school's strategic decision making process

Respectful relationships education 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 Program: Year 7 Students will participate in the FRIENDS for Youth- Skills for Life Full Term Program, and will complete the Refresher Program in Years 8 and 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 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 and Queensland Health staff.

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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	116	132	149
Long suspensions – 11 to 20 days	15	17	11
Exclusions	3	6	5
Cancellations of enrolment	1	4	6

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing the school's environmental footprint

Throughout 2017 teachers and staff continued to consider sustainable practices and their environmental footprint with an emphasis on:

- Paper recycling in classrooms and staffrooms
- Environmental practices when heating and cooling classroom spaces
- Lights off and power out when rooms are not in use
- Composting in horticulture
- Timers for the charging of laptops in Year 7 classrooms
- Reuse of items salvageable through art projects
- Recycling of Toners, electronics and metal
- Water saving devices and automatic shut off bubblers
- Solar panels

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	370,053	343,904	343,721
Water (kL)	1,971	2,530	1,991

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ∨	School type ∨	State ∨

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	56	39	<5
Full-time equivalents	52	27	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	9
Graduate Diploma etc.*	14
Bachelor degree	27
Diploma	6
Certificate	5

*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 2018 were $54636.03

The major professional development initiatives are as follows:

- Positive Behaviours for Learning: Classroom Essential Skills and Classroom Profiling
- SATE and Australian Curriculum Planning and Preparation
- Assessment Design
- 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 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	89%	89%
Attendance rate for Indigenous** students at this school	82%	84%	81%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

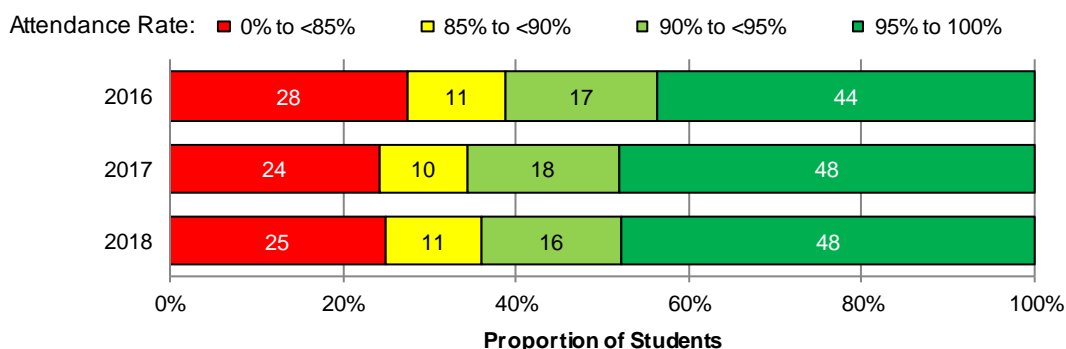Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Year 7	93%	92%	88%
Year 8	87%	87%	89%
Year 9	85%	88%	90%
Year 10	90%	89%	89%
Year 11	87%	89%	89%
Year 12	88%	88%	88%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	28	11	17	44
2017	24	10	18	48
2018	25	11	16	48

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

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:

- ID Attend Electronic Roll Marking System and OneSchool
- Daily attendance records and reports issued to teachers with follow up on unexplained absences by the Year Level Coordinators, Case Managers and Deputy Principals.
- Classroom teachers and Heads of Departments utilise the school flowchart for recording and monitoring 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 communicated to staff and students via year level data walls, 'bragging wall' and at weekly briefings
- Regular emails are sent to coordinators and staff with targets, students of concern and trends. Coordinators in turn communicate with parents
- Data is regularly analysed to identify problem areas
- Expectations for attendance are communicated 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 and alternative programs of study
- Internal support programs including: Mentoring, Men's Group, Girls Group and one to one intervention

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NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	50	50	60
Number of students awarded a QCIA	6	1	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	44	48	57
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	82%
Number of students who received an OP	13	16	20
Percentage of Indigenous students who received an OP	0%	0%	9%
Number of students awarded one or more VET qualifications (including SAT)	41	36	48
Number of students awarded a VET Certificate II or above	35	34	42
Number of students who were completing/continuing a SAT	8	7	11
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	69%	81%	65%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	90%	93%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	2	2	0
6-10	4	6	6
11-15	3	5	7
16-20	4	3	7
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	15	4	15
Certificate II	31	31	42
Certificate III or above	12	10	19

Note:

The values in table 15:

- are as at 11 February 2019

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	98%	90%	96%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	50%	73%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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. Regional Support is provided through the Transitions Officer. In individual cases support to access further study and work is also provided.

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Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.mitcheltonshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx