



SCHOOL CONTEXT STATEMENT

Updated 03/18

School Number: 0903

School Name: MITCHAM GIRLS HIGH SCHOOL

Mitcham Girls High School is a progressive learning community dedicated to providing outstanding educational opportunities for girls.

Through focus on inquiry, research, innovation and student leadership, Mitcham Girls High School aspires to develop independent, resilient and globally responsive young women.

The school community champions equality for young girls and women; through our curriculum and leadership programs girls are empowered to become strong and compassionate leaders now and in the future.

We are passionate about providing a rich, challenging and secure learning environment to help every girl reach her potential.

We follow all research on girls' education and reflect on our own practice to ensure our teaching pedagogies are engaging and relevant. Enquiry-based learning is gaining momentum at Mitcham thus maintaining curiosity, collaborative approaches and positive risk taking.

Mitcham Girls High School is the only unzoned, public girls' school in the state of South Australia, attracting students from all suburbs across Adelaide and nearby country towns. Many students travel considerable distances to come to a school which offers them opportunities in an environment that is academically challenging, calm, friendly and caring.

1. General Information

Part A

Principal:	Ms Antoinette Jones		
Postal Address:	Kyre Avenue, Kingswood SA 5062		
Location Address:	Kyre Avenue, Kingswood SA 5062		
DECD Region:	Mitcham Plains Partnership	Phone:	(08) 8272 8233
Distance from GPO:	6 kilometres	Fax:	(08) 8373 3013

February 2018 FTE Enrolment

Secondary:	Special, NAP Ungraded, etc.	0.0
	Year 8	127.0
	Year 9	121.0
	Year 10	99.0
	Year 11	89.0
	Year 12	85.0
TOTAL		521.0
School Card Percentage		38%
EALD Enrolment		14%
Aboriginal Enrolment		2

Part B

- Deputy Principal: Mr Tony Sims
- School Web Address: www.mitchamgirlshs.sa.edu.au
- School Email Address: dl.0903.info@schools.sa.edu.au
- Staffing Numbers: FTE: 39.4
- OSHC: Not provided
- Enrolment Trends: The school enrolment has been stable over recent years.
- Special Arrangements: We work collaboratively with Urrbrae and Unley High School, sharing Year 11 and 12 curriculum
- Year of Opening: 1964 (previously Unley High School 1918 – 1963; Kingswood High 1914 – 1917)
- Public Transport Access: The school is easily accessible by bus and by train.

Travel Information

Contacts:

Adelaide Metro Website: www.adelaidemetro.com.au

Adelaide Metro Transport Information Centre: Tel. 1300 311 108

Southlink: Tel. 8186 2888 (School Bus 782, 783)

Southlink: Tel. 8339 7544 (School Bus 886)

Transfield/Light City: Tel. 8203 6700 (School Buses 968, 986, 969)

Transfield/Light City: Tel: 8377 6400 (School Buses 970, 971, 972 966, 987 988,989)

2. Students (and their welfare)

- **General Characteristics**
Students enrol from a wide geographical area and bring with them diversity in background and culture. Approximately 38% of our students are School Card holders and 14% are from Non-English-Speaking Backgrounds. We have very few Aboriginal students.
- **Pastoral Care Programs**
Students are organised into Care Groups on a year level basis for Years 8 and 9, and as integrated senior groups for Years 10, 11 and 12. The Care Group teacher is a focus person who provides learning and social support and liaises with parents. The school has a Care Group program which is undertaken by all students. This program develops group and social skills and explores post-school options and issues relevant to the wellbeing of young women.
- **Support Offered**
There are two student counsellors who work with students and staff in a supportive capacity liaising with parents/caregivers and outside agencies. Course counselling occurs at each year level in preparation for subject selection for the following year. There is a strong emphasis on the broadening of post-school options and alternative career pathways.
- **Student Management**
The Student Behaviour Management Policy was developed by a task group of teachers, parents and students. It promotes a school environment in which participation in all areas of the curriculum is valued and the right of every student to learn is protected. Relationships between all members of the school community are based on respect and recognition of each other's rights and responsibilities.

A homework timetable is provided for Years 8 to 10. Senior students manage their own homework schedule.

- **Student Leadership**

Through our leadership program students are provided with a wide range of leadership opportunities involving decision making, special projects, curricular and many co-curricular activities. Our Care Group program provides students with support and positive role models and fosters a commitment to global citizenship.

- *Student Representative Council*

An active Student Representative Council operates within the school. Office bearers are elected from both the Middle and Senior School. Priorities for action are established each year. Student representatives contribute to all school committees, including the Governing Council. Fundraising by the SRC is conducted throughout the year. Funds raised are used to improve student facilities at the school and to support nominated charities.

- *Peer Leaders Program*

Year 10 students are trained in interpersonal and counselling skills and have the opportunity to nominate to be Peer Leaders. In Year 11 these students may assist in running Care Group activities, participate in Year 8 camps and support Middle School students. Some Peer Leaders provide tutoring for Year 8 students. This is another way that students can develop leadership skills and take responsibility.

- *Assemblies*

Students are involved regularly in speaking and performing at whole school, year level and special purpose assemblies that further support their development, confidence and communication skills.

- **Special Programs**

Mitcham Girls High School is a specialist school in:

- * Girls' Education
- * Gifted and Talented Programs (GifT) Academic with a Focus on STEM, and
- * Dance

- *Gifted and Talented Program (GifT) Academic, with a focus on STEM*

GifT classes are offered in Years 8, 9 and 10 to students who meet the criteria for selection across the subject areas of Maths, Science, English and Humanities and Social Sciences.

Scholarships for entry into the GifT Academic Program are offered to potential Year 8 students who undertake the ACER High Ability Selection Test (HAST) and who are identified as academically gifted students.

Prior to the commencement of the school year, students also have the opportunity to participate in the testing program run by the school which identifies students who are gifted in Science and Mathematics and/or English and Humanities and Social Sciences.

Students selected to be in the GifT Academic Program are encouraged to participate in activities within the school that will extend their learning. These students may also participate in special GifT co-curricular activities. Acceleration in particular subjects may be available.

- *Gifted and Talented Program (GifT) Dance*

Entry to the GifT Dance Program is through auditions and it is offered to students in Years 8, 9 and 10. Students who gain entry into this program develop creative, technical and physical understanding and an appreciation of dance as an art form. With intensive and skilful coaching students become successful performers.

Our GifT Dance teacher is recognised as a leader in Dance Education. She is the 2015 recipient of the Education and Arts Minister's Award for Excellence in arts teaching and leadership at secondary level, an award which allowed her to visit the United States for professional development opportunities.

- *Students from Non-English Speaking Backgrounds*
English as an Additional Language (EAL) classes are available to students in Years 8 to 12 who meet the criteria for selection into this subject.

Students from Non-English Speaking Backgrounds are supported by a specialist EAL teacher.

- *Students with Special Needs*
Our procedures are aimed at the integration of all students into a mainstream setting. Negotiated Education Plans are developed to assist students with disabilities, which may affect their learning. Support staff are available to assist students with learning needs and teachers cater for students with a range of abilities within each classroom.

- *International Students*
The school works closely with International Education Services to provide opportunities for international students to study at Mitcham Girls High School. Students come from many different countries: Germany, France, Italy, Korea, Vietnam, China, Japan, Indonesia, India and Brazil.

- They are encouraged to participate in activities within the school that will extend their learning. These students may also participate in our Gift programs. Acceleration in particular subjects may be available.

- *Academic Support*
We aim to develop students' skills so they can become independent, self-motivated learners with enquiring minds who can achieve excellence in a range of areas. Students in the Senior School have a dedicated study room and timetabled study lessons with a view to further developing independent study skills and responsibility for their own learning. Care Group teachers and Student Counsellors are available to provide extra support for students experiencing difficulties in the management of their workload. Maths and Science support is provided at lunch time. Intensive, short term support is also provided for students who are at risk of not achieving academic minimum standards.

3. Mitcham Girls High School: Statement of Purpose 2016 - 2020

Our Vision

Mitcham Girls High School is an inclusive learning community committed to providing outstanding educational opportunities for girls.

Through focus on inquiry, research, innovation and student leadership, Mitcham Girls High School aspires to develop independent, resilient and globally responsive young women.

Our Principles

At Mitcham Girls High School we value and promote:

- Respect
- Excellence
- Global Citizenship

Our Goals*

Our girls will be

1. Successful Learners	2. Confident Individuals	3. Active, Responsible and Informed Citizens
<p>They will</p> <ul style="list-style-type: none"> • develop their capacity to learn and take an increasingly active role in their own learning • be able to solve problems in creative and innovative ways • be able to think critically and logically • have the essential skills in literacy and numeracy • be confident and productive users of technology • be able to plan and work independently and in teams • understand the processes and events that have shaped global communities • strive for excellence • be motivated to reach their full potential 	<p>They will</p> <ul style="list-style-type: none"> • have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical well-being • have a sense of optimism about their lives and the future • develop values and qualities such as honesty, resilience, empathy and respect for others • have the confidence and capability to explore and pursue any future options • have an awareness of the role gender has played in past and contemporary societies • question gender stereotypes • develop effective interpersonal skills • embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions 	<p>They will</p> <ul style="list-style-type: none"> • appreciate Australia’s social, cultural, linguistic and religious diversity • have an understanding of Australia’s system of government, history and culture • acknowledge indigenous cultures and the importance of reconciliation between indigenous and non-indigenous Australians • be committed to democracy, human rights, equity and justice • participate in Australian civic and community life • become internationally minded and able to communicate across cultures • balance the interests of self, the community and the planet

*Adapted from *National Declaration on Educational Goals for Young Australians*, Dec 2008

Strategic Directions 2016 - 2018



Council of International Schools Accreditation (CIS)

PRIORITY ACTION AREAS

- Global Citizenship
- Increased pathways through community links



Curriculum Development

PRIORITY ACTION AREAS

- Girls' Education
- Australian Curriculum Implementation
- Redesigning tasks for "stretch and challenge"
- Authentic/effective use of ICT
- Differentiation
- On line curriculum
- Assessment and reporting
- Personalised curriculum
- Integrated curriculum
- Feedback
- Well-being
- Resilience



Development of Information and Communications Technology

PRIORITY ACTION AREAS

- School Recommended Devices taken up by all families by 2019
- Continue to improve infrastructure to support teaching and learning



Development of Physical Resources

PRIORITY ACTION AREAS (Subject to funding)

- Visual Arts Centre
- STEM Centre
- Resource Centre
- Kitchen (Room 37)

4. Key Outcomes

- **CIS Accreditation**

The school received accreditation from the Council of International Schools (CIS) in 2010. The Five Year Review took place in August 2015; what follows is a summary of their findings and commendations:

“Mitcham Girls High School has demonstrated a continuing commitment to the CIS Accreditation process and has made many improvements since the Team Visit of 2011. Over the past two years, academic attainment as measured by NAPLAN Literacy results have steadily improved and now stand at an impressively high level.

This report contains many commendations, which refer to the exceptional practices of the school. The Visitors found many aspects of the school worthy of commendation, the most significant being:

- *The use of the CIS accreditation processes and recommendations to drive school improvement.*
- *The development of a positive, respectful, learning culture.*
- *The school is well governed and well led.*
- *The development and adoption of succinct and clearly understood Vision, Principles and Goals that drives decision making and guides teaching and learning.*
- *The commitment to promoting global citizenship.*
- *The development of the whole school curriculum repository and the effective matrix, which is being populated with unit plans.*
- *The successful focus on raising literacy rates and on significant improvements in external assessment results.*
- *The conscious commitment to the differentiation of learning.*
- *The professional dedication and hard work of the staff.*
- *The introduction of a systematic performance and development process.*

In its own reflection, the school has identified a number of issues for further attention. In wishing to assist the school on its pathway of continuous improvement the Visitors have validated the school’s findings and made a number of additional suggestions which they feel will be of value to the school.

Noting the above, the Visitors have no hesitation in recommending to the Council of International Schools that Mitcham Girls High School be granted continued Accreditation.”

- **Student Achievements**

SACE

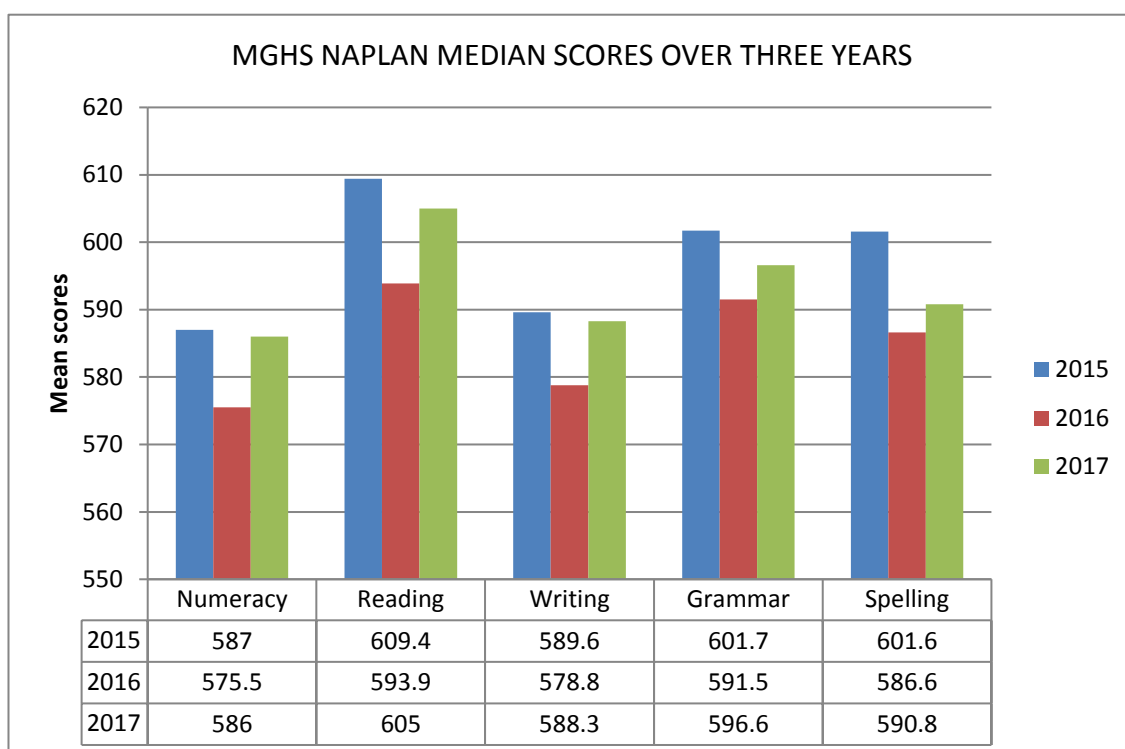
The school is very proud of the achievements of students.

Each year, approximately 96-97% of students achieve their SACE gaining results well above state averages. In 2017 92% of all students gained entry into tertiary institutions to study in the following fields:

- | | |
|--------------------------------|-----|
| • Science / Engineering | 24% |
| • Health Services | 25% |
| • Arts / Media / Law | 27% |
| • Tourism / Management | 3% |
| • Business | 5% |
| • Education | 3% |
| • Art / Design / Creative Arts | 12% |

NAPLAN

The school is proud of the continuous improvement made in the Year 9 NAPLAN results. Over the years students have been achieving mean scores well above State and National averages in Reading, Writing, Spelling and Grammar. Numeracy scores have been above state and regional averages.



NAPLAN: National Minimum Standards

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has set the National Minimum Standard at Band 6 for Year 9 students. The percentage of Mitcham Girls High School students who achieved the National Minimum Standard in 2017 is as follows:

- Reading 95%
- Writing 93%
- Spelling 94%
- Numeracy 97%

5. Curriculum

Mitcham Girls High School delivers an effective and diverse learning program for students from Years 8 to 13. The school offers a broad education base to enable students to experience a wide variety of subjects.

Students study in each of the eight curriculum areas:

- The Arts
- English
- Health and Physical Education
- Humanities and Social Sciences
- Languages (other than English)
- Mathematics
- Science
- Technologies

Middle School

The following Australian Curriculum areas are accessible by Middle School students (Years 8 to 10):

- English
- Health and Physical Education
- Humanities and Social Sciences: Civics and Citizenship; Economics and Business; Geography; History
- Languages (French or Italian)
- Mathematics
- Science
- Technologies
- The Arts: Visual Art, Music, Drama, Dance
- Work Studies: Personal Learning Plan

Year 10 students have had access to the following Stage 1 (Year 11) subjects:

- Advanced Technology
- Ancient Studies
- Design and Technology (Material Products)
- Drama
- Food and Nutrition
- Multimedia
- Photography
- Textiles
- Tourism
- Visual Arts - Art
- Visual Arts - Craft
- Visual Arts - Design

A new STEM centre is currently under construction. These spaces will be used as collaborative working spaces which support innovative integrated teaching and learning and promote STEM studies as important pathways for girls.

Senior School: Stage 1 (Year 11) and Stage 2 (Year 12)

In the Senior School students study a wide range of subjects accredited by the SACE Board. We maintain a strong academic focus with the majority of our students completing the South Australian Certificate of Education (SACE) and many gaining outstanding results. Our Stage 2 results are consistently above the state average.

We also work collaboratively with Trade Schools, TAFE Colleges and other organisations to enable students to access VET (Vocational Education and Training) Certificate Courses. The VET curriculum is made up of units of work that are nationally recognised and have been developed in consultation with training organisations and industry. Some VET courses may be accredited as part of the SACE.

Vocational pathways, work education, structured work placements, work experience and community involvement may also be included in our Senior School programs.

Subjects offered:

Learning Area	SACE Stage 1 (Year 11)	SACE Stage 2 (Year 12)
Arts	<ul style="list-style-type: none"> • Dance • Drama • Music • Visual Arts – Art • Visual Arts - Craft • Visual Arts - Design 	<ul style="list-style-type: none"> • Dance • Drama • Music • Visual Arts – Art • Visual Arts – Design
Design and Technologies	<ul style="list-style-type: none"> • Advanced Technology • Fashion Design (Material Products) • Food and Hospitality - Catering • Food and Nutrition • Information Processing and Publishing • Multimedia (Communication Products) • Photography (Communication Products) • Textiles 	<ul style="list-style-type: none"> • Food and Hospitality • Information Processing and Publishing • Photography (Communication Products)

Learning Area	SACE Stage 1 (Year 11)	SACE Stage 2 (Year 12)
English	<ul style="list-style-type: none"> English Essential English English as an Additional Language (EAL) 	<ul style="list-style-type: none"> English English Literary Studies Essential English English as an Additional Language (EAL)
Health and Physical Education	<ul style="list-style-type: none"> Health Physical Education 	<ul style="list-style-type: none"> Health Physical Education
Humanities and Social Sciences	<ul style="list-style-type: none"> Ancient Studies Business and Enterprise Modern History Tourism 	<ul style="list-style-type: none"> Business and Enterprise Ancient Studies Women's Studies
Languages (Other Than English)	<ul style="list-style-type: none"> French (Continuers) Italian (Continuers) 	<ul style="list-style-type: none"> French (Continuers) Italian (Continuers)
Mathematics	<ul style="list-style-type: none"> Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics 	<ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics
Science	<ul style="list-style-type: none"> Biology Chemistry Physics Psychology 	<ul style="list-style-type: none"> Biology Chemistry Physics Psychology
	<ul style="list-style-type: none"> Research Project 	<ul style="list-style-type: none"> Community Studies

- Open Access**
 Some subjects are offered through Open Access College when necessary.
- School of Languages**
 In Year 11 and 12 students are supported to study languages through the School of Languages.
- Special Needs**
 Students are integrated into the mainstream classes with teacher or SSO support allocated from Tier 2 staffing. Staff are also supported to differentiate the curriculum to address student needs.
- Special Curriculum Features**
 Mitcham Girls is well known for its exemplary teaching methods designed to meet the learning needs of girls.

We concentrate on methodologies which suit the preferred learning needs of our students. In most cases students prefer collaborative, activity-based learning approaches, where the teacher acts as a facilitator and mentor rather than an instructor.

- Assessment Procedures and Reporting**
 The school year is divided into four assessment periods of approximately 10 weeks each. During each period, formal tests, oral work, assignments, research and homework assignments are set to assess a student's ability in each subject. Both formative and summative tasks are valued as part of the learning process.

Assessment and reporting are crucial elements to our teaching and learning programs. At Mitcham, student achievement is reported in the form of written reports and parent/teacher interviews. The reports provide information on achievement and areas requiring improvement.

- Joint Programs**

Mitcham Plains Alliance

Mitcham Girls High School cooperates with Unley and Urrbrae High Schools to offer some SACE subjects across the Alliance. This allows us to offer students access to the most comprehensive curriculum available in the state. Students who enrol in these subjects may have to travel to one of these schools to attend classes.

6. Sporting Activities

Sporting activities and fitness are encouraged. We are proud of our high level of participation and achievement in sport. The following sports are available in a range of activity environments:

netball
soccer
cricket

swimming
tennis

badminton
basketball

fitness
volleyball

Physical activity is encouraged through programs such as team sports and lunch time activities.

The school gymnasium is used for a variety of sports within the Physical Education program, for intra-school and inter-school sport and by the local community. The swimming pool is open at lunch times in Terms 1 and 4. The well-equipped Fitness Centre is also accessible at lunch time.

Swimming Carnival and Sports Day are held annually and are designed to encourage participation as well as the achievement of personal best.

7. Other Co-Curricular Activities

- **General**

At Mitcham Girls High School we believe that a student's education involves much more than simply what takes place in the classroom. We offer our students a wide range of opportunities and experiences that help them develop as confident and creative young women with skills in teamwork, leadership and problem solving.

There are a number of co-curricular activities provided for the interest and involvement of our students. These include Debating, Art and Fringe Festival activities, Sustainability, Primary School Ambassadors, Oliphant Science Awards, Science, Maths and English Competitions, Amnesty International, Choir, Concert Band, First Lego League, Advanced Technology projects and a wide range of inter-school sporting events.

- **Special**

Our Pastoral Care Worker works two days a week within the school, supporting students with their spiritual needs, wellbeing and assisting with supervision on a range of excursions and special projects across all year levels.

A prayer room is available.

8. Staff (and their welfare)

- **Staff Profile**

The staff are a very committed, competent group of professionals who have an excellent relationship with students and parents. Over the last few years the greater majority of permanent teaching staff have been appointed through a merit selection process.

- **Leadership Structure**

All areas of curriculum are managed by a coordinator and all staff are encouraged to undertake leadership roles in curriculum, co-curriculum activities or administrative aspects of the school.

- **Staff Support Systems**

Staff are supported by faculty leaders, AST2s, Year Level Managers, the Principal, the Deputy Principal and the Assistant Principals of the school.

Staff engage in professional development activities organised by a committee and/or curriculum leaders.

- **Performance Management**
At Mitcham Girls High School the Performance Development process aims to support individuals to:
 - affirm areas of strength and achievement;
 - improve classroom and work skills;
 - determine and enhance staff performance by supporting personal and professional development;
 - enable staff to become increasingly more effective in their current roles;
 - provide opportunities to develop skills to initiate future role changes;
 - provide a positive and supportive working environment and improve staff morale.
- **Staff Utilisation Policies**
Generally, all staff teach in their own area of specialisation. To support the Middle School ethos, however, we encourage staff to teach more than one subject to the same class at Years 8 and 9 where possible.

The English as an Additional Language staffing is utilized by offering EAL as a subject at Middle School and Senior School level.

Students on a Negotiated Education Plan (NEP) receive support in mainstream classes.
- **Access to Special Staff**
Instrumental music teachers support over 80 students (other students have private teachers). We have an excellent relationship with our Guidance Officer and access a range of other specialist staff as required.

9. Incentives, Support and Award Condition for Staff

N/A

10. School Facilities

- **Buildings and Grounds**
The school has a variety of buildings; some completed or refurbished recently, while others date back to the early 1900s and are heritage listed. Newly developed refurbished buildings include:
 - STEM Centre
 - Collaborative, flexible learning spaces
 - Science Centre
 - Dance Studio
 - Dance Room
 - Swimming Pool (25m long)
 - Performing Arts Centre
 - Resource Centre
 - Administration Centre
- **Heating and Cooling**
All rooms within the school are fitted with effective and efficient reverse cycle air conditioners.
- **Specialist Facilities**
The school is equipped with a half Olympic sized swimming pool, gymnasium, fitness centre and three tennis/netball courts. There are specialist areas for Art, Ceramics, Drama, Music, Science, Photography, Home Economics, Technology Studies and a Performing Arts Centre.
- **Access for Students and Staff with Disabilities**
The school has a 3-storey building with a lift installed. Students with physical disabilities are able to access all curriculum areas.

- **Access to Bus Transport**
Three bus stops, directly outside the school, prove to be extremely convenient for most of the students. Students step off the buses and into the school. Students who travel from the Adelaide Hills enjoy a five minute walk to/from Cross Road.
- **Other**
The Mitcham train station is close by.

11. School Operations

- **Decision Making Structures**
A participatory and consultative decision making process exists. Decisions are made, after consultation, at many levels:
 - Staff meetings
 - Leaders' meetings
 - Middle and Senior School meetings
 - Faculty meetings
 - Professional Learning Team (PLT)
 - Year Level meetings
 - PAC
 - Task Groups
 - Governing Council and its associated sub-committees

- **Regular Publications**
The school newsletter is posted on our website twice a term and keeps parents/caregivers informed about school activities.

The Curriculum Guide is printed in July each year and there is a Staff Induction Handbook. Students and staff use Daymap to share information and information relevant only to staff is via our "Staff Update", emailed once a week.

Daymap is the school's Learning Management System. It is used to record attendance, student details and the allocation of reliefs. Daymap is also be used to share online curriculum and assessment with students and parents.

- **Other Communication**
 - An Open Day/Night is held in Term 2 each year.
 - Regular contact is made with feeder primary schools.
 - Students present work in nearby primary schools and community centres.
 - Parent Forums are held regularly.
 - Information evenings on future education to assist parents and students with future educational planning, e.g. SACE, tertiary entrance and course selections, are held each year.

12. Local Community

- **General Characteristics**
Families come from throughout the metropolitan area. There is, therefore, a diverse cultural and socio-economic mix.
- **Parent and Community Involvement**
Mitcham Girls High School offers many avenues for parental involvement and participation. We welcome and value parental involvement in their daughter's education and in the life of the school.
 - **School Governing Council**
The Mitcham Girls High School Governing Council Inc. is comprised of elected parents, student representatives, the Principal and staff members elected by the staff. The Council assists and advises the Principal in matters relating to the development of the school.

Sub committees of the Governing Council include Canteen, Finance, ICT, Physical Resources and Uniform.

– **Parent Volunteer Groups**

- *Canteen*
The Governing Council operates a well-equipped canteen. The canteen manager is supported by a roster of parents and student volunteer helpers. The canteen provides a wide range of nutritious, healthy foods at competitive prices.
- *Resource Centre*
The Resource Centre welcomes help on a regular or occasional basis. There are many tasks ranging from book covering to using computers.
- *Sports Coaching*
Parents with sports skills are invited to coach or assist with the coaching of our school's sports teams.
- *Sports Teams Transport*
Most sports teams travel in private cars. Regular or occasional assistance is appreciated.

All volunteers who work directly with students in the school are required to pass a Department for Communities and Social Inclusion (DCSI) Child Related Employment Screening check.

- **Feeder Schools**

The school draws students from over sixty primary schools.

- **Other Local Care and Educational Facilities**

Kingswood Pre School Centre is directly across the road from Mitcham Girls High and Mitcham Primary School is situated in Hillview Road, Kingswood, also extremely close to our school.

The closest secondary schools are Unley High School and Urrbrae Agricultural High School.

- **Commercial / Industrial and Shopping Facilities**

The Mitcham Square Shopping Centre is nearby and there are many professional and semi-professional services available in the area.

- **Other Local Facilities**

- Mitcham Council Library
- Unley Council Library
- Various ovals
- Various parks

- **Local Government Body**

- Mitcham City Council
Belair Road
Kingswood SA 5062
Telephone: (08) 8372 8888
- State Electorate
Waite
Shop 2 / 212 Belair Road
Hawthorn SA 5062
Telephone: (08) 8271 6448
- Federal Electorate
Boothby (Nicolle Flint)
Level 1, 724 Marion Road
Marion SA 5043
Telephone: 8374 0511