



Mitcham Girls High School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Mitcham Girls High School Number: 903

Partnership: Mitcham Plains

Name of School Principal:

Antoinette Jones

Name of Governing Council Chair:

Andrew Piggin

Date of Endorsement:

27 February 2017

School Context and Highlights

Mitcham Girls High School caters for girls from Year 8 to Year 12. It is situated 6kms south of the Adelaide CBD. The enrolment in 2016 was 526. The “just right” size of the school has many advantages: teachers get to know students and their families very well and professional working relationships between students and teachers are often quoted as the most important and unique feature of Mitcham Girls High School.

In 2016, the school population included .6 Aboriginal students, 5% students with disabilities and 11% students with English as an Additional Language.

The work of Mitcham Girls High School is guided by the values of RESPECT, EXCELLENCE AND GLOBAL CITIZENSHIP.

Mitcham Girls High School is a specialist school in

- Girls' Education
- Gifted and Talented Programs with a focus on STEM
- Dance

In 2011 the school was accredited by the Council of International Schools, identifying it as one of the best schools in the world. Students are encouraged to embrace challenging projects, to show leadership in their classrooms and in the wider community.

Highlights

- In 2016 the Year 9 students were State Champions of the First Lego League (Robotics) Competition; placed 10th in the Australian Competition and represented Australia in the world competition held in Shanghai, China.
- A Year 11 student won the Simpson Prize and attended the Vietnam's Commemoration Service, representing South Australia.
- Fifteen students graduated from the Adelaide Children's University
- Three Year 12 Dance students were accepted into the prestigious Western Australian Academy for Performing Arts (WAAPA).
- One Year 9 student gained a scholarship with the South Australian Sports Institute after starting the sport of Diving two years ago. The school supports her in many ways to ensure that she may still complete her SACE.
- One student won the Art Gallery of South Australia's Secondary School Workshops Most Outstanding Life Drawing Prize.
- Seven students received 1st or 2nd place in the Oliphant Science Awards Competition. In the same competition one of the seven students won The University of Adelaide Faculty of Sciences Award for the most outstanding entry highlighting the benefits of scientific research to the community. She also won the Flinders University – School of the Environment Prize 8-12 awarded to her for the most inspiring entry covering an environmental issue in South Australia.

Governing Council Report

Mitcham Girls High School has, as one of its primary aims, a focus on the provision of outstanding educational opportunities for girls. The Council, together with the staff and parents, has been working very hard with the school leadership team to support this vision.

The Governing Council is supported by various sub committees whose members work collaboratively and with great dedication to ensure the best outcomes for any of the undertakings which move the school forward. Sub Committees this year were: Canteen, ICT, Parent Voice, Physical Resources and Uniform. The Student Representative Council (SRC) is another group which provides a report on its activities at every Council Meeting. It is most encouraging to see students who are keen to contribute to community and school events during the year; their efforts are commendable. I would like to express my thanks to all staff, parents and students who are either members of a committee or contribute to the work of these groups, in some other capacity.

We are very excited about the STEM (Science, Technology, Engineering and Mathematics) funding of over \$2 million that the school received from the State Government. The school is working very hard with DECD Project Managers to ensure that we get the best value for this money. There is no doubt that there will be exciting times ahead in this learning area and the space to be developed in support of it.

The Council is also continuing to work hard on the IT requirements with consideration of School Recommended Devices (SRD) and access to the wider world. We are very aware of the cost to parents and so are encouraged by the take up of the SRDs. We are continuing to review the needs of both hardware and software, including content like eBooks and their requirements, to ensure that the goals of the school are appropriately met.

I would like to sincerely thank all members who have served on the Governing Council, especially those who concluded their service in Term 1. As Governing Council Chairperson I was greatly encouraged by the number of new members joining the Council at the start of 2016 and their contributions to our work.

And finally, many thanks to the whole school community: staff, parents and students for their time, energy and commitment in so many areas over the year.

Andrew Piggin
Chairperson

Improvement Planning and Outcomes

The most important priority action areas of the MGHS 2016 Site Improvement Plan was “High Level of Achievement for all students” supported by curriculum development:

1. Curriculum design for “stretch and challenge”
2. Development of online curriculum
3. Differentiation of curriculum
4. Moderation
5. Assessment and reporting

All staff have contributed to the development of tasks which challenge students to use high order thinking skills through the use of enquiry and project based learning.

For a total of two weeks, classes were disbanded and all Year 8 and 9 students were given the opportunity to work in teams, with very little direction from their teachers, to find possible solutions to real life problems.

All assessment tasks and assessment plans have been placed on Daymap and these are available to students and parents.

Through professional learning and support, all staff differentiate the curriculum so that students experience success.

Moderation of curriculum happens within faculties at school level and at Partnership level. Every staff member participated in the Mitcham Plains Partnership collaborative moderation day.

All staff assess student work using the ACARA Achievement Standards and the SACE Performance Standards.

Overall Outcomes:

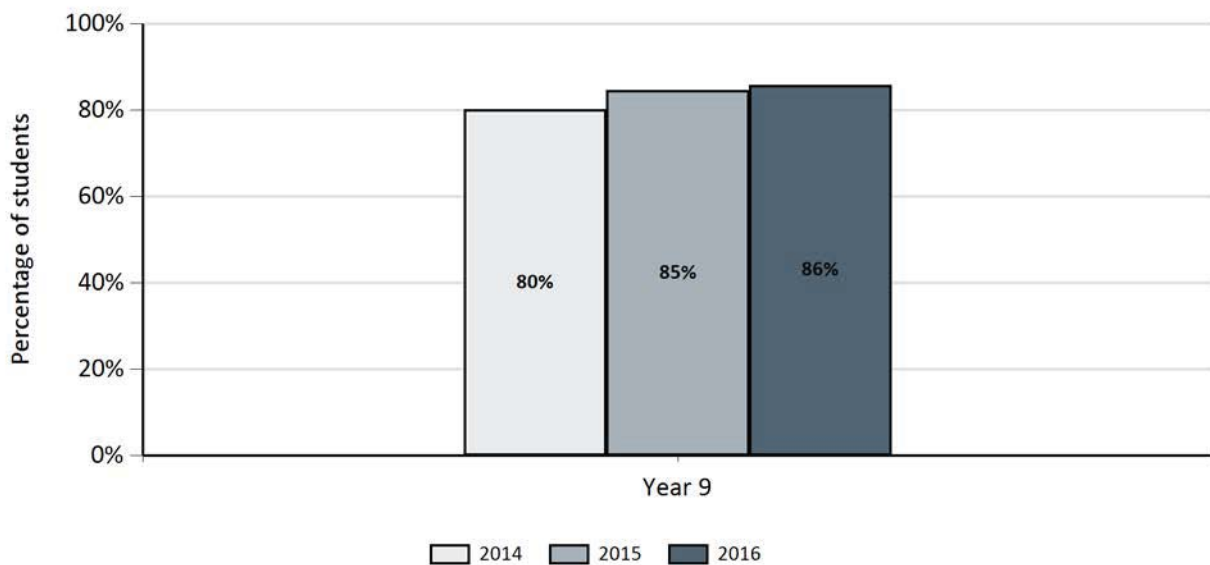
- Solid NAPLAN results
- Solid SACE results
- Good attendance rates
- Greater focus on STEM

Performance Summary

NAPLAN Proficiency

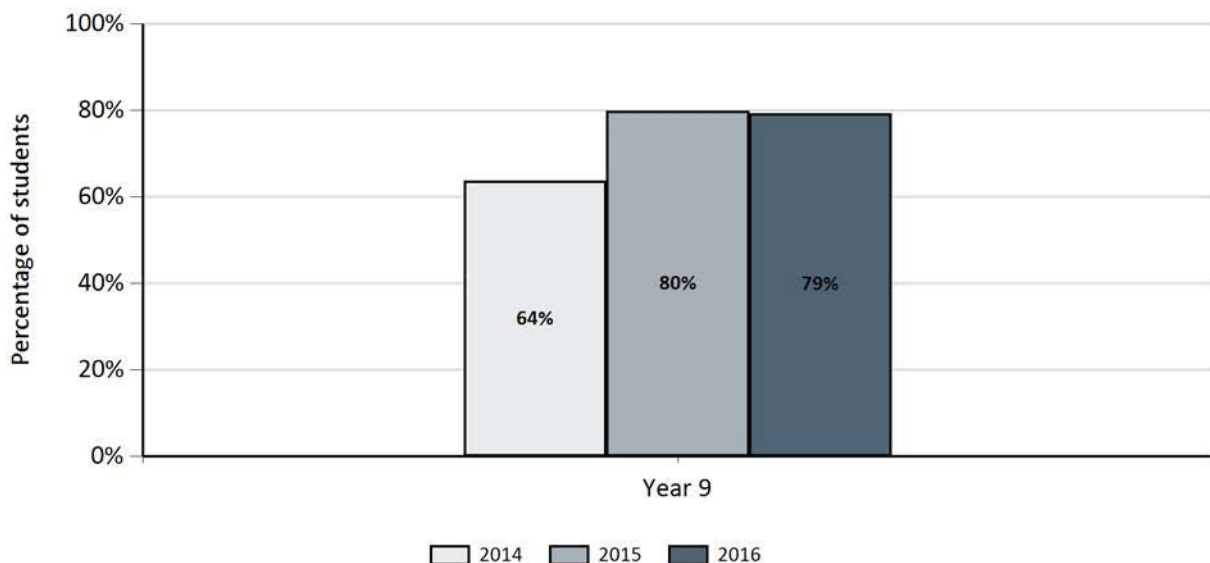
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	17%	25%
Middle progress group	53%	50%
Upper progress group	31%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Lower progress group	16%	25%
Middle progress group	55%	50%
Upper progress group	29%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2016	92	92	21	11	23%	12%
Year 9 2014-16 Average	105.7	105.7	33.7	19.0	32%	18%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016
94%	95%	94%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	1%	1%	2%
A	7%	4%	6%
A-	11%	12%	8%
B+	15%	16%	12%
B	17%	16%	13%
B-	18%	13%	16%
C+	15%	16%	14%
C	6%	10%	17%
C-	5%	7%	6%
D+	3%	3%	3%
D	1%	1%	1%
D-	1%	0%	1%
E+	0%	1%	1%
E	0%	1%	0%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016
92%	97%	97%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	25%	34%	39%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	15.48%	6%	16%

School Performance Comment

NAPLAN RESULTS

Reading

In 2016 the reading results, as measured by NAPLAN, indicate that 86% of Year 9 students demonstrated the expected achievement under the DECD SEA.

Between 2014 and 2016, the trend has been upwards, from 80% to 86%.

23% of students achieved in the top two bands.

Numeracy

Numeracy results, as measured by NAPLAN, indicate that 79% of Year 9 students demonstrated the expected achievement under the DECD SEA.

Between 2014 and 2016 the trend has been upwards, from 64% to 79%

12% of students achieved in the top two bands.

SACE

In terms of SACE completion 97% of students who had the potential to complete their SACE did so. This result represents an improvement from the historical baseline average.

Between 2014 and 2016 the trend has been upwards, from 93% to 97%.

Overall results:

94% of all results achieved in the 2016 SACE were C- or higher;

16% of all results were A- and above.

78% of results were B+ to C-

6% of results were D+ and below

Attendance

Year level	2014	2015	2016
Year 08	95.0%	90.6%	93.3%
Year 09	92.4%	92.8%	91.8%
Year 10	92.6%	92.8%	92.0%
Year 11	91.5%	92.9%	91.2%
Year 12	91.1%	93.5%	94.9%
Secondary Other		88.5%	
Total	92.5%	92.5%	92.6%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

The school attendance rate for 2016 was 93%.

The school uses a number of measures to ensure regular attendance. Parents are informed via email every time their daughter is absent. After three days absence, contact is made by phone.

Good attendance is celebrated at assemblies and students are rewarded with certificates and iTunes vouchers.

Behaviour Management Comment

Staff, parents and students work collaboratively to create a culture of respect, support and excellence. This, as well as an engaging curriculum, minimises disruptive behaviour. In 2016 a total of 5 students were suspended.

Client Opinion Summary

Students

Overall responses from students indicate high satisfaction in all aspects. The average rating across the questions has increased from 3.4 (out of 5) in 2015 to 3.6 in 2016. High expectations from teachers, safety, educational opportunities and pleasant working environment rating highly.

The question "my school takes students opinions seriously" received a rating of 3 out of 5, which was the lowest scoring question. The school will endeavour to address this.

Parents

Parents have rated the school highly in each of the questions. The average rating has increased from 3.3 in 2015 to 3.8 in 2016. Questions on safety, high expectations, aesthetically pleasing environment, student behaviour management and students feeling happy rated highly.

Staff

The school chose not to survey teachers this year. Each staff member was interviewed by the External Review Team and given the opportunity to comment on all aspects of school life. In 2017 the school will use the results of the psychological well-being survey to monitor staff satisfaction.

Intended Destination

Leave Reason	School	
	Number	%
Employment	9	5.9%
Interstate/Overseas	14	9.2%
Other	0	NA
Seeking Employment	5	3.3%
Tertiary/TAFE/Training	26	17.1%
Transfer to Non-Govt School	10	6.6%
Transfer to SA Govt School	29	19.1%
Unknown	59	38.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All Mitcham Girls High School staff and volunteers are required to hold a DCSI Screening Unit clearance. The school does not allow volunteers to be on site unless it sights the relevant DCSI clearance. Volunteers who do not hold a DCSI clearance are supported to lodge an application with the Business Manager. Details are entered onto the school data base and the original documentation is forwarded to the DCSI Screening Unit for processing. Once applications have been approved the school receives notification via email from the DCSI Screening Unit. The notification date(s) are entered into

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	76
Post Graduate Qualifications	30

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	34.9	0.0	13.2
Persons	0	41	0	15

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$2,500,000
Grants: Commonwealth	
Parent Contributions	\$218,000
Fund Raising	\$2,954
Other	\$50,000

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	A group of Year 9 students were given opportunities to attend seminars and workshops on setting goals and building confidence and resilience.	Increased engagement and behaviour
	Improved Outcomes for Students with an Additional Language or Dialect	Provision of intensive English as an Additional Language (EAL) classes at Years 8, 9, 10, 11, 12	Successful outcomes for every student
	Improved Outcomes for Students with Disabilities	As well as in-class support for each student, a literacy group was formed to address the needs of individual students. Money was also used to run "life skills" training.	As well as in-class support for each student, a literacy group was formed to add
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Two SACE Aboriginal students were supported with extra resources to support their learning and increase their participation in school events. "Fast Forward" was used to increase students' literacy skills, confidence and resilience. All staff continue to fine-tune units of work and assessment tasks to ensure alignment with the Australian Curriculum. Work is assessed using achievement standards. Assessment tasks are now placed on Daymap which is accessible by students and parents. Staff work with members of their faculty and partnership schools to moderate students' work.	Year 11 students working well Year 12 student achieved her SACE and gained entry to University. Progressing well
Program Funding for all Students	Australian Curriculum	N/A	
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding Specialist School Reporting (as required)	Targeted and intensive support provided to students who are at risk of not completing the SACE or who need specialist support in one or two subjects. A tutor was employed to work with various students. MGHS reporting system A-E grades	All targeted students achieved their SACE
	Improved Outcomes for Gifted Students	Gifted students are challenged within the classroom and they are provided with numerous opportunities to extend and apply their learning to real world situations. STEM has become a real focus for these students and they	Progressing well
	Primary School Counsellor (if applicable)	N/A	