

Mitcham Girls High School 2017 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:

Rob McDonald

Date of Endorsement:

26 February 2018

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 2017 was 538. 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, by our community as the most important and unique feature of our school.

In 2017, the school population included 5% students with disabilities and 12% 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
- 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:

- Two Year 11 students won scholarships to the value of \$10,000 to attend the NASA Space School in Houston
- Three Year 10 students won scholarships to support them with their STEM studies
- One Year 8 student won a scholarship to attend the Space School in Canberra
- Two students won the Art Gallery of South Australia's Secondary School Workshops Most Outstanding Life Drawing Prizes
- Two students were invited to exhibit their work in the Annual SACE Art Show
- Seventeen students graduated from the Adelaide Children's University
- One student won the prestigious National History Challenge
- One student won the State Outstanding Environmental Initiative
- A group of students won the Girls' Maker Fair Award
- A group of Year 8 students received first prize at the Royal Adelaide Show for their STEM entry: Adelaide Eye.
- The Open Indoor Soccer Team won the 2017 Champion

Work on the Mitcham Girls High School STEM Centre has commenced, this includes a dedicated STEM Centre on the second floor of the main building, redevelopment of the Library, the Year 11 Study room and learning outdoor spaces. These new facilities will allow for greater collaboration among students and will support teachers with the implementation of our "stretch and challenge" curriculum.



Governing Council Report

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.

The Governing Council has a key role in the successful operation and development of the school and the many and varied opportunities offered to its students. The Council, together with the staff and parents, continues to work hard in association with the school leadership team, investing their own time in the maintenance and support of this vision.

The Governing Council is strongly supported by various sub committees made up of staff and parents, working together to ensure optimum outcomes for the school. Sub committees cover various operational areas including: Canteen, ICT, Physical Resources, Fundraising/Parent Voice and Uniform. In addition to these sub committees, the Student Representative Council (SRC) provides a valuable function in the operation and improvement of the school and reports on its activities at every Council meeting. We continue to see, and greatly encourage, students to become inclusive participants in the operation and improvement of the school, contributing to school and community events. The school is extremely appreciative of the efforts of all the staff, parents and students who are either members of a committee or contribute to the work of these groups in some capacity.

STEM (Science, Technology, Engineering and Mathematics) will be a reality next year thanks to funding received from the State Government. The school has invested a large amount of time and effort to maximise the impact of this funding and we are confident that this additional learning space and associated facilities will further improve opportunities for our girls.

Information Technology (IT) is an ever-changing area. It can be expensive but one that is necessary in the current world in which we live. For this reason, the Council dedicates considerable effort in achieving the sometimes-delicate balance between the IT requirements and the costs involved. The School Recommended Device (SRD) is just one of the outcomes of this process and Council is encouraged by the favourable uptake of the SRDs.

Improvement Planning and Outcomes

The Site Improvement Plan 2017 identified the following priorities:

1. Develop pedagogies that support the integrated teaching of science, technology, engineering and mathematics.
2. Utilise curriculum structures to develop consistent and agreed understanding and application of contemporary teaching and learning practices (External Review).
3. Through the existing Performance and Development Program ensure teaching and learning practices are aligned to the Site Improvement Plan.

To address the above priorities:

- Staff have been encouraged and supported to attend professional learning to enhance their understanding and implementation of STEM methodologies.
- All Year 8 and 9 students participated in extensive STEM activities and collaboration with industry partners.
- The Year 8 curriculum has been rewritten as an "integrated" curriculum.
- Students have engaged well with the new programs and many of them have received scholarships to continue with their studies and to pursue STEM related careers.
- All curriculum leaders engaged in an extensive professional learning program with outstanding results.
- The Performance and Development Program has been reviewed: The 2018 school goal of "designing tasks to stretch and challenge students" appears on everybody's action plan.

INTENDED EDUCATIONAL OUTCOMES FOR STUDENTS:

SACE

20% of all Year 12 grades were As - improvement of 4%

44% of all Year 12 grades were Bs - improvement of 3%

MIDDLE SCHOOL

95% of student achieved well above the Standard of Educational Achievement

NAPLAN

85% of students demonstrated expected achievement in reading - (86% in 2016)

81% of students demonstrated expected achievement in Numeracy - (79% in 2016)

27.3% of students achieved in the Year 9 Higher Bands in Reading - (22.8% in 2016)

16.4% of students achieved in the Year 9 Higher Bands in Numeracy - (12.0% in 2016)

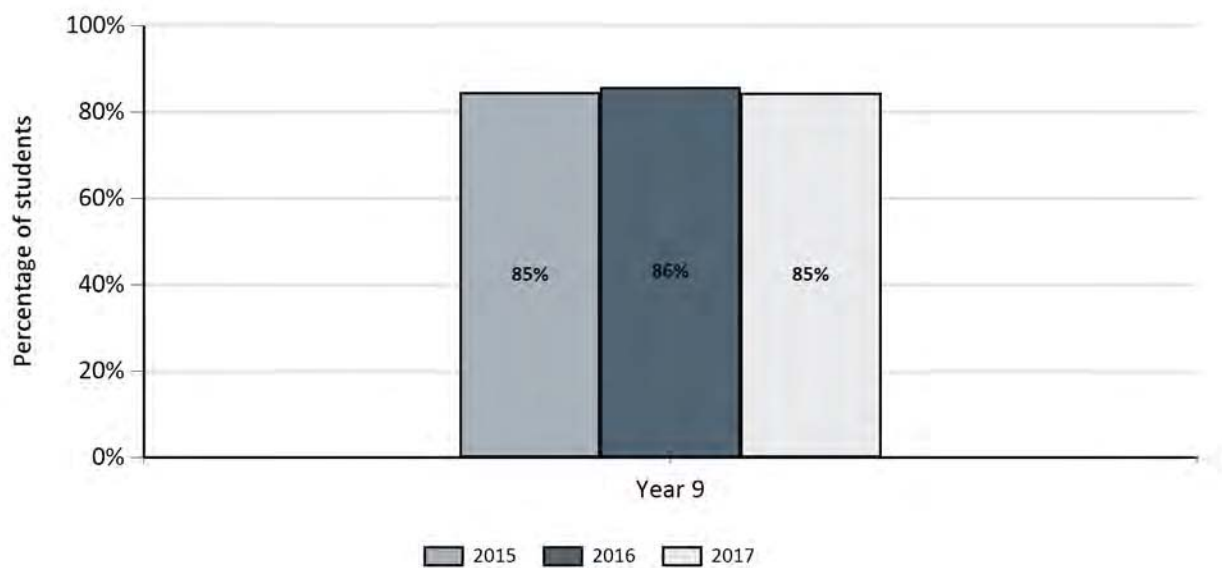
As evident from above, all intended outcomes were achieved in all areas but one: the percentage of students demonstrating expected achievement Reading has not increased.

Performance Summary

NAPLAN Proficiency

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

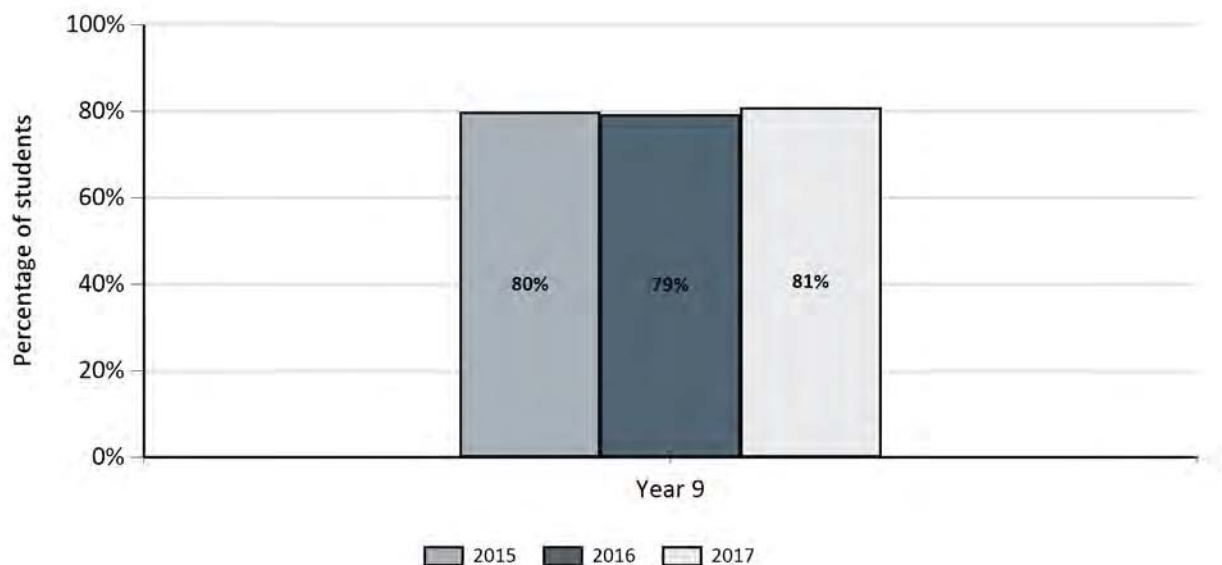
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	38%	25%
Middle progress group	51%	50%
Lower progress group	11%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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)
Upper progress group	30%	25%
Middle progress group	57%	50%
Lower progress group	12%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	110	110	30	18	27%	16%
Year 9 2015-17 Average	102.0	102.0	31.0	18.3	30%	18%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]Includes absent and withdrawn students.

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

**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	2017
94%	95%	94%	97%

Data Source: SACE Schools Data reports, extracted February 2017.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	1%	1%	2%	1.6%
A	7%	4%	6%	7.9%
A-	11%	12%	8%	10.7%
B+	15%	16%	12%	13.9%
B	17%	16%	13%	14.1%
B-	18%	13%	16%	15.7%
C+	15%	16%	14%	16.8%
C	6%	10%	16%	10.7%
C-	5%	7%	6%	5.2%
D+	3%	3%	3%	1.3%
D	1%	1%	1%	0.5%
D-	1%	0%	1%	0.3%
E+	0%	1%	0%	0.3%
E	0%	1%	0%	0.5%
E-	0%	0%	0%	0.5%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.

*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	2017
92%	98%	95%	97%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	25%	34%	39%	37%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	15.48%	6%	16%	9%

School Performance Comment

NAPLAN RESULTS

Reading

In 2017 the reading results, as measured by NAPLAN, indicate that 85% of Year 9 students demonstrated the expected achievement under the DECD SEA.

Between 2015 and 2017 the trend has remained steady: 85%, 86%, 85% respectively.

27% of students achieved in Bands 9 and 10.

Numeracy

Numeracy results, as measured by NAPLAN, indicate that 81% of Year 9 students demonstrated the expected achievement under the DECD SEA.

Between 2015 and 2017 the trend has remained steady: 80%, 79% 81% respectively.

16.4% of students achieved in Bands 9 and 10.

SACE

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

Between 2015 and 2017 the trend has been upwards from 93% to 97%.

Overall SACE results:

97% of all results achieved were C- or higher

20% of all results were A- and above

77% of all results were B+ to C-

3% of results were D+ and below

Attendance

Year level	2014	2015	2016	2017
Year 8	95.0%	90.6%	93.3%	93.0%
Year 9	92.4%	92.8%	91.8%	93.2%
Year 10	92.6%	92.8%	92.0%	91.2%
Year 11	91.5%	92.9%	91.2%	90.8%
Year 12	91.1%	93.5%	94.9%	93.7%
Secondary Other		88.5%		
Total	92.5%	92.5%	92.6%	92.4%

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 2017 was 92.4%, below the DECD target of 95%.

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.

Client Opinion Summary

Given the number of surveys that we send out to our community on many aspects of the school, it has been decided to conduct the Client Opinion Survey every two years.

Intended Destination

Leave Reason	School	
	Number	%
Employment	11	6.9%
Interstate/Overseas	24	15.1%
Other	0	NA
Seeking Employment	1	0.6%
Tertiary/TAFE/Training	42	26.4%
Transfer to Non-Govt School	9	5.7%
Transfer to SA Govt School	39	24.5%
Unknown	33	20.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Staff and volunteers are required to hold a DCSI Screening Unit Clearance. Volunteers without the relevant DCSI clearance are not permitted to be on site. 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 EDSAS and a copy is placed in the DCSI folder.

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	44

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	39.8	0.0	9.7
Persons	0	48	0	11

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$22,600
Grants: Commonwealth	\$27,000
Parent Contributions	\$331,000
Fund Raising	\$3,096
Other	

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

2017 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 2017 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	All Year 9 students completed the school's "challenge programs". They were supported to set short and long term goals and review them regularly.	Increased engagement and attendance
	Improved Outcomes for Students with an Additional Language or Dialect	Provision of Intensive English as an Additional Language (EAL) classes at Year 8, 9, 10, 11, 12.	All students achieving at SEA levels and outstanding results at Year 11 and 12.
	Improved Outcomes for Students with Disabilities	All students received in-class support	All but two students achieved at SEA levels
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	Needs of students with learning difficulties were supported by differentiating the curriculum	All students progressed well
	Australian Curriculum	Staff continue to align their units of work to the Australian Curriculum. Work is assessed using achievement standards.	
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Teacher employed to work with a small group of Year 8 students who had extremely low levels of literacy.	Parents and students expressed appreciation. Remarkable improvement noted.
	Specialist School Reporting (as required)	A-E grades as required.	
Other Discretionary Funding	Improved Outcomes for Gifted Students	The majority of these students seem to be excelling in STEM subjects and opportunities are presented for them to engage with industry leaders and to work on STEM related projects.	
	Primary School Counsellor (if applicable)	N/A	