



Mitcham Girls High School

2019 annual report to the school community



Government
of South Australia
Department for Education

Mitcham Girls High School Number: 903

Partnership: Mitcham Plains

Name of school principal:

Linda Baird

Name of governing council chairperson:

Rob McDonald

Date of endorsement:

2 March 2020

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 2019 was 530.

The 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 2019, the school population included 4% students with disabilities and 23% students with English as an Additional Language.

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 Academic Programs with a Focus on STEM; and
- Dance

Students are encouraged to embrace challenging projects, to show leadership in their classrooms and in the wider community.

- One Year 11 student attended the Global Young Leaders Conference (GLYC) in Washington DC in July.
- One Year 11 student represented Australia in various squash tournaments across the globe.
- Two students, Year 10 and 12, represented South Australia in the School Sport Softball Championships in Canberra.
- One Year 11 student achieved a Credit in Biology in the Australian Science Olympiad Competition.
- One Year 11 student achieved a Distinction in Chemistry and HD in Physics in the Australian Science Olympiad Competition.
- The school celebrated the official opening of The Millhouse Centre on 28 May.
- One Year 10 student won two awards at the South Australian Living Artists Week (SALA).
- Two Year 11 students won fully sponsored places to attend the National Youth Science Forum (NYSF) in Canberra in 2020.
- Year 8 Gift Science students received two awards in the First Lego League Competition, one for Innovation and the second for Research. Both competed in the National Competition in Melbourne.
- The Dux of the School received an ATAR of 99.45, was awarded the Tennyson Medal for English Literary Studies and received two Merit Awards for English Literary Studies and Visual Arts – Art.
- Three students received a Merit Award for the Research Project.

Governing council report

The Governing Council plays a key role in the service, support and collaboration with staff and students at the school in support of our vision.

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 is made up of staff and parents, working together to ensure the successful operation and development of the school and the many and varied opportunities offered to its students. The staff and parents, in association with the school's Senior Management Team and Governing Council continue investing their own time to produce optimum outcomes for the school. Governing Council is supported by sub committees covering various operational areas including: Canteen, ICT, Physical Resources, Fundraising 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 Governing 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.

The school and Governing Council, over the last 12 months, have responded to the multitude of challenges associated with the integration of Year 7s into the school. In addition to the influx of students, there have been challenges around infrastructure, logistics, staffing and facilities. We have new and modern learning spaces, albeit temporary, together with plans for a new building to enable an even better use of the school's available real estate and to again make available, the netball courts consumed by the temporary buildings. Governing Council is particularly appreciative of the efforts of the staff and their dedication to ensure a seamless start to 2020.

From funding made available to the school from the State Government, Governing Council, in association with the Senior Management Team, has and will continue to maximise the impact of such funding.

Improvement planning - review and evaluate

Improvement Planning and Outcomes

The school identified three key areas for improvement in 2019:

- Increase in student achievement in Numeracy
- Increase in student achievement in Literacy and specifically reading comprehension
- Increase student achievement in Literacy, specifically writing.

Targets were set for improved student achievement across all three areas for Year 9 students. These were based on the percentage of students who achieved in the top two bands of NAPLAN in their final year of primary school.

The school target set for Numeracy was to maintain 57% of students in the top two bands. This was just missed with 54% of students maintaining achievement in the top two bands.

In Writing, the target was 70% for the same criteria and the school achieved 74%.

In Reading Comprehension the target was 50% and the school achieved 71%.

All faculties have been involved in investigating explicit approaches to the teaching of reading comprehension. Discussion has occurred at both whole school and faculty level in regard to more readily accessible data and teachers are beginning to use this to 'know students and how they learn'.

'Shift Gear' Departmental School Improvement documentation was used extensively by all faculties to develop pedagogical approaches and differentiation for students. Common planning templates have been trialled and this has had a positive effect on there being greater consistency and curriculum alignment across all faculty areas.

While not being included in the School Improvement Plan, the Year 7 Pilot Program has also been a key focus for the school. This has seen the need for new resources and the investigation of 21st Century learning approaches.

The English faculty has re-evaluated curriculum offerings and class texts, the Maths faculty has continued with a focus on NAPLAN. The more focussed approach on the types of questions identified through a thorough analysis of areas which have been problematic for our learners saw improvements in retaining or adding value to our higher band learners. The Science faculty has developed shared common approaches to assessment in order to identify student levels of achievement. Teachers have developed common science vocabulary lists and are teaching these explicitly.

Both Arts and Design faculties have been working together to address common ways of addressing both literacy and numeracy. Faculties have been able to collaborate effectively about the processes which are used during the design thinking process.

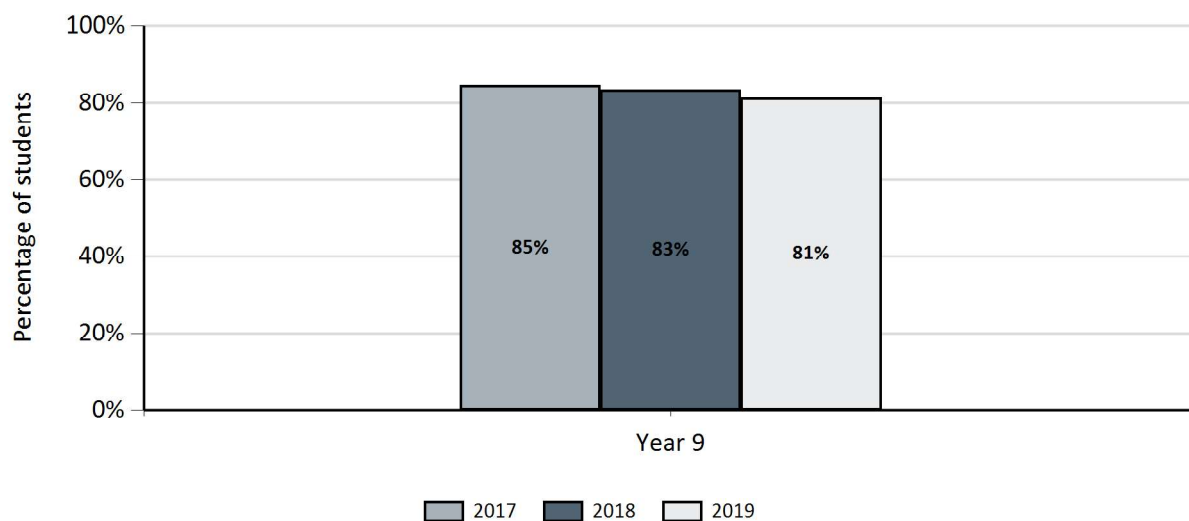
All teachers have been observed in the classroom and feedback has been provided using the Australian Professional Standards for Teachers. Teachers identified professional goals in individual Performance and Development Plans (PDPs) and provided evidence that they had demonstrated success.

Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

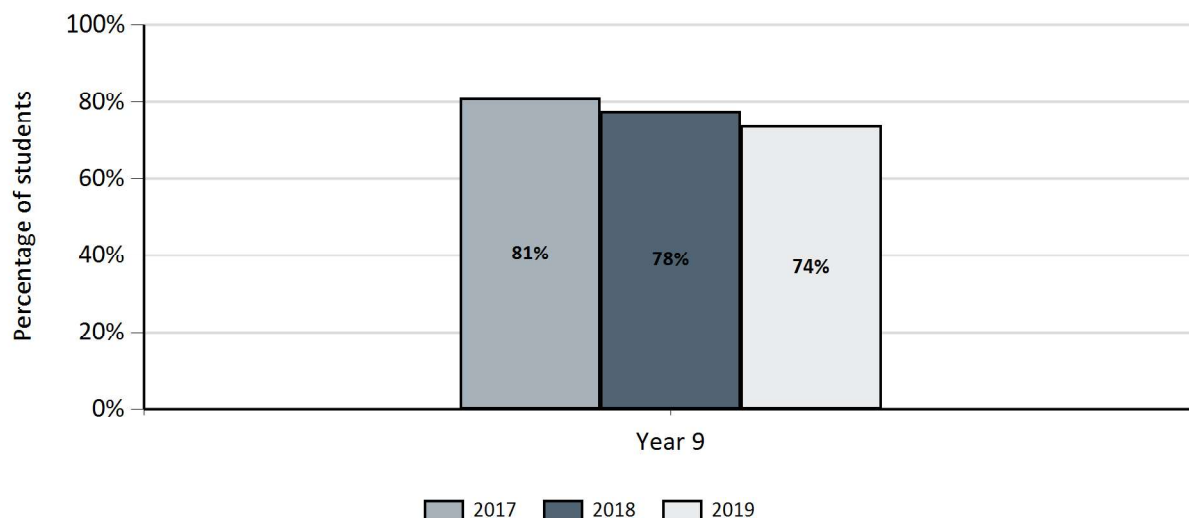
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2017 to 2019 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	36%	25%
Middle progress group	51%	50%
Lower progress group	13%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

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

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	19%	25%
Middle progress group	62%	50%
Lower progress group	19%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	118	118	28	22	24%	19%
Year 9 2017-19 average	116.3	116.3	28.0	21.3	24%	18%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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)

2016	2017	2018	2019
94%	97%	97%	98%

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2016	2017	2018	2019
A+	2%	2%	3%	3%
A	6%	8%	9%	10%
A-	8%	11%	16%	18%
B+	12%	14%	17%	19%
B	13%	14%	17%	16%
B-	16%	16%	14%	14%
C+	14%	17%	9%	7%
C	16%	11%	8%	6%
C-	6%	5%	3%	6%
D+	3%	1%	2%	2%
D	1%	1%	0%	0%
D-	1%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	1%	0%	0%
E-	0%	1%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2019.

*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 in October that year

2016	2017	2018	2019
95%	97%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2019.

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

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	39%	37%	28%	17%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	16%	9%	11%	15%

School performance comment

NAPLAN RESULTS

Reading

In 2019 the Reading results, as measured by NAPLAN, indicate that 81% of Year 9 students demonstrated the expected achievement under the DfE SEA.

Between 2017 and 2019 the trend has remained steady: 85%, 83%, 81% respectively.
24% of students achieved in Bands 9 and 10.

Numeracy

In 2019 the Numeracy results, as measured by NAPLAN, indicate that 74% of Year 9 students demonstrated the expected achievement under the DfE SEA.

Between 2017 and 2019 the trend has remained steady: 81%, 78%, 74% respectively.
19% of students achieved in Bands 9 and 10.

SACE

99% of students who had the potential to complete their SACE did so. This result represents an improvement from the historical baseline average.

Between 2017 and 2019 the trend has been upwards from 97% to 99%. More importantly we have seen the percentage of SACE completers as a % of the February enrolment rise from 93% in 2018 to 98.7% in 2019.

Overall SACE results:

- 98% of all results achieved were C- or higher
- 31% of all results were A- and above (an increase of 3% since 2018 and an increase of 8% since 2017)
- 68% of all results were B+ to C-
- 2% of results were D+ and below

Attendance

Year level	2016	2017	2018	2019
Year 8	93.3%	93.0%	93.7%	93.6%
Year 9	91.8%	93.2%	91.6%	93.6%
Year 10	92.0%	91.2%	92.1%	92.6%
Year 11	91.2%	90.8%	93.4%	93.3%
Year 12	94.9%	93.7%	95.0%	93.9%
Secondary other			100.0%	100.0%
Total	92.6%	92.4%	93.1%	93.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

The school attendance rate for 2019 was 93.4%, an increase of .3%.

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

An attendance flow chart is followed by Care Group Teachers and parents have access to attendance and absence data via Daymap.

Behaviour support 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.

There were 6.5 days of suspension in 2019 involving one student.

Client opinion summary

There was no formal survey carried out for parents and staff in 2019. Staff were provided with a number of opportunities to provide feedback about the school once a term at staff meetings and in survey format.

Prospective Year 7 and 8 parents have been proactive in providing feedback to the school and have completed a number of surveys over the course of the year. Feedback has been extremely positive.

Intended destination

Leave Reason	School	
	Number	%
Employment	1	0.7%
Interstate/Overseas	24	16.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	7	4.7%
Transfer to Non-Govt School	12	8.0%
Transfer to SA Govt School	20	13.3%
Unknown	86	57.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

Staff and volunteers are required to hold a DHS Screening Unit Clearance. Volunteers without the relevant DHS clearance are not permitted on site. Volunteers who do not hold a DHS Clearance are supported to lodge an application with the Business Manager. Details are entered onto the school data base and an application is lodged online. Once applications have been approved the school receives notification via email from the DHS Screening Unit. The notification date(s) are entered into EDSAS and a copy is placed in the DHS folder.

Qualifications held by the teaching workforce 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	68
Post Graduate Qualifications	42

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	0.6	38.7	0.0	11.5
Persons	1	44	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$6,662,297.14
Grants: Commonwealth	\$0.00
Parent Contributions	\$328,011.00
Fund Raising	\$4,035.00
Other	\$1,003,326.00

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

2019 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 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	The school engaged all Year 9 students with positive engagement activities. Including pre-NAPLAN breakfasts, they were also supported to set short and long term goals and these were reviewed 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 one student achieved their SEA levels.
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Needs of students with learning difficulties were supported through differentiating the curriculum. Individual Education plans were developed for all ATSI students and support was given to apply for specific / special grants.	All students progressed well.
Program funding for all students	Australian Curriculum	Staff continue to align their units of work to the Australian Curriculum. Work is assessed using achievement standards.	
Other discretionary funding	Aboriginal languages programs initiatives	N/A	
	Better schools funding	A teacher has been employed to work with a small group of Year 8 and Year 9 students who had extremely low levels of literacy as identified through PAT and NAPLAN results.	Parents and students expressed appreciation. Improvement has been noted.
	Specialist school reporting (as required)	A-E Grades as required.	
	Improved outcomes for gifted students	As in 2018 the majority of these students excelled in STEM subjects and opportunities were presented for them to engage with industry leaders and to work on STEM related projects.	Increased numbers in STEM subjects and more students in STEM tertiary studies.
	Primary school counsellor (if applicable)	N/A	