



SCHOOL CONTEXT STATEMENT

Updated: 16/09/2022

School number: 0903

School name: Mitcham Girls High School

School Profile:

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 students. Our school values are Respect, Excellence and Global Citizenship.

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. We offer a broad and innovative curriculum and leadership programs that empower students to become strong and compassionate leaders now and in the future.

The school population includes 1.4% Aboriginal & Torrens Strait Island students, 2.2% students with disabilities, 16% students from non-English speaking backgrounds, 10% children/young people in care and 25% of students eligible for School Card assistance.

The school has high quality teaching and learning spaces. The new East Wing was completed in 2021 with eight new classrooms and the new administration/reception area has made good progress and is scheduled for opening in early 2022.

Mitcham Girls High School is the only un-zoned, 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 with a strong focus on student voice, agency and wellbeing.

1. General information

- School Principal name: Nathan Cini
- Deputy Principal's name, if applicable: Jason Schutt
- Year of opening: 1964 (previously Unley High School 1918-1863; Kingswood High School 1914-1917)
- Postal Address: Kyre Avenue, Kingswood SA 5062
- Location Address: Kyre Avenue, Kingswood SA 5062
- DECD Region: Mitcham Plains Partnership
- Geographical location – i.e. road distance from GPO (km): 6km
- Telephone number: (08) 8272 8233
- Fax Number: (08) 8373 3013
- School website address: <https://www.mitchamgirlshs.sa.edu.au>
- School e-mail address: dl.0903.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: N/A
- Out of School Hours Care (OSHC) service: N/A
- February FTE student enrolment: 776

	2016	2017	2018	2019	2020	2021	2022
Year 7	0	0	0	0	158	113	129
Year 8	126	123	127	125	191	207	121
Year 9	94	112	121	121	125	172	164
Year 10	105	85	98	113	107	104	147
Year 11	108	102	89	102	101	107	92
Year 12	91	94	85	81	86	95	95
TOTAL	524	516	520	542	768	795	748

Staffing numbers (as at February census):

Leadership Structure

The leadership structure at Mitcham Girls High School consists of the following:

Senior Leadership Team

- 1 Principal (A8)
- 1 Deputy Principal (B4)
- 1 Assistant Principal of Middle Secondary (B3)
- 1 Assistant Principal of Senior Secondary (B3)

Leadership Team

- 1 Data & Timetabling Leader
- 1 Learning Enrichment Leader
- 6 Curriculum Leaders
- 2 Wellbeing Leaders

Teachers	67
FTE	55
PT	35
Male	16
Female	51
Ancillary	18
FTE	12
PT	4
Male	4
Female	14

- Public transport access: The school is well serviced by bus and train services.

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. 1% of our students are Aboriginal students.

Student well-being programs

Students are organised into Care Groups on a year level basis for Years 7, 8 and 9, and as integrated senior groups for Years 10, 11 and 12. The Care Group teacher is a contact and support 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.

Student support offered

There are three Wellbeing Leaders 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.

Student government

Through our leadership program students are provided with a wide range of leadership opportunities involving decision making, special projects, curricular and 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 selected 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 and 11 students are trained in interpersonal and peer leading skills and can nominate to be Peer Leaders. In Year 11 these students may assist in running Care Group activities, participate in Year 7 camps and support Middle School students. Some Peer Leaders provide tutoring to Year 7 and 8 students. This allows students to develop leadership skills and accept responsibility.

Special programs

- **Gifted and Talented Program (GifT) Dance**

Entry to the GifT Dance Program is via audition and is offered to students in Years 7, 8, 9 and 10. Students who enter 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 Leader 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.

- **International Student Program**

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

International students 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.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

2022 to 2024 School Improvement Plan:

Goal 1:

To increase student achievement across all learning areas through a focus on pedagogical and high impact teaching strategies.

Challenge of Practice:

If we embed High Impact Teaching Strategies consistently across all learning areas, we will improve engagement and achievement for all learners.

Goal 2:

To increase student achievement in Literacy, specifically in Writing.

Challenge of Practice

If we embed explicit teaching of the key assessment text types in all learning areas and teach students the structure and language features, we will improve their ability to write effectively.

Goal 3:

To increase student achievement in Numeracy, specifically number in Years 7 - 9.

Challenge of Practice

If we further embed differentiated practices and implement targeted strategies to engage each learner in Middle School Mathematics, we will improve achievement for all learners.

Site Improvement Plan and other key statements or policies:

[Site Improvement Plan](#)

- Recent key outcomes:

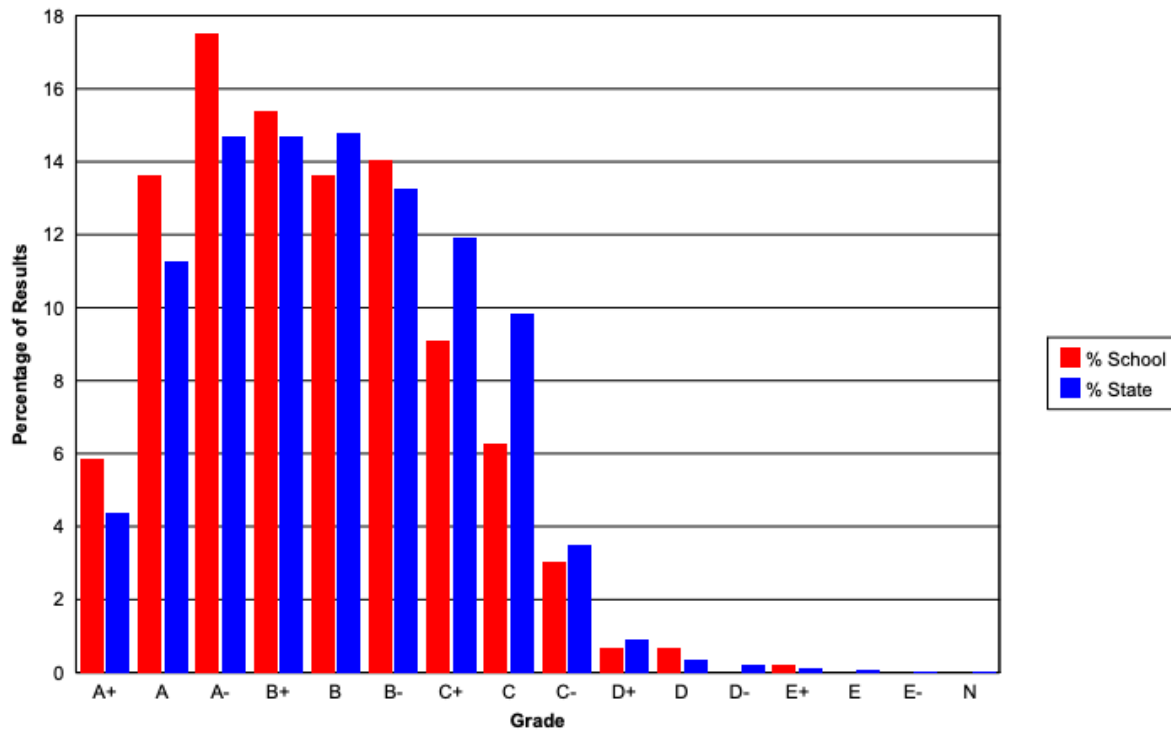
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Please see our School Annual Report to view recent key outcomes:
https://www.mit chamgirlshs.sa.edu.au/files/0903_SiteAnnualReport2021.pdf

Stage 2 School Subject Results - by Grade Distribution



SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	3%	3%	4%	6%
A	9%	10%	13%	14%
A-	16%	17%	16%	18%
B+	17%	19%	14%	0%
B	17%	16%	14%	15%
B-	14%	14%	15%	14%
C+	9%	7%	9%	0%
C	8%	6%	8%	9%
C-	3%	6%	5%	3%
D+	2%	1%	2%	0%
D	0%	0%	0%	1%
D-	0%	0%	1%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

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 7 2021	114	114	45	36	39%	32%
Year 7 2019-2021 Average	57.0	57.0	22.5	18.0	39%	32%
Year 9 2021	168	168	54	33	32%	20%
Year 9 2019-2021 Average	143.0	143.0	41.0	27.5	29%	19%

*NOTE: No NAPLAN testing was conducted in 2020.

4. Curriculum

Subject offerings:

The Curriculum Guide (attached below) outlines the varied subject offerings MGHS are proud to deliver. The guide provides an overview of the curriculum as students progress through the years, demonstrating what is offered students in each subject area.

https://www.mitchamgirlshs.sa.edu.au/files/MGHS%202023%20Curriculum%20Guide_August2022.pdf

Open Access/Distance Education provision:

Some subjects are offered through Open Access College when necessary.

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:

We provide a range of teaching and learning program designed to support, challenge and enrich student learning. This includes small group intervention in literacy and numeracy, EALD classes, as well as a Gift Academic Stream, and Gift Dance stream.

Teaching methodology:

At Mitcham Girls High School we approach learning with the mindset of achieving success for all learners. With good pedagogy, engaging lessons and targeted learning intentions and success criteria, we seek to meet the needs of all learners in the classroom.

Underpinning this is the MGHS Teaching and Learning Agreement. This agreement was collaboratively developed in 2020 and underpins all we do at Mitcham. The link to the accompanying resource can be found here:

[MGHS Teaching and Learning Statement](#)

FRAMEWORK

FOR PLANNING FOR STUDENT ENGAGEMENT AND ACTIVE LEARNING

CONNECT

- How will I greet all students?
- What are my learning intentions and success criteria?
- What is my active starter activity?
- How will I provoke, ignite, and challenge the thinking of the students?



LEARN

CONNECTIVE INSTRUCTION

- Have I made the real-life authentic connections between the content and the students?
- Have I created opportunities for students to have a say and make choices about their learning and assessment?
- Have I seen and connected with the students as individuals?

LIVELY TEACHING

- Is my lesson intentionally planned and structured to support students as active learners either individually or collaboratively?
- Have I included elements of fun, play, and incentivised learning?
- Is teacher talk time targeted, brief, deliberate, focused and intentional?

ACADEMIC RIGOUR

- Am I clear about what students need to learn and how they will know they are successful?
- How is the learning effectively differentiated to allow all learners to achieve success?
- How am I balancing high expectations with high levels of support?
- How am I communicating the content with passion and expertise?
- How will I actively provide feedback and check the progress of all learners?

REFLECT

- Reconnect students and learning
- Check for understanding
- Before next lesson ...



The Framework for engagement and active learning was developed collaboratively with teaching staff in 2021 and is designed to guide teacher planning to ensure that learning is meaningful, active and engaging for all students.

Student assessment procedures and reporting

Mitcham Girls High School is required by the Department for Education to provide a minimum of 2 written reports each year. These are to use the A to E achievement scale according to achievement aligned with the Australian Curriculum and the SACE.

The following reports are completed every year:

- Term 2 – End of Semester report
- Term 4 – End of Year report

From Term 1, 2021 we will no longer print reports unless these are requested by parents to the Administration team.

Reports will be released as PDF documents via our Learner Management System - Daymap. Please ensure that you have access to Daymap to access the reports in a timely manner. Contact our office if you need assistance in logging into Daymap.

Joint programmes:

An Alliance between Unley HS and Urrbrae Agricultural HS offers students in Years 11 and 12 the opportunity to access additional subjects not offered onsite at Mitcham Girls HS. Additionally, students from Unley and Urrbrae have reciprocal access to subjects taught at Mitcham. Students who enrol in these subjects may have to travel to one of these schools to attend classes.

5 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:

- Netball
- Swimming
- Badminton
- Soccer
- Tennis
- Basketball
- Volleyball
- Cricket

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 Health and Physical Education program, for intraschool and interschool 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.

6. Other Co-Curricular Activities

At Mitcham Girls High School, we believe that a student's education involves much more than 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 several co-curricular activities provided for the interest and involvement of our students. These include debating, art and Fringe festival activities, sustainability, primary school ambassadorship program, 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.

7. Staff (and their welfare)

Staff profile

Leadership structure

- Senior Leadership:
Principal, Deputy Principal, Assistant Principal (2), Business Leader
- Leadership:
2 Senior Curriculum & Pedagogy Leaders, 6 Curriculum Leaders, Literacy Coach and a Numeracy Coach

Staff support systems

Teams of teachers work together in the delivery of the school's curriculum. Professional Learning Teams focus on areas of development guided by data analysis. The professional development of staff is supported by time for Professional Learning Teams to meet each Wednesday from 2.30 pm.

8. 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 Studios
- 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 airconditioners.

- Specialist facilities and equipment

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.

- Staff facilities

All staff have their own office space and are usually co-located with their working teams. All teachers are provided a laptop.

- Access for students and staff with disabilities

The school has a 3-storey building with a lift installed. Students with physical disabilities can access all curriculum areas.

9. School Operations

Decision making structures

At Mitcham Girl's High School, we strive for all students to be successful. We are committed to putting student needs and positive learning outcomes at the forefront of everything we do.

Rationale

Good decision making is a critical factor in the long-term effectiveness of a school. It can contribute significantly to the achievement of organisational goals; the maximising of parent involvement; the increase in the morale, well-being and productivity of staff, and ultimately the enhancement of student learning. The Education Act, Regulations and administrative instructions detail clear expectations for Principals and School Councils regarding school-based decision-making.

All individuals and groups within a school community have the right to participate and be fairly represented in relevant decision making. Involvement of members of the school community will vary according to the issue under consideration. A school community consists of the students, staff, parents, and organisations within the local area. Where appropriate stakeholders are involved in decision making it results in a more satisfying and professionally rewarding place for students, staff and parents. It is a true community.

Decisions result from using a process of consultation with individuals and groups. Staff, parents and students are expected to participate in decision-making processes related to issues in which they have an interest, stake or expertise. The school's organisational structure provides opportunities for people to make decisions on matters related to their roles and in accordance with established policies and procedures

Principles

At Mitcham Girls High School, we believe our policies, practices and decisions will be characterised by:

- Democratic principles ensuring consultation, ownership and valuation.
- An inclusive approach ensuring the needs of students as learners and teachers as professionals are addressed.

Decision-making works well when:

- inclusive practices are in place.
- there is an atmosphere of trust and respect.
- decisions are made within a framework of a shared vision, values and agreed goals.
- different opinions and ideas are listened to and respected.
- people feel supported, considered and rewarded for their contribution.
- stakeholders accept and support decisions made, although the decision may not always be their preferred position.
- the modes of decision-making vary according to needs of the groups and participants are clear on the process.
- people's roles and responsibilities are clearly defined, and expectations made explicit.
- consultation and participation are routine aspects of the decision-making process.
- processes are clear for information sharing, deliberation, negotiation, participation and making decisions.
- organisational support ensures the implementation of decision into practice.

The above principles underpin our Decision-Making Policy and accompanying procedures.

Role of the Principal

The Principal is accountable to the Chief Executive for the educational leadership and management of the school, and to the Governing Council for the implementation of the school's Strategic Plan and the Site Learning Plan. It is incumbent on the Principal to establish decision-making procedures which give full opportunity for staff and other members of the school community to participate as appropriate. The Principal is responsible for ensuring there is a mutual understanding of the roles and responsibilities of individuals and groups.

Role of teachers

Under the Education Act/Regulations, teachers are responsible to the Principal for the welfare and development of students in their care, participating in the development and review of policies and actively assisting in the general management of the school. In relation to decision-making, it is their responsibility to:

- participate in decision-making and use the decision-making structures that are in place.
- ensure that the decisions they make in relation to teaching and learning, or their job, follow the principles above.

Role of ancillary staff

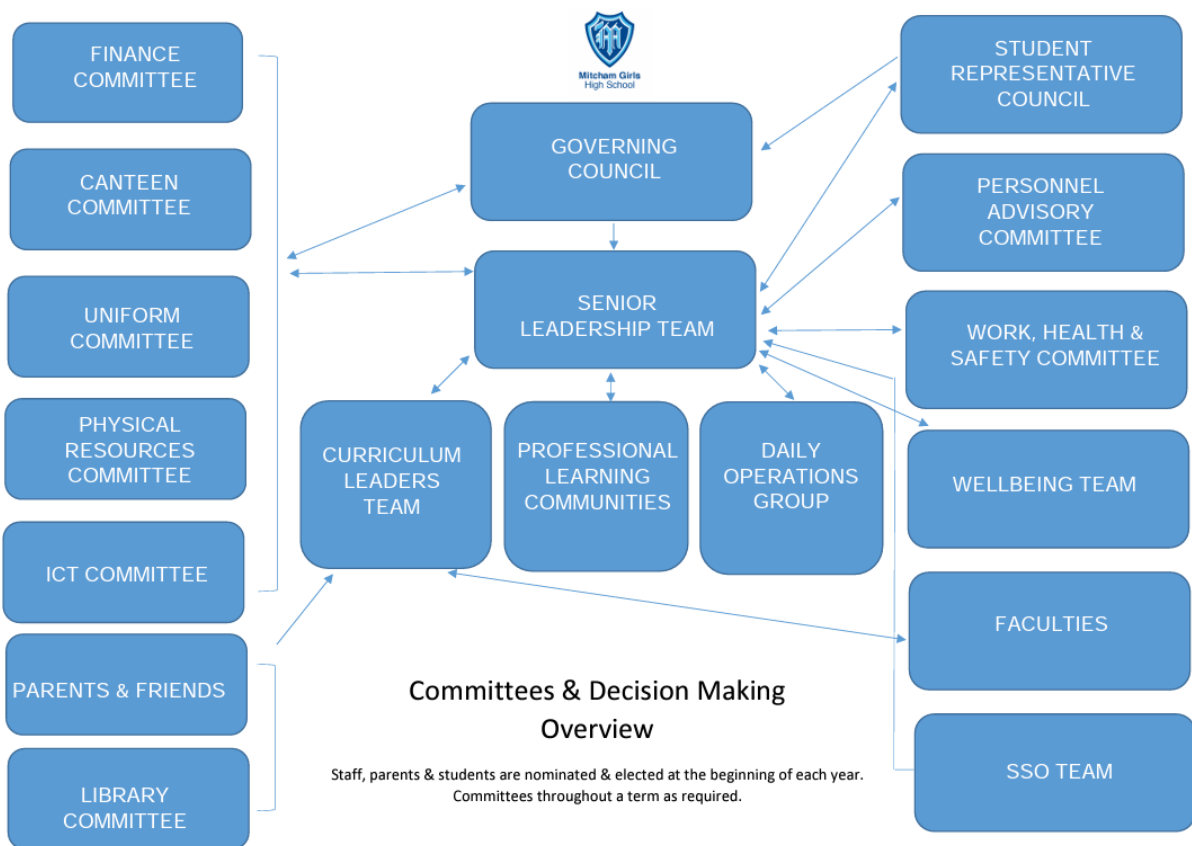
Ancillary staff are responsible to the Principal for providing quality support services, participating in the development and review of policies and actively assisting in the general management of the school. It is their responsibility to:

- participate in decision-making and use the decision-making structures that are in place.

- Ensure that the decisions they make in relation to teaching and learning, or their job, follow the principles above.

General principles

Those affected by a decision are given an opportunity to participate in the process to ensure their views are considered. The introduction of new policies and procedures or major changes to existing policies must be ratified by the Governing Council. Individual members of Committees/Teams should demonstrate selflessness, integrity, objectivity, accountability, openness, honesty and leadership and align with our school values of Excellence, Respect and Global Citizenship.



11. Local Community

General characteristics

Families reside throughout the metropolitan area. The Mitcham Girls High School Community enjoys a diverse cultural and socio-economic population.

Parent and community involvement

Mitcham Girls High School offers many avenues for parental involvement and participation. We welcome and value parent/caregiver involvement in their child's education and within the school community.

The Mitcham Girls High School Governing Council Inc.

Governing Council 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 include Canteen, Finance, ICT, Physical Resources, Fundraising and Uniform.

Feeder or destination schools

Our students come from over 60 different feeder schools

Other local care and educational facilities

Kingswood Pre School Centre is located across the road from Mitcham Girls High and Mitcham Primary School is situated in Hillview Road, Kingswood, geographically close to our school. The closest secondary schools are Unley High School and Urrbrae Agricultural High School.

Other local facilities

- Mitcham City Council Library
- Unley Council Library
- Various ovals, parks and recreational spaces

Local government body

Mitcham City Council
Belair Road
KINGSWOOD SA 5062

Ph (08) 8372 8888

State electorate

Waite
Shop 2/212 Belair Road
HAWTHORN SA 5062

Ph (08) 8271 6448

Federal Electorate
Boothby (Nicolle Flint)
Level 1, 724 Marion Road
MARION SA 5043

Ph (08) 8374 0511