


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Milpera State High School (2024)

|   |                |  |
|---|----------------|--|
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|   | Webpages       | Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> . |
|   | Contact Person | Principal, Adele Rice  |

### Principal's foreword

#### Introduction

This report describes how, during 2010, Milpera provided education and settlement support programs to 442 newly arrived immigrant and refugee students from 31 countries and who come with a diverse range of languages and cultures. We managed their transition into mainstream secondary schools and other educational contexts.

It describes the school community's efforts to maximize the potential of every student who presents for enrolment and to do this in a socially just non-racist environment. It documents how all students have improved in all four macro skills of English, and how our multi-faceted service delivery is able to meet individual student needs through programs such as volunteer support, bilingual support, Support A Reader, Help Our Writing, Maths Support as well as our school based Mental Health program, H.E.A.L. (Home of Expressive Arts in Learning). In 2010 the school started the year with 178 students, and enrolled 264 new students and exited 300 students. In 2010 new partnerships were forged so that we could provide much needed programs for our students e.g. with Sport and Recreation and MAQ (Multicultural Affairs Queensland) to deliver the Survive and Swim Program as well as Beach and Surf Safety.

### School progress towards its goals in 2010

In 2010 the school refined its adaptation to Reporting in One School.

5% of Senior Schooling students exited to TAFE while other Senior Schooling students were placed in 7 state high schools that could offer either a longer academic program or a vocation education pathway.

Successful transitions to Upper Primary and Middle School contexts occurred. The middle school students continue to remain at Milpera for periods of time suited to their needs. 100% of them make significant improvement in their bandscales and settle well into their receiving schools.

In ICT infrastructure, PD opportunities and integration into effective learning and teaching improved and is evolving. Team boards were installed in 9 classrooms and the pedagogy and instruction needed to make them effective tools became a focus of our PD.

300 students exited in 2010. 100% of these increased their ESL Bandscales by at least 2 points on the scale.

Early intervention in Literacy and Numeracy underpinned by TESOL pedagogy is on-going.

Early intervention in Mental Health through our on site HEAL program continued and is reported on annually in addition the new Survive and Swim Program complemented a Surf Life Saving component in partnership with Sport & Recreation as well as Multicultural Affairs Departments.

The remaining findings of the Triennial School Review relating to Curriculum Frameworks were implemented.

The short term Operational Plan worked well in our context enabling us to respond flexibly, dynamically and in a timely way to emerging needs and trends in the immigration intake.

### Future outlook

Milpera priorities for 2011 are:

To maintain resources and build partnerships that enable authentic learning contexts for cognitive development and English language acquisition and to do this in ways that are fully cognisant of and congruent with national, state and regional priorities e.g. One School, Smart Classrooms, partnerships with QUT and SLQ.

To resource and provide professional development opportunities that meet the needs of all staff.

To redefine and promote an assessment culture that is inclusive of teachers and students.

To establish a coaching program that enables management including HODs and BSM to provide objective and useful feedback on performance of all members of staff.

To maintain an innovative, creative, student-focussed and evidence-based education and settlement service at a time of educational and economic uncertainty and in the aftermath of the flood.

The school was the most inundated and the worst damaged school in Queensland as a result of the January 2011 floods. However, a fully operational school was developed on the Yeronga TAFE Campus. We were able to maintain our focus on all aspects of teaching and learning while coping with demands of a double relocation.

Unfortunately all data, not stored on the computer was 'lost'. Thus we have already created new policies and procedures for storage and retrieval of data and for curriculum development.

2011 priorities include the curriculum re-build at Milpera and maximising potential of all who work and study here whilst maximising the opportunities offered to our school community. Post the January Flood; we are experiencing unprecedented levels of community engagement and support.

## Our school at a glance

### School Profile

Coeducational or single sex: Coeducational

Year levels offered: Ungraded ESL

Although student ages ranges from year 6 to year 12, our classes are essentially un-graded.

Total student enrolments for this school:

| Total Enrolment     | Girls | Boys | Enrolment Continuity (Feb 2010 – Nov 2010) |
|---------------------|-------|------|--|
| 264 new enrolments  | 120   | 144  | N/A  |
| <u>178</u> existing |       |      |  |
| 442                 |       |      |  |

Characteristics of the student body:

2010 saw a significant decrease in the intake of Sudanese students but the African refugee background remained around 30% with increases in Somali and Liberian. The Middle Eastern refugee component was just under 25% while the west Asian refugee component was around 10%.

Class sizes – Proportion of school classes achieving class size targets in 2010

The class sizes at Milpera may vary from 10 – 18 students. As new students are enrolled on a weekly basis the number of students in each class grows. Class meetings are held every 5 weeks and students may be accelerated or moved to another class to meet their language needs. Every 5 to 10 weeks at least 2 class groups of up to 20 - 35 students may exit Milpera to enrol in the feeder high school. All of the above procedures may affect class sizes on a weekly basis.

| Phase             | Average Class Size | Percentage of classes in the school |              |           |             |
|-------------------|--------------------|-------------------------------------|--------------|-----------|-------------|
|                   |                    | On or under target                  | Under Target | On Target | Over Target |
| Prep – Year 3     | N/A                | N/A                                 | N/A          | N/A       | N/A         |
| Year 4 – Year 10  | N/A                | N/A                                 | N/A          | N/A       | N/A         |
| Year 11 – Year 12 | N/A                | N/A                                 | N/A          | N/A       | N/A         |
| All Classes       | N/A                | N/A                                 | N/A          | N/A       | N/A         |

## Our school at a glance

### School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 0                  |
| Long Suspensions - 6 to 20 days | 0                  |
| Exclusions                      | 0                  |
| Cancellations of Enrolment      | 0                  |

Taking into account the diversity of cultural and pre-migration experience at Milpera, the school provides an environment for newly arrived immigrant and refugee students to learn new codes of behaviour while developing a sense of personal and social responsibility. We believe that all behaviour is socially and culturally learnt. It is the school's responsibility to explicitly teach our newly arrived and diverse population behaviour norms that are appropriate in the school and the wider community. Our behaviour management approach focuses on the explicit teaching and learning about behavioural norms within the new culture and new society. Occasionally internal suspensions may be given prior to refer all for further intervention to HEAL Support staff or Guidance and Home Liaison Teacher support. Bicultural workers, the Telephone Interpreter Service, the Cultural Liaison teacher and agencies that support our families are all used extensively and cross culturally.

### Movement of Students through Milpera per week - 2010

|        | Week Ended | Enrolled | Re-enrolled | Exiting | Students at Milpera |
|--------|------------|----------|-------------|---------|---------------------|
|        | 22-Jan-10  |          |             |         | 178                 |
| Week 1 | 29-Jan-10  | 35       |             | 32      | 181                 |

## Our school at a glance

|              |           |    |   |    |     |
|--------------|-----------|----|---|----|-----|
| Week 2       | 5-Feb-10  | 3  | 3 |    | 187 |
| Week 3       | 12-Feb-10 | 0  |   |    | 187 |
| Week 4       | 19-Feb-10 | 5  |   |    | 192 |
| Week 5       | 26-Feb-10 | 1  |   | 13 | 193 |
| Week 6       | 5-Mar-10  | 12 |   | 1  | 192 |
| Week 7       | 12-Mar-10 | 4  |   |    | 195 |
| Week 8       | 19-Mar-10 | 7  |   |    | 202 |
| Week 9       | 26-Mar-10 | 0  |   |    | 202 |
| Week 10      | 2-Apr-10  | 5  |   | 37 | 207 |
| Total        |           | 72 | 3 | 83 |     |
| TERM 1 BREAK |           |    |   |    |     |
| Week 1       | 16-Apr-10 | 19 |   | 3  | 186 |
| Week 2       | 23-Apr-10 | 1  |   | 7  | 187 |
| Week 3       | 30-Apr-10 | 1  |   | 1  | 180 |
| Week 4       | 7-May-10  | 6  |   |    | 186 |
| Week 5       | 14-May-10 | 3  |   |    | 189 |
| Week 6       | 21-May-10 | 4  |   |    | 193 |
| Week 7       | 28-May-10 | 7  |   |    | 200 |
| Week 8       | 4-Jun-10  | 7  |   | 1  | 207 |
| Week 9       | 11-Jun-10 | 5  |   | 2  | 212 |
| Week 10      | 18-Jun-10 | 6  |   | 1  | 218 |
| Week 11      | 25-Jun-10 | 7  |   | 42 | 225 |

## Our school at a glance

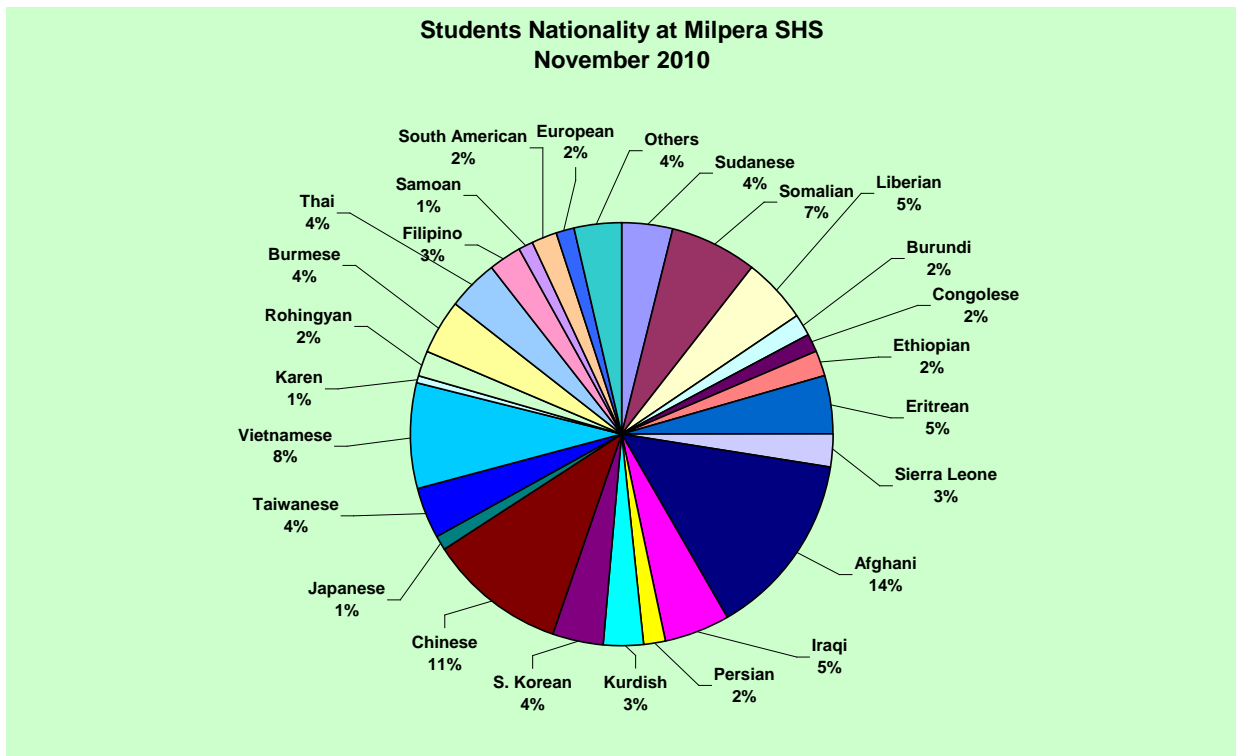
|              |           |    |   |    |     |
|--------------|-----------|----|---|----|-----|
| Total        |           | 66 |   | 56 |     |
| TERM 2 BREAK |           |    |   |    |     |
| Week 1       | 16-Jul-10 | 2  |   | 1  | 185 |
| Week 2       | 23-Jul-10 | 9  | 1 |    | 194 |
| Week 3       | 30-Jul-10 | 15 |   | 1  | 209 |
| Week 4       | 6-Aug-10  | 6  |   |    | 214 |
| Week 5       | 13-Aug-10 | 5  |   | 29 | 219 |
| Week 6       | 20-Aug-10 | 6  |   |    | 196 |
| Week 7       | 27-Aug-10 | 4  |   | 4  | 200 |
| Week 8       | 3-Sep-10  | 7  | 1 | 2  | 208 |
| Week 9       | 10-Sep-10 | 11 | 1 | 2  | 213 |
| Week 10      | 17-Sep-10 | 5  |   | 45 | 217 |
| Total        |           | 70 | 3 | 84 |     |
| TERM 3 BREAK |           |    |   |    |     |
| Week 1       | 8-Oct-10  | 11 |   |    | 183 |
| Week 2       | 15-Oct-10 | 5  |   |    | 188 |
| Week 3       | 22-Oct-10 | 12 |   |    | 200 |
| Week 4       | 29-Oct-10 | 6  |   | 2  | 204 |
| Week 5       | 5-Nov-10  | 5  |   | 13 | 209 |
| Week 6       | 12-Nov-10 | 3  |   |    | 199 |
| Week 7       | 19-Nov-10 | 3  |   |    | 202 |
| Week 8       | 26-Nov-10 | 4  |   |    | 206 |

## Our school at a glance

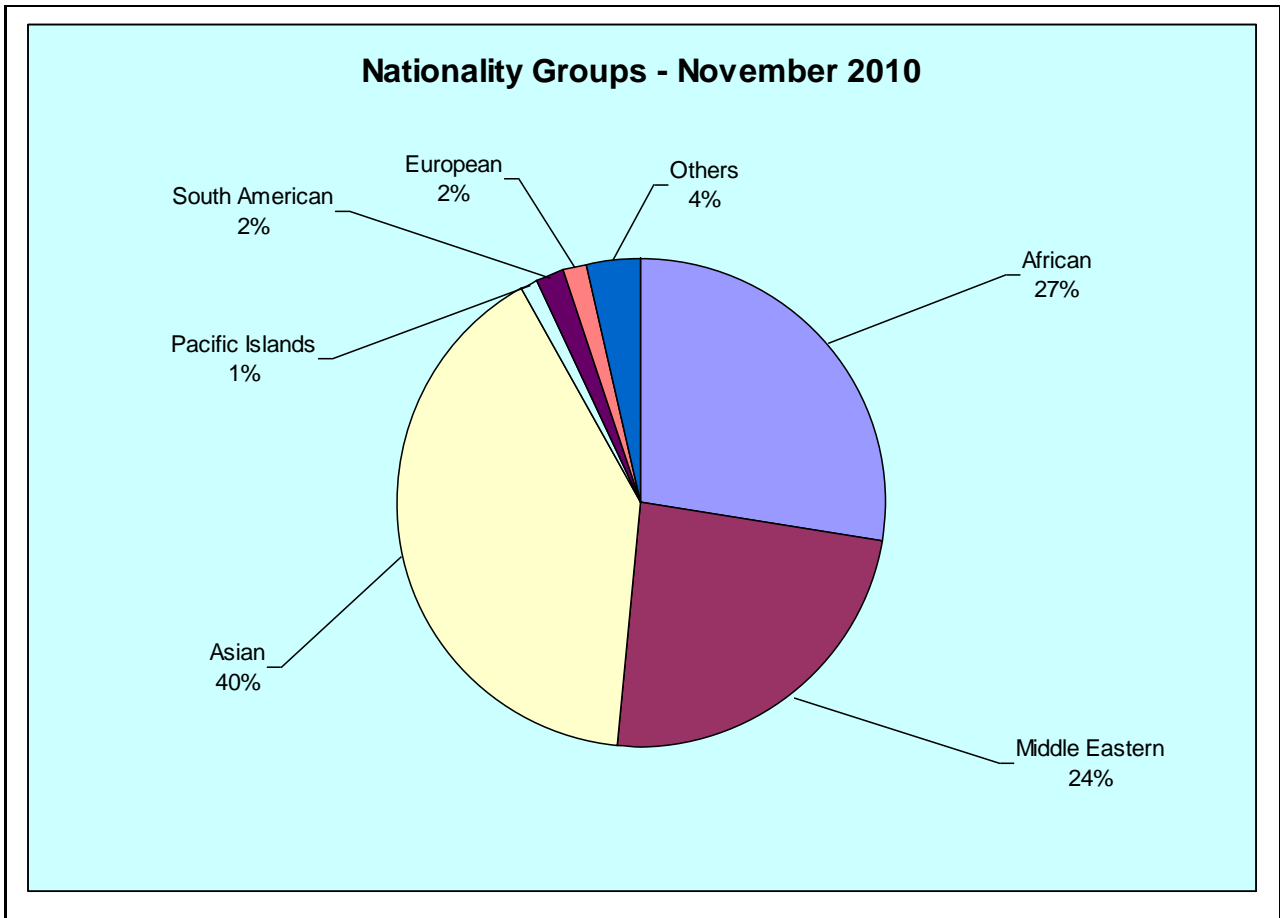
|         |           |     |  |     |                |
|---------|-----------|-----|--|-----|----------------|
| Week 9  | 3-Dec-10  | 7   |  |     | 213            |
| Week 10 | 10-Dec-10 | 0   |  | 62  | 213            |
| Total   |           | 56  |  | 77  | 151 Start 2011 |
| Total   |           | 264 |  | 300 |                |

TERM 4 BREAK

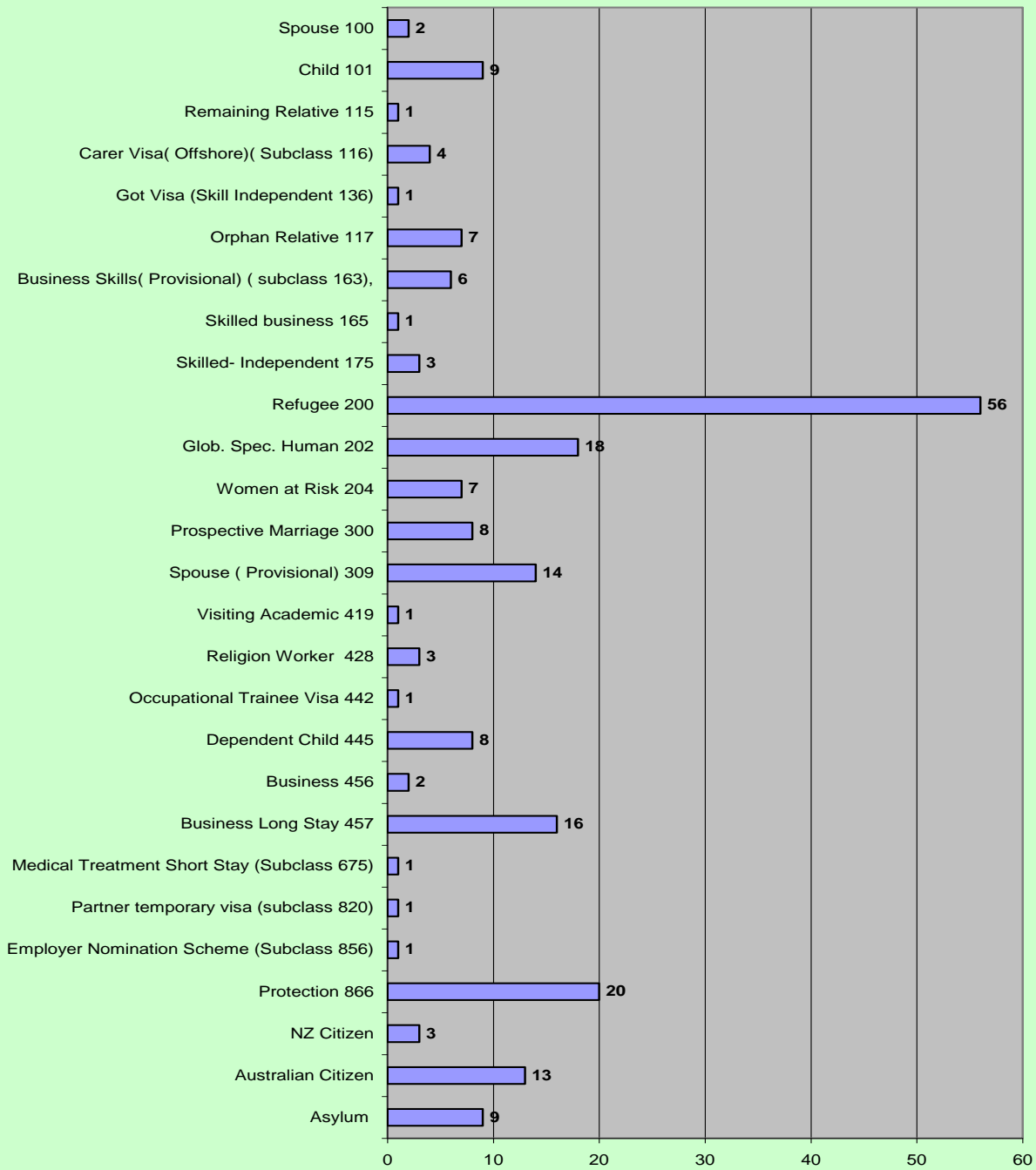
Milpera Student Data 2010







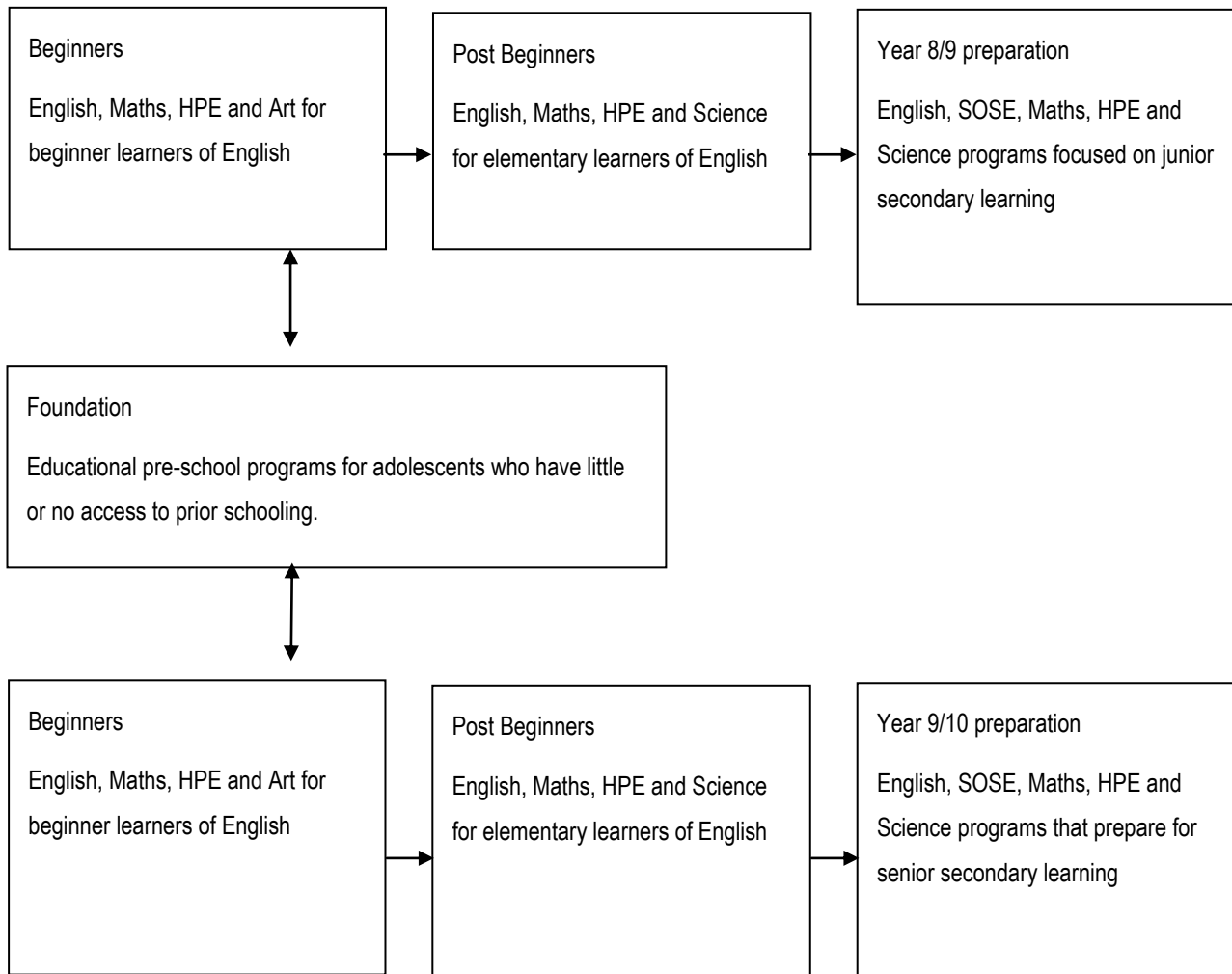
**Visa Category December 2010**



## Curriculum offerings

Our distinctive curriculum offerings

At enrolment, information about students' prior learning is taken, and English proficiency of students is tested and they are placed in a class appropriate to their level.



## Our school at a glance

Despite the high turnover, the school is a place where traditions and celebrations are very valued e.g. International Women's Day (22 years), Boys to Men Day (10 years).

Exit assemblies are held every term to congratulate graduating students as well as to showcase student work in class programs and in Music therapy

The HEAL program (Home of Expressive Arts in Learning) is a mental health program using the creative arts to support refugee students, based at Milpera at Chelmer. Milpera State High School is an intensive English language reception centre and settlement service for newly-arrived immigrant and refugee students, preparing for transition to mainstream high schools. Many of the young people who are referred to HEAL have experienced traumatic circumstances in their refugee journey, and some are at risk of disengaging from school. The therapists in HEAL all have Masters level mental health or creative arts qualifications. Both music and art therapy provide creative interventions to enhance student well-being and address psychological, emotional, cognitive and social needs.

The therapeutic services, research and education provided by HEAL increase the possibility of our newly arrived refugee children participating fully in the learning experience, and enjoying life without barriers.

In 2010, the therapists presented at national, international and state conferences on Resilience and Change; Refuge Mental Health in Young People. The report for 2010 has been completed, is done annually and is available on the school website.

How Information and Communication Technologies are used to assist learning:

The school provides an environment for newly arrived immigrant and refugee students to learn and extend their computer skills, and to use these computer skills to learn and to communicate.

This means integrating the use of Information and Communication Technologies into English language learning programs as well as in Mathematics, Science and HPE with appropriate support being provided for those students who are learning to access this technology for the first time.

### **Opportunities are provided for students to:**

Develop a minimum standard of computer skills for participating in their secondary studies in Australia

Use specific purpose software and hardware to support English language acquisition,

Use specific purpose software and hardware to support the development of early literacy skills for those teenagers who have little or no prior education.

Express their growing control of spoken and written English, and manipulate supporting graphics for a range of purposes using different ICT communication media.

Learn from electronic resources in ways that are effective, motivating and better linked to the real world and the experience of young people.

Using computers in the Photography Elective enables students and teachers to produce the school's semester Magazine available to every exiting student.

Opportunities were provided in 2010 for teachers to be trained in and to have access to Interactive Whiteboards.

All students participate in:

One lesson of Pastoral Care each week

Thursday afternoon Elective sport or recreational activities were discontinued in Term 3 due to a huge amount of time, energy and money spent on "Survive and Swim" lessons, an aftermath to specific drownings.

Regular excursions to provide settlement or acculturation experiences and which also provide shared contexts for English language and literacy development.

Extra curricula activities:

Milpera students live in 60 to 70 different suburbs across Brisbane and access the school by train and/or Circle Line bus. Many of their families need to change addresses once or twice during their time at Milpera. As a result, outside of school hours activities are kept to a minimum.

A wide range of activities however, are embedded into the curriculum in order to provide meaningful contexts for learning and settlement. These activities include:

Elective Activities such as Art, Photography, Cooking, Girl Guides, African music, Swimming and other sports.

Participation in district Athletics and Cross Country Carnivals

## Our school at a glance

School Camps to Numinbah and Stanley River EEC as well as camps organised by Girl Guides, QPASTT and Edmund Rice Foundation,

Futures Day and related curriculum work, focussing on future work pathways

Industry Tours for Senior School classes

Swimming and gym programs in HPE

Excursions to places such as EKKA, GOMA and Queensland Art Gallery, Queensland Museum, State Library of Queensland, QPAC, Ipswich Art Gallery, Queens Park, Boondall Wetlands, Coochiemudlo Island, Botanic Gardens, Mount Coot-tha, City Cat, as well as regular use of Pullenvale and Brisbane Urban Education Environmental Centres,

Service Learning relationships with Redbank Plains SHS, Gregory Terrace, Lourdes Hill, Graceville State School, St Aidan's and Brigidine College

Days of Celebration/Observance – ANZAC day, International Women's Day, Boys to Men Day, Harmony Day, World Aids Day, Sorry Day, World Mental Health Day

Queensland Rail Safety Education on a decommissioned train at Roma Street Station every term for new students

Publication twice yearly of a Milpera Magazine to showcase student work

### School Infrastructure:

The school has four banks of 20 computers for student use during classes. The library has 20 computers designated for OPAC used by students and staff to search for resources. Our student ratio to computers is 2:1 and we are getting ready to implement 1:1 program at our school in 2011.

We had 5 Interactive Whiteboard ready classrooms and all of our teachers have attended appropriate training for various IWB software and they use it in their day to day lessons.

We have plans to utilise a sound recording room where we will prepare and record voice material as well as pod casts for school use when the new BER building is available.

Data projectors are used regularly in the classroom as a teaching tool to display various software and images, for joint construction of written text, as a stimulus for discussion, and to display students' work to the wider school community during lunchtimes and on parades.

For our relief teachers, we have laptops in the Library which can be borrowed and used while they are at our school.

## Our school at a glance

### Connectivity:

All of our teachers have 100% access to our network resources either via their laptops or additional computer banks designed for staff use.

Milpera has Education Queensland's Managed Operating Environment providing Education Queensland's network access and identity management of student and staff network users. In 2010 we upgraded to MOE 3 with Windows 7 and Office 2010 being installed on all of our PCs and laptops. This was a significant change to our environment as it enabled our teachers to be trained in what is the latest software on the market.

The school's intranet is used for sharing teacher-developed resources, reporting formats and formats for communication with parents.

Our Internet site has been constantly updated in-house and provides up-to-date information to our parents, staff and wider community. As part of our website we run ALUMNI.

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### Social climate

The school operates on an inter-agency model of service delivery or pastoral care, acculturation and settlement services. Other key providers receive funding from DIAC to support settlement at Milpera.

Milpera school community works towards providing a culturally inclusive and supportive learning environment for all students. It does this through:

A staff sensitive to issues of working with young people from diverse cultures

Bilingual teacher aides from major language groups of newly arrived students

Pastoral Care programs that focus on positive relationships, safety, health and well-being topics

Developmental and supportive approaches to behaviour management

Art and Music Therapy in the Home of Expressive Arts and Learning (HEAL) program

Responses of the Harmony, Equity and Anti-Racism (HEAR) committee

A pro-active library learning centre and staff to support literacy development, multi-media and ICT programs for the school community

Partnerships with other government and non-government agencies

Volunteer community support

Provision of a Home-School Liaison teacher.

A full time Guidance Officer and a part time Community Liaison Officer.

A part-time School Chaplain, a part-time Youth Support Co-ordinator and a part time Multicultural Development Association outreach worker all assist to support and settle all students, but particularly those from a refugee background.



## Our school at a glance

### Parent, student and teacher satisfaction with the school

| Performance measure   | Result 2010 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school   | 98%         |
| Percentage of students satisfied that they are getting a good education at school   | 93%         |
| Percentage of parents/caregivers satisfied with their child's school  | 98%         |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 73%         |
| Percentage of staff members satisfied with morale in the school   | 93%         |

### Involving parents in their child's education.

Parents are involved in the education of their children through a range of practices at Milpera. All interactions with parents are carried out using interpreters as necessary. Interpreter services or bilingual teacher aides provide this service. We try to support our parents by making as few demands on them as possible in their first six months of arrival in a new country and a new culture.

Milpera also has a dedicated Home-School Liaison Teacher who works closely in supporting our families and our students with welfare needs. This officer visits families and co-ordinates inter-agency support (Government, NGOs and community associations / elders / pastors) as required. The inter-agency network is also used for dissemination of information and parent support. There is also a high degree of telephone contact with parents using interpreters.

#### **On arrival**

The student and parents have an enrolment interview with the Deputy Principal, Guidance Officer, Home School Liaison Officer or Senior Teacher in which they receive interpreted orientation and enrolment information.

### **During the Milpera program:**

#### **Reporting**

Parents receive an interim report from the English teacher each semester that the student is enrolled in Milpera. These are delivered face to face, fully interpreted on request.

Both teachers and parents can request parent interview at this time or at any time during enrolment in the school. Because of constraints on parents in terms of transport and ability to navigate a new schooling system, there are also many visits to consult with management or see teachers without prior appointments.

#### **School events**

During Child Protection Week in 2010 we had an Open Day when parents and community members came to the school and took part in a Child Friendly Communities Forum and visited the classrooms to see how teachers manage students, and how they participate in learning activities.

#### **Print communication**

Each semester a school magazine is published by our teachers showcasing our classroom activities in language which is accessible for students to share with their families. Each student receives a copy of this magazine at the end of each semester. Each term a Volunteer Newsletter is published for each of our 115 Volunteers. It is also available on-line.

#### **Preparation for Transition to Mainstream High Schools**

Each term, the Guidance Officer holds a Parent Information Session in order to help newly arrived parents better understand the educational pathways available to Milpera students. At this meeting, parents have the opportunity to meet the Heads of Special Education Units in ESL at our receiving schools to further discuss post-Milpera schooling options.

For our Senior School parents, a TAFE Parent Information Session is held once each term to provide an overview of the TAFE Youth Migrant Program offered at Mt Gravatt and Logan TAFE campuses.

#### **At Exit from Milpera**

Students and parents receive Exit Reports in the subjects of English/SOSE, Maths, Science and HPE. Parents come to Milpera for an exit interview, with interpreters as required, in order to review the school reports with the English teacher. Our Guidance Officer then co-ordinates enrolment interviews for students and their parents at our receiving ESL units in mainstream high schools.

The Youth Support Co-ordinator assists the Guidance Officer with orientation to and follow-up in TAFE settings.

## Our school at a glance

### Reducing the school's environmental footprint

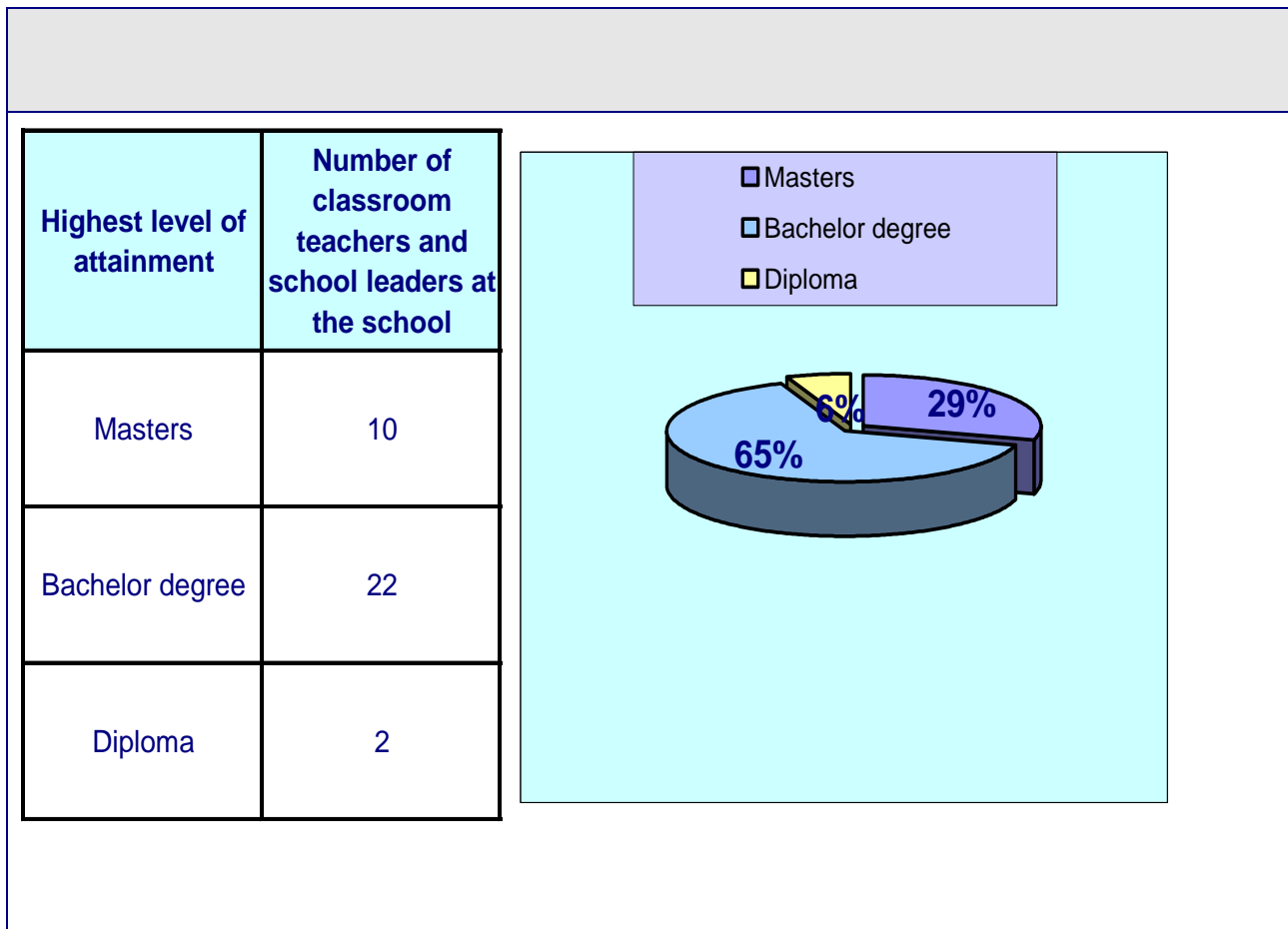
In 2010 Solar Panels were installed on the main teaching block and a water tank was installed for our new BER building.

| Year                       | Total    | Electricity | Sewerage | Waste   | Water   | Gas | Other   | Electricity<br>KwH | WaterKL | GasMJ |
|----------------------------|----------|-------------|----------|---------|---------|-----|---------|--------------------|---------|-------|
| 2010                       | \$23,861 | \$15,996    | \$2,886  | \$1,373 | \$3,606 | \$0 | \$0     | 75,100             | 1,150   | 0     |
| 2009                       | \$20,842 | \$15,934    | \$0      | \$0     | \$3,767 | \$0 | \$1,141 | 1,033              | 508     | 0     |
| % change<br>2009 -<br>2010 | 14%      | 0%          | N/A      | N/A     | -4%     | N/A | -100%   | 7170%              | 126%    | N/A   |

## Our staff profile

### Staff composition, including Indigenous Staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts            | 32             | 23                 | <5               |
| Full-time equivalents | 24             | 14                 | <5               |



## Our staff profile

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$7728.39 . The major professional development initiatives are as follows:

The involvement of the teaching staff in professional development activities during 2010 was 11.41 %.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95.87% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff was retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 97%.

##### Student attendance for each year level

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| N/A    | N/A    | N/A    | N/A    | N/A    | N/A    | N/A    | N/A    | N/A    | N/A     | N/A     | N/A     |

##### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outlines processes for managing and recording student attendance and absenteeism.

Roll books are marked twice per day in each language level class. Attendance records are thus not kept by Year Level as the school is structured as a Secondary Ungraded school with multi-age groups. Unexplained absences are followed up by a phone call to a parent/caregiver on the same day. If this persists the Home Liaison Teacher follows up by meeting with parents and supporting the family in assisting the student to attend regularly.

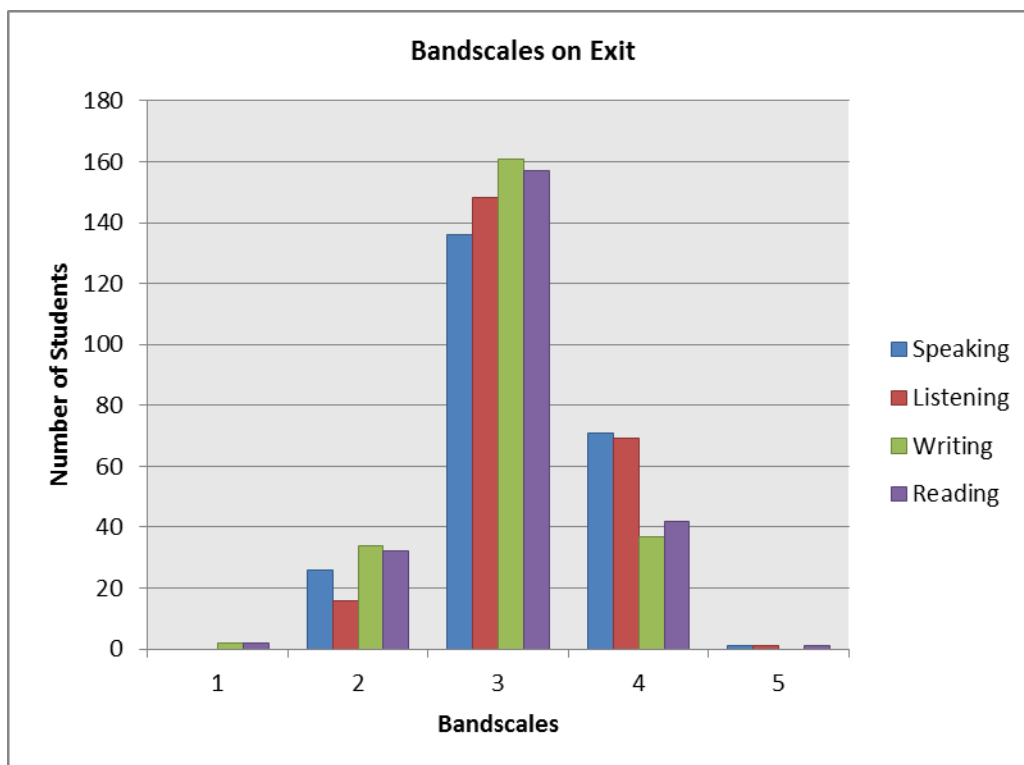
Milpera provides an on-arrival English language intervention program and as such is exempt from the standard mainstream tests such as NAPLAN and other Year 3, 5, 7 and 9 literacy and numeracy testing procedures. Our student's English language acquisition is mapped according to the NLLIA Bandscales. Students are assessed as operating at a Bandscale level for each of the macro skills of speaking, listening, writing and reading on arrival at Milpera and exit. On this basis, the assessment scheme used at Milpera has been included below.

## Performance of our students

Bandscale Data for 2010

Numbers of students exiting Milpera on Given ESL Bandscales

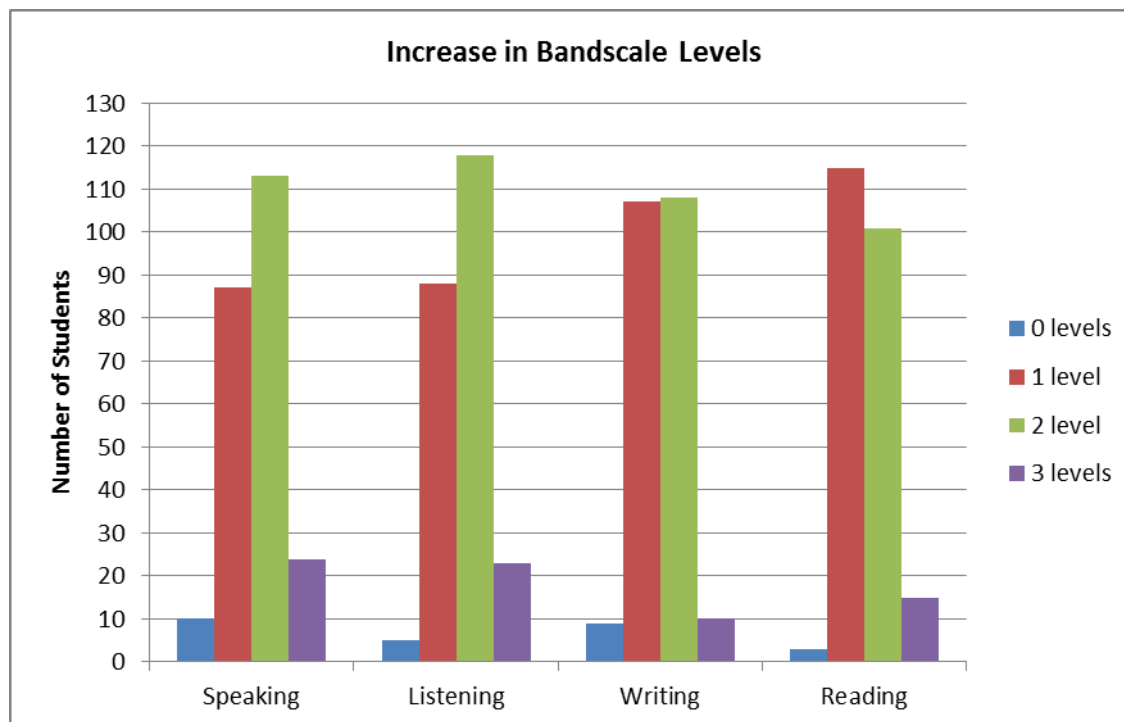
|       | Speaking | Listening | Writing | Reading |
|-------|----------|-----------|---------|---------|
| 1     | 0        | 0         | 2       | 2       |
| 2     | 26       | 16        | 34      | 32      |
| 3     | 136      | 148       | 161     | 157     |
| 4     | 71       | 69        | 37      | 42      |
| 5     | 1        | 1         | 0       | 1       |
| Total | 234      | 234       | 234     | 234     |



## Performance of our students

The following information shows the distance travelled by the students. It is the increase in Bandscale level from entry to exit.

| Bandscale increase | Speaking | Listening | Writing | Reading |
|--------------------|----------|-----------|---------|---------|
| 0 levels           | 10       | 5         | 9       | 3       |
| 1 level            | 87       | 88        | 107     | 115     |
| 2 level            | 113      | 118       | 108     | 101     |
| 3 levels           | 24       | 23        | 10      | 15      |
| Total              | 234      | 234       | 234     | 234     |





## Performance of our students

### Mathematics 2010:

On arrival at Milpera all students complete a diagnostic Maths test. The table below shows numbers of students who were able to demonstrate attainment of a given year level of mathematics when they arrived at Milpera during 2009.

|       |            | <4 | 4 to <6 | 6 to <8 | 8 to <9 | 9 to <10 | 10 + > |
|-------|------------|----|---------|---------|---------|----------|--------|
| Sem 1 | Middle sch | 6  | 20      | 25      | 11      | 3        | 1      |
|       | Senior sch | 2  | 22      | 31      | 5       | 4        | 3      |
| Sem 2 | Middle sch | 2  | 18      | 32      | 13      | 2        | 1      |
|       | Senior sch | 2  | 21      | 21      | 6       | 5        | 8      |
| Total |            | 12 | 81      | 109     | 35      | 14       | 13     |

Students who have reached less than year 6 mathematics are given the opportunity to attend special Maths classes to improve their skills in the 4 basic operations. Their results are shown in the Students-at-Risk Maths Program section below. For all other students the emphasis of the lessons is the English language of Mathematics. Students receive an Exit Report in Maths which describes their ability to use of the language of Mathematics as well as their level of conceptual achievement.

### Students-at-Risk (SAR) Maths Program

After attending the SAR Maths Program, the students resit the basic operations elements of the diagnostic test. The table below shows the increase in Maths year levels as a result of attending the SAR Maths Program.

| No. of Year Levels Increased | Semester 1 | Semester 2 | Total No. of students |
|------------------------------|------------|------------|-----------------------|
| 0.5 levels                   | 0          | 2          | 2                     |
| 1 level                      | 8          | 7          | 15                    |
| 1.5 levels                   | 7          | 9          | 16                    |
| 2 levels                     | 13         | 21         | 34                    |
| 2.5 levels                   | 8          | 7          | 15                    |
| 3 levels                     | 1          | 2          | 3                     |
| 3.5 levels                   | 0          | 2          | 2                     |
| 4 levels                     | 0          | 1          | 1                     |

## Performance of our students

### National Assessment Program – Literacy and Numeracy (NAPLAN) results

Milpera is an English Language Centre for newly arrived students of immigrant and refugee background. Students who are speakers of languages other than English, and who are within their first 12 months in Australia, are able to be exempt from NAPLAN tests. We have sought and received exemption for all our students from NAPLAN tests.

Milpera classes are essentially ungraded and students placed in classes according to their English language proficiency and whether their age places them in the Middle phase of schooling or in Senior schooling. Our curriculum is focused on the teaching and learning of English as a Second Language and settlement of newly arrived students in preparation for entry into mainstream high schools. As such we do not offer QSA subjects, nor do we prepare students for a QCE. We do not offer OP or VET strands or SATs. The destination of our students is either into the mainstream high schools or into the TAFE sector.

### Achievement – Years 3, 5, 7, and 9

#### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

| Domain  | Measures   |      | Yr 3 | Yr 5 | Yr 7 | Yr 9 |
|---------|--|------|------|------|------|------|
| Reading | Average score for the school in 2009   |      | N/A  | N/A  | N/A  | N/A  |
|         | Average score for Australia in 2009  |      | N/A  | N/A  | N/A  | N/A  |
|         | For the school the percentage of students at or above the national minimum standard. | 2008 | N/A  | N/A  | N/A  | N/A  |
|         |  | 2009 | N/A  | N/A  | N/A  | N/A  |
|         | For the school the percentage of students in the upper two bands                     | 2008 | N/A  | N/A  | N/A  | N/A  |
|         |  | 2009 | N/A  | N/A  | N/A  | N/A  |
| Writing | Average score for the school in 2009   |      | N/A  | N/A  | N/A  | N/A  |
|         | Average score for Australia in 2009  |      | N/A  | N/A  | N/A  | N/A  |
|         | For the school the percentage of students at or above the national minimum standard. | 2008 | N/A  | N/A  | N/A  | N/A  |
|         |  | 2009 | N/A  | N/A  | N/A  | N/A  |

## Performance of our students

|                         |  |      |     |     |     |     |
|-------------------------|--|------|-----|-----|-----|-----|
|                         | For the school the percentage of students in the upper two bands                     | 2008 | N/A | N/A | N/A | N/A |
|                         |  | 2009 | N/A | N/A | N/A | N/A |
| Spelling                | Average score for the school in 2009   |      | N/A | N/A | N/A | N/A |
|                         | Average score for Australia in 2009  |      | N/A | N/A | N/A | N/A |
|                         | For the school the percentage of students at or above the national minimum standard. | 2008 | N/A | N/A | N/A | N/A |
|                         |  | 2009 | N/A | N/A | N/A | N/A |
|                         | For the school the percentage of students in the upper two bands                     | 2008 | N/A | N/A | N/A | N/A |
| 2009                    |  | N/A  | N/A | N/A | N/A |     |
| Grammar and Punctuation | Average score for the school in 2009   |      | N/A | N/A | N/A | N/A |
|                         | Average score for Australia in 2009  |      | N/A | N/A | N/A | N/A |
|                         | For the school the percentage of students at or above the national minimum standard. | 2008 | N/A | N/A | N/A | N/A |
|                         |  | 2009 | N/A | N/A | N/A | N/A |
|                         | For the school the percentage of students in the upper two bands                     | 2008 | N/A | N/A | N/A | N/A |
|                         |  | 2009 | N/A | N/A | N/A | N/A |
| Numeracy                | Average score for the school in 2009   |      | N/A | N/A | N/A | N/A |
|                         | Average score for Australia in 2009  |      | N/A | N/A | N/A | N/A |
|                         | For the school the percentage of students at or above the national minimum standard. | 2008 | N/A | N/A | N/A | N/A |
|                         |  | 2009 | N/A | N/A | N/A | N/A |
|                         | For the school the percentage of students in the upper two bands                     | 2008 | N/A | N/A | N/A | N/A |
|                         |  | 2009 | N/A | N/A | N/A | N/A |

## Performance of our students

### Attainment and Achievement – Year 12

|   |     |
|---|-----|
| Apparent retention rates Year 10 to Year 12.  |     |
| Year 12 student enrolment as a percentage of the Year 10 student cohort.  | N/A |
| Outcomes for our Year 12 cohort of 2010   |     |
| Number of students receiving a Senior Statement.  | N/A |
| Number of students awarded a Queensland Certificate Individual Achievement.   | N/A |
| Number of students receiving an Overall Position (OP).  | N/A |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.  | N/A |
| Number of students awarded one or more Vocational Educational Training qualifications.  | N/A |
| Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.   | N/A |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12.   | N/A |
| Number of students awarded an International Baccalaureate Diploma (IBD).  | N/A |
| Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.   | N/A |
| Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification. | N/A |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.   | N/A |

## Performance of our students

| Overall Position Bands (OP)                     |         |          |          |          |
|---|---------|----------|----------|----------|
| Number of students in each Band for OP 1 to 25. |         |          |          |          |
| OP 1-5  | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| N/A   | N/A     | N/A      | N/A      | N/A      |

| Vocational Educational Training qualification (VET)   |                |                          |
|---|----------------|--------------------------|
| Number of students awarded certificates under the Australian Qualification Framework (AQF). |                |                          |
| Certificate I   | Certificate II | Certificate III or above |
| N/A   | N/A            | N/A                      |

Milpera exited a total of 300 to mainstream secondary schools and other destinations in 2010 as shows in the table below.

## Performance of our students

|                       | Exited<br>by<br>27 Jan<br>2010 | Exited by<br>26 Feb<br>2010 | Exited by<br>1 Apr<br>2010 | Exited by<br>14 May<br>2010 | Exited by<br>25 June<br>2010 | Exited by<br>13 Aug<br>2010 | Exited by<br>17 Sept<br>2010 | Exited<br>by<br>5 Nov<br>2010 | Exited by<br>10 Dec<br>2010 | TOTAL<br>2010 |
|-----------------------|--------------------------------|-----------------------------|----------------------------|-----------------------------|------------------------------|-----------------------------|------------------------------|-------------------------------|-----------------------------|---------------|
| Coorparoo             |                                | 2                           | 6                          |                             | 1                            | 8                           | 3                            | 1                             | 3                           | 24            |
| Indooroopilly         |                                | 4                           | 8                          |                             | 15                           | 5                           | 7                            | 3                             | 9                           | 51            |
| Kedron                |                                | 2                           | 3                          |                             | 4                            | 2                           | 7                            | 1                             | 2                           | 21            |
| Macgregor             |                                | 2                           | 3                          |                             | 2                            | 6                           | 5                            | 3                             | 6                           | 27            |
| Sunnybank             |                                |                             | 3                          |                             | 6                            | 1                           | 5                            | 2                             | 10                          | 27            |
| Woodridge             |                                | 1                           |                            |                             | 2                            |                             |                              |                               |                             | 3             |
| Yeronga               |                                | 3                           | 8                          |                             | 9                            | 6                           | 14                           | 2                             | 16                          | 58            |
| Primary<br>Schools    |                                |                             | 1                          |                             | 1                            |                             |                              |                               | 1                           | 3             |
| Special<br>School     | 1                              |                             |                            |                             |                              |                             |                              |                               |                             | 1             |
| State High<br>Schools |                                |                             |                            |                             |                              |                             | 1                            |                               | 2                           | 3             |
| Catholic<br>Schools   | 2                              |                             |                            |                             |                              |                             | 1                            |                               |                             | 3             |
| Islamic<br>School     | 18                             |                             |                            |                             | 1                            | 1                           |                              |                               |                             | 20            |
| Private<br>School     |                                |                             |                            |                             |                              |                             |                              | 1                             | 2                           | 3             |
| TAFE                  | 1                              |                             | 3                          |                             |                              | 1                           | 1                            |                               | 8                           | 14            |
| Work                  | 1                              |                             |                            |                             |                              |                             |                              |                               |                             | 1             |

## Performance of our students

|              |           |           |           |           |           |           |           |           |           |            |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Overseas     | 2         |           |           | 1         | 1         |           | 3         |           | 1         | 8          |
| Interstate   | 3         |           | 2         | 9         | 3         | 1         | 6         | 2         | 2         | 28         |
| Other        | 4         |           |           | 1         |           |           |           |           |           | 5          |
| <b>TOTAL</b> | <b>32</b> | <b>14</b> | <b>37</b> | <b>11</b> | <b>45</b> | <b>31</b> | <b>53</b> | <b>15</b> | <b>62</b> | <b>300</b> |

### Value Added

| Name of Program                    | Target Group   | Brief Description of Program  |
|------------------------------------|--|---|
| Milpera Foundation Program         | African and Karen students with multiple and intersecting factors of disadvantage    | Preparation for learning in a school setting. This includes, pre-literacy, pre numeracy, socialisation and some P-3 essential learnings adapted for secondary aged students   |
| School / Community Liaison Teacher | All students and families  | School, family, community and agency liaison focussing on settlement and educational issues.  |
| Art Enrichment Classes             | Beginners classes with high level of students of refugee background                  | Specialist teacher providing a range of experiences with media for students who have missed out on childhood and education  |
| Support a Reader                   | Secondary Post-beginner students   | One to one, 15 minutes of daily reading support for 5 to 10 weeks.  |
| Classroom Reading Groups           | Students with gaps in education  | Classroom teachers supervise and manage 3 volunteers who work with small groups to model, support and respond to reading in small groups  |
| Help Our Writing (HOW)             | Students with significant difficulties in developing a written literacy.             | Structured, genre based one to one tutorial support to assist students to develop skills and confidence to approach and accomplish writing tasks. The program involves four half hours per student per week for 10 to 20 weeks. |
| Bilingual Support Program          | Sudanese, Congolese, Burundi, Karen, Chinese, Vietnamese, Afghan, and Iraqi students | Assist school with cultural information, behaviour management, interpreting, parent community contact and classroom support.  |

## Performance of our students

|  |               |   |  |
|--|---------------|---|--|
| Home of Expressive Arts and Learning (HEAL) Program      | Music Therapy | African, Karen and Middle Eastern refugees experiencing severe grief and loss and severe post traumatic stress manifested in behavioural disorders. | Qualified Music Therapists for 3 days per week, work with individuals, small groups or whole class to express feelings, to heal in safety and to build resilience through a medium students love.          |
|  | Art Therapy   |   | Qualified Art Therapists for 4 days per week, work with individuals and small groups to express feelings, to heal in safety and to build resilience through a visual medium.                               |
| School Based Youth Nurse ( <i>half time</i> )            |               | New arrival refugee students  | Preventative health and referral services. Liaison with QIRCH clinic and Mental health service providers   |
| Building Resilience in Transcultural Australians (BRITA) |               | African and Karen students  | Adaptation of Transcultural Mental Health BRITA program to meet needs of new arrival African refugee students  |
| ETRF Bilingual Community Worker                          |               | African senior schooling students at risk   | Provides community liaison with students and carers about ETRF initiatives.  |
| Milpera / UQ OT Partnership                              |               | Students mostly refugee background needing to develop strategies and skills for school participation  | Qualified OT provides clinical supervision to 4 fourth year students one day/week as they observe and support students with occupational barriers to school learning                                       |
| Chaplain   |               | All students  | Buddhist Nun with a background in social work and experience in settlement services supports development of harmony and interfaith understanding as well as managing stress through relaxation techniques. |
| Milpera Choir<br>UQ Music Dept.                          |               | All Students<br>Usually 2 classes x 3 terms   | Specialist teacher works with students to develop voice and choir, drawing on students' prior experiences of song.   |
| Milpera CARE Program                                     |               | All students  | English and bilingual learning about topics that are essential for successful settlement and acculturation.  |
| Milpera Swimming Program for Muslim Girls                |               | Muslim refugee girls  | Development of water safety and basic swimming skills for Muslim girls   |



## Performance of our students

|  |                                     |   |
|--|-------------------------------------|---|
| Volunteer Program  | All students                        | Volunteers assist with classroom support, one on one and small group work, HOW, SAR, reading groups, supplementary maths, excursions, computer support and serving breakfast  |
| Biennial Aboriginal and Torres St Islander Art Show and Cultural Festival  |                                     | A Reconciliation initiative that brings Indigenous people into the school, celebrates their art and culture, and helps to build links between them in contact with Australia's newest arrivals.   |
| Ed-Queensland Environmental Education Centres<br>Pullenvale EEC<br>Brisbane Urban EEC<br>Numinbah EEC<br>Stanley River EEC             | All students                        | We continue regular outdoor education camps for students at <b>Numinbah EEC</b> . <b>Pullenvale EEC</b> provides day environmental experiences in Karawatha forest, and also incorporates small groups of students into its Artist in Residence programs. An ongoing collaborative project with <b>Stanley River EEC</b> uses classroom and outdoor work such as canoeing and waterway studies in the local area and upper reaches of the Brisbane River to develop English and literacy development as well as concepts in SOSE and Science. |
| Other School Partnerships<br>Lourdes Hill<br>Gregory Terrace<br>Graceville SS<br>Redbank Plains SHS<br>St Aidan's<br>Brigidine College | All Milpera students refugee focus. | Purpose varies:<br>Workshops<br>Immersion Programs<br>Refugee Stories<br>Community service<br>English Communication / SOSE / RE   |
| Queensland Rail's Positive Partnerships Program  | All students                        | Involve students in taking pride in their environment through their art work decorating Chelmer Station.  |

## Performance of our students

|  |                          |  |
|--|--------------------------|--|
| Addressing Issues of Schooling & Conflict in Today's Society | All New Arrival students | Study conducted by UQ & GU. Students give their views, thoughts and concerns around issues of conflict at school and in the community. |
| Fitness First Adopt-A-School Program                         | All students             | Introducing and exposing students to different ways to exercise and lead a healthy life.   |

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following **'Find a school'** text box.

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

## Performance of our students

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results. Achievement – Closing the Gap

N/A

The following sections refer only to schools with Senior Secondary students. Please delete if not applicable.

### Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.

N/A

Outcomes for our Year 12 cohort of 2010

|   |     |
|---|-----|
| Number of students receiving a Senior Statement.  | N/A |
| Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).   | N/A |
| Number of students receiving an Overall Position (OP).  | N/A |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).  | N/A |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications.  | N/A |
| Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.   | N/A |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.   | N/A |
| Number of students awarded an International Baccalaureate Diploma (IBD).  | N/A |
| Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.   | N/A |
| Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification. | N/A |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.   | N/A |

## Performance of our students

| Overall Position Bands (OP)                     |         |          |          |          |
|---|---------|----------|----------|----------|
| Number of students in each Band for OP 1 to 25. |         |          |          |          |
| OP 1-5  | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| N/A   | N/A     | N/A      | N/A      | N/A      |

| Vocational Educational Training qualification (VET)   |                |                          |
|---|----------------|--------------------------|
| Number of students awarded certificates under the Australian Qualification Framework (AQF).   |                |                          |
| Certificate I   | Certificate II | Certificate III or above |
| N/A   | N/A            | N/A                      |
| Please write a brief description just of the types of Certificate 1 courses your students undertook. Leave this blank if there were no Certificate 1 students in your school. |                |                          |

| Post-school destination information   |
|---|
| At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, <i>Next Step – Student Destination Report</i> for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September. |
| Early leavers information   |
| N/A   |