

Queensland State School Reporting – 2011

Milpera State High School (2024)



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Principal's foreword

Introduction

Outline the scope of what is contained in the report

This report describes how, during 2011, Milpera provided quality English language education and settlement support programs to 420 newly arrived young people from immigrant and refugee backgrounds. These students came from over 30 different countries speaking 46 different languages. We managed the transition of 259 students into 7 secondary schools with ESL programs, 13% into TAFE ESL programs and 4% into primary and private schools.

This occurred with no loss of teaching/learning time despite the fact that Milpera was the worst inundated and the worst damaged state school in Queensland during the January 2011 Flood.

A fully operational school was developed on the Yeronga TAFE campus as of Day One 2011 and the whole school relocated to a rebuilt and a refurbished Milpera on 31st May 2011 again with no loss of teaching and learning time. The cost was over 4 million.

The school community felt very supported by EQ at every level including Central Office, Facilities, QBuild Flood Disaster Management and Regional Office with very high levels of personal and professional support from our ARD and RD.

Despite the aftermath of the Flood and the losses of teaching materials, archival materials and every essential item for managing learning and teaching, this report will still document how all students improved in all four macro skills of English and how our multifaceted interagency model of service delivery enhanced individual needs, value added and enabled all students to reach their full potential.

Student Support Services e.g. Help our Writing, HEAL our on site mental health program delivered by art and music therapists, Camps and Excursions as well as special celebration days were all maintained on both campuses.

The Flood brought us a lot of community support at local, state, national and international levels and the disaster became opportunity for new growth, new experiences and new partnerships e.g. the gift of a film director from the Australian Film, Television and Radio school. This enabled the students to make a documentary about The Flood. Donations ranged from \$11.00 to over \$120.000 and added up to more than \$200.000 which included the cost of a new school bus.

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School progress towards its goals in 2011

In 2011 the school further refined its adoption of and adaptation to One School in both Student Reporting and the Timetable applications.

13% of students exited into TAFE contexts an increase of 8% from the previous year and accurately reflecting the increase of Unaccompanied Humanitarian Minors in the 2011 cohort. 75% of all students exited to 7 state high schools.

Successful transitions to upper Primary classes also occurred.

The rebuilt post flood environment and the good will and support across state and federal departments enhanced the school's ICT infrastructure considerably and gave great impetus to teachers to rebuild their teaching and learning resources digitally. Our focus on a multi modal platform for our work and the need to store and retrieve our resources digitally has become a prioritised aspect of our PD and our practice.

In 2011 we promoted and worked on an assessment culture using a team approach supported by PD and increased capacity of staff to build a more expert team.

We also expanded the notion of "well being" and the important role it plays in making students available for learning through our HEAL program. The 2011 HEAL report is on our website. We also rebuilt the flood damaged HEAL Memorial Garden with donations received for this purpose.

The well being needs of staff were also supported through the double relocation with excellent support from our ARD and colleagues in Special Education.

The school was "smoked" early in June in a very memorable and moving ceremony initiated by Aunty Peggy Tidyman and carried out by Uncle Wayne, a Logan Elder.

We also partnered Benarrawa for the biennial Indigenous and Torres Strait Islander Art Show and Cultural Festival held this year at St Aidan's. We invited Aboriginal Story Tellers as part of our Book Week celebrations and as part of our NAIDOC activity.

In 2011 we began our first Newsletters, one "Milpera News" per term, also available on our website.

Future outlook

Milpera's priorities for 2012 are to:

Improve bilingual communication with parents and carers

Maintain a range of partnerships with the many agencies which support wellbeing and settlement in the school

Maximise student voice in the school

Align and document the ways in which the Milpera curriculum retains its integrity as a bridge to mainstream curriculum

Explicitly focus on the teaching of reading

Focus on Numeracy

Build capacity in TESOL methodology

Embed ICTs in the Curriculum and to enhance teachers' capacity

Differentiate teaching based on evidence

Build capacity of staff to understand pre-migration experiences of the changing student cohort

Implement Developing Performance Framework

Maximise potential of all support services



Performance of our students

School Profile

Coeducational or single sex: **Coeducational**
 Year levels offered: **Year 8 - Year 12**
 Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
204	81	123	27%

Movement of Students through Milpera per week – 2011

	Week Ended	Enrolled	Re-enrolled	Exiting	Students at Milpera
	22-Jan-10				151
Week 1	28-Jan-11	7	1	5	154
Week 2	4-Feb-11	13		1	166
Week 3	11-Feb-11	0			166
Week 4	18-Feb-11	9		4	171
Week 5	25-Feb-11	3		4	170
Week 6	4-Mar-11	5		1	174
Week 7	11-Mar-11	3			177
Week 8	18-Mar-11	6			183
Week 9	25-Mar-11	6		1	188
Week 10	1-Apr-11	3		25	191
Week 11	8-Apr-11	6			172
Week 12	15-Apr-11	0		2	170
Total		61	1	43	
TERM 1 BREAK					
Week 1	29-Apr-11	5			175
Week 2	6-May-11	10		4	181
Week 3	13-May-11	11			192
Week 4	20-May-11	3		1	194
Week 5	27-May-11	5		2	197
Week 6	3-Jun-11	5		1	201
Week 7	10-Jun-11	1		1	201

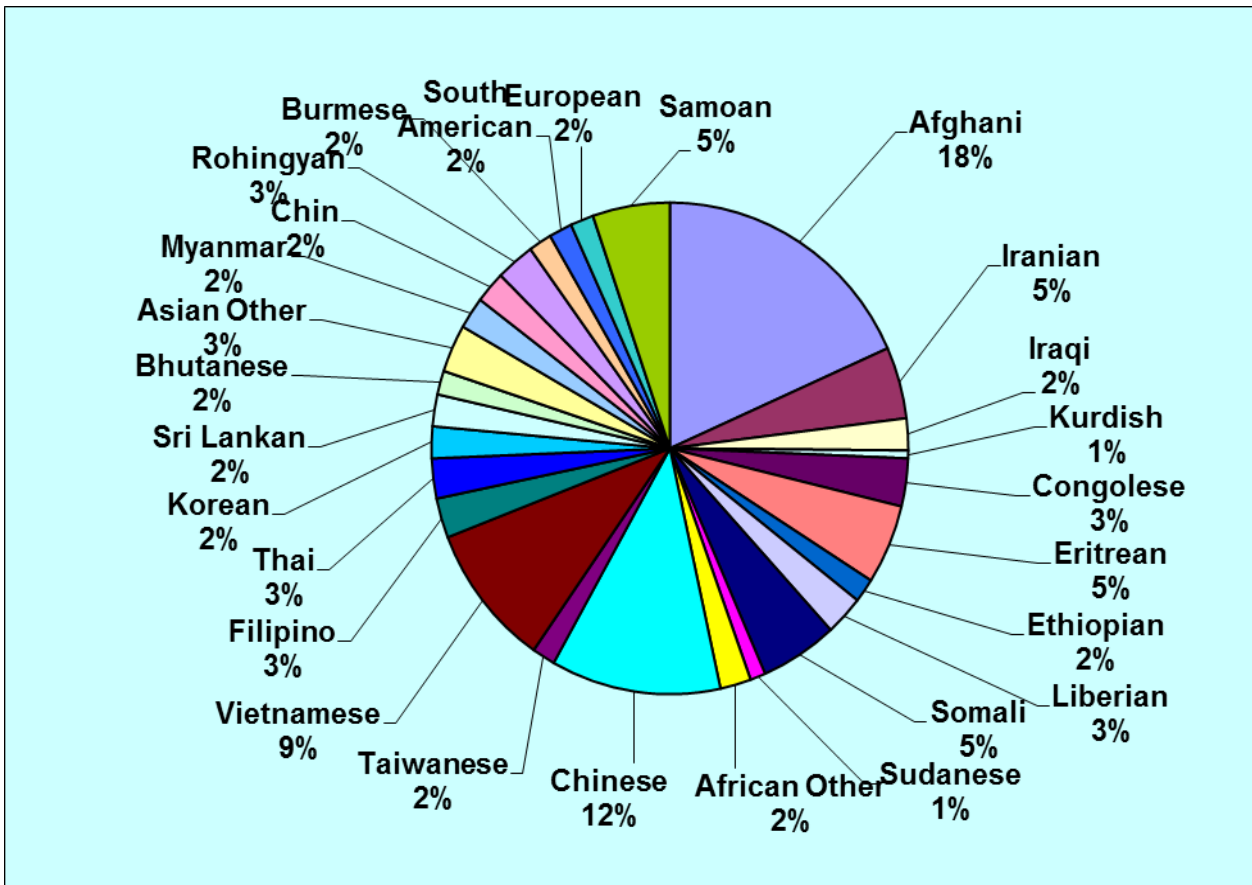
Performance of our students

Week 8	17-Jun-11	6			207
Week 9	24-Jun-11	3		48	210
Total		49	0	57	
TERM 2 BREAK					
Week 1	15-Jul-11	12		2	172
Week 2	22-Jul-11	7			179
Week 3	29-Jul-11	12		1	190
Week 4	5-Aug-11	14			204
Week 5	12-Aug-11	8			212
Week 6	19-Aug-11	5		2	215
Week 7	26-Aug-11	9			224
Week 8	2-Sep-11	13		1	236
Week 9	9-Sep-11	11			247
Week 10	16-Sep-11	2		34	249
Total		93	0	40	
TERM 3 BREAK					
Week 1	7-Oct-11	10			225
Week 2	14-Oct-11	18		1	242
Week 3	21-Oct-11	8		1	249
Week 4	28-Oct-11	4		22	253
Week 5	4-Nov-11	9			240
Week 6	11-Nov-11	4	1		245
Week 7	18-Nov-11	2		1	246
Week 8	25-Nov-11	7			253
Week 9	2-Dec-11	4			257
Week 10	9-Dec-11	0		94	257
Total		66	1	119	
Total		269	2	259	

Performance of our students

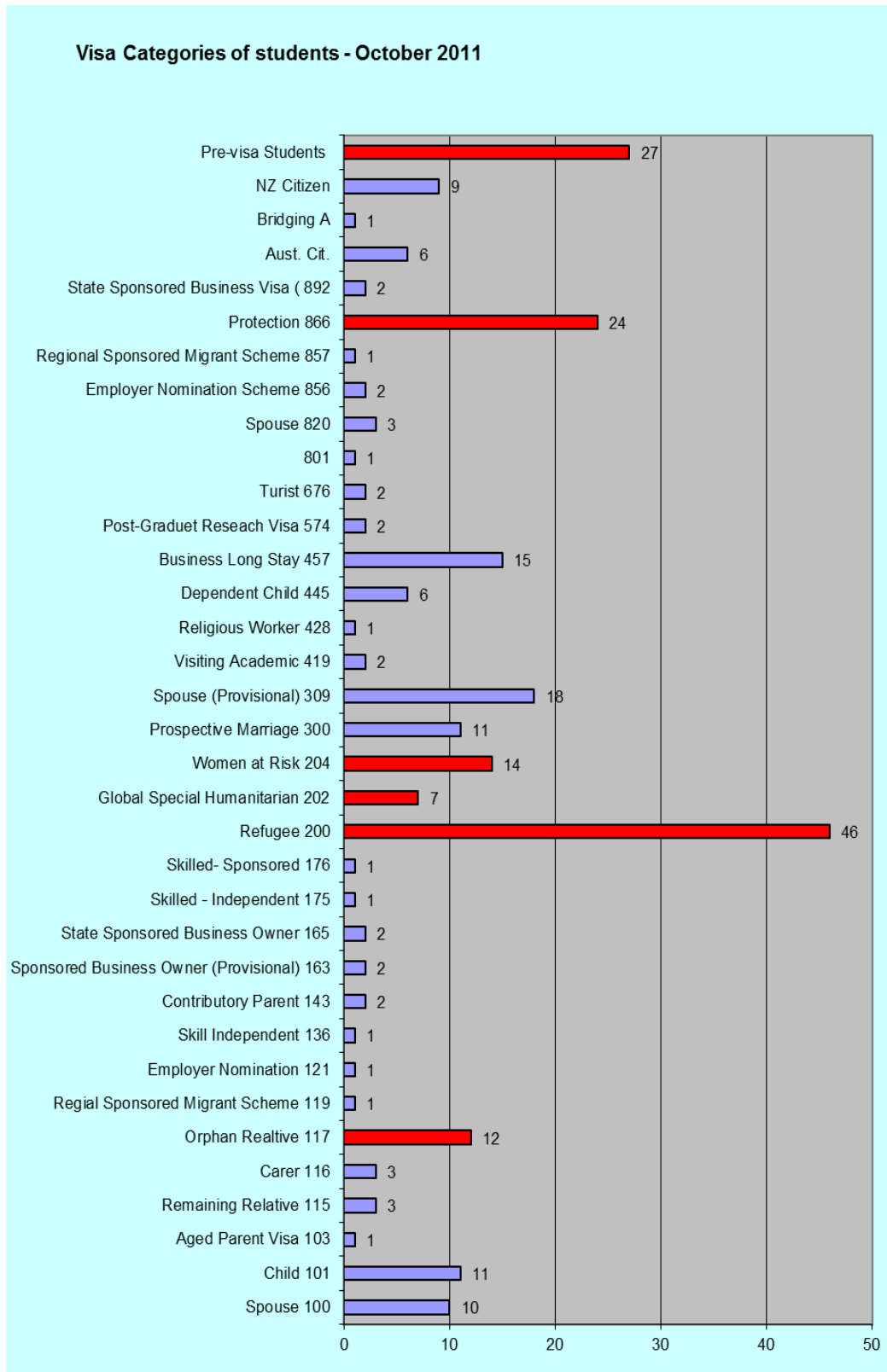
Characteristics of the student body:

The following chart shows the Cultural Identity of Milpera students as at November 2011.



Performance of our students

Milpera students have arrived in Australia with the following Visa sub-classes.



Performance of our students

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
All Classes	Class sizes vary between 15 to 20 students

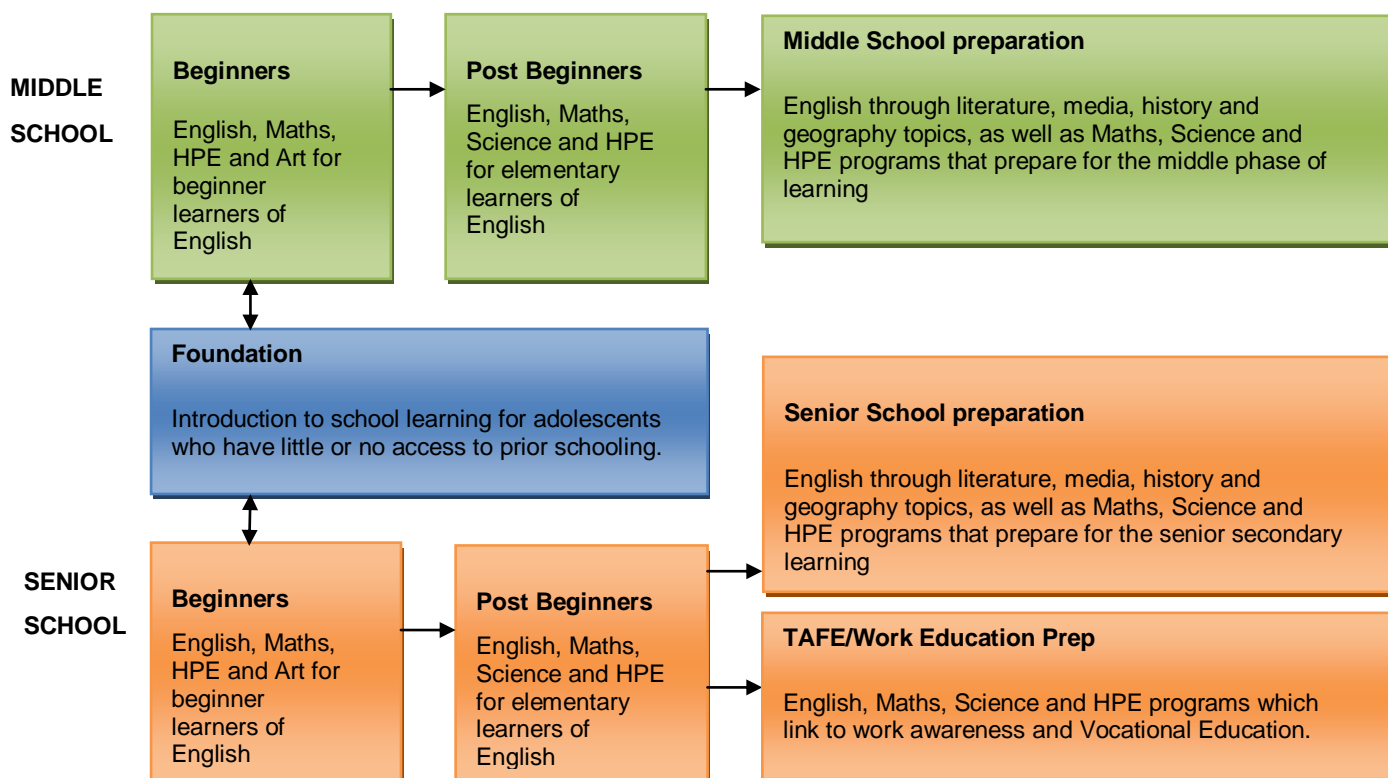
School Disciplinary Absences

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

Curriculum offerings

Our distinctive curriculum offerings

At enrolment, English language proficiency of students is tested and they are placed in a class appropriate to their level. Students spend between 3 to 18 months at Milpera participating in the following programs, depending on their prior English language and education experience in home country or country of asylum.



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. Also in 2011 newly enrolled students had to change campuses and change transport due to the relocations post flood.

A wide range of activities were embedded into the curriculum in order to provide meaningful contexts for learning and settlement. In 2011 these activities included participation in

- Regular excursions to provide settlement and/or acculturation experiences. Which also provide shared context for English language and literacy development. Excursions included places such as EKKA, GOMA and Queensland Art Gallery, Queensland Museum, State Library of Queensland, QPAC, Ipswich Art Gallery, Queens Park, Mount Coot-tha, City Cat, as well as regular use of Pullenvale and Brisbane Urban Education Environmental Centres, some parks and wetlands were also flood affected and not available in 2011.
- Two or three day outdoor or environmental education camps to Stanley River EEC and Numinbah EEC as well as camps organised by Edmund Rice Foundation,
- Queensland Rail Safety Education on a decommissioned train at Roma Street Station every term for new students
- Swimming and Gym programs in HPE
- Futures Day and related curriculum work, focussing on future work pathways as part of school's career education program.
- Industry Tours for Senior School classes.
- Exit assemblies are held every term to congratulate graduating students as well as to showcase student work in class programs and in Music therapy. Special Days of reflection such as International Women's Day, Boys to Men Day, Harmony Day, ANZAC Day etc which promote school community values and celebrate diversity were maintained on both campuses in 2011.
- Service Learning relationships with Redbank Plains SHS, Gregory Terrace, Graceville State School, St Aidan's and Brigidine College were maintained and mutually beneficial.
- In the 2011 post flood environment there were many more opportunities for our students to meet with and benefit from the generosity of young people from 11 private schools including 2 from overseas and 3 state schools.

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 for learning and for communicating. 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.

Students are given opportunities 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,
- Manipulate supporting graphics for a range of purposes using different ICT communication media including animation.
- Learn from electronic resources in ways that are effective, motivating and better linked to the real world and the experience of young people.

Before the flood most classrooms had Interactive Whiteboards which enabled teachers to maximise use of electronic resources to engage students in learning about the world and about how English works. All were destroyed but have been re-installed.

Performance of our students

Access to ICT resources was barely adequate at the Yeronga campus but a full and better service became available on our return to Milpera.

Social climate

The whole school culture is one of building trust, creating a safe place and nurturing young people in an environment in which they can connect and build relationships with significant others.

1. Behavioural expectations are explained to students with interpreters on enrolment, are communicated with illustrated information sheets in the school diary, and are explicitly taught by teachers in English and Pastoral Care lessons.
2. Staff at Milpera model pedagogies that contribute positively to students managing their own behaviour. Teachers teach about, and provide the opportunities for development of student-student and student-adult relationships based on respect.
3. Bilingual teacher aides provide student settlement and learning, especially to
 - communicate appropriate behaviour;
 - defuse misunderstandings and tensions in classroom and playground relationships;
 - support students who often misbehave because they have not yet developed knowledge and skills and needed for working independently.
4. Staff use on site and telephone interpreters to ensure effective communication is established with families and students
 - to understand students,
 - to explain expectations on enrolment,
 - at times of misunderstanding and conflict
 - for reporting to parents.
5. Harmony, Equity and Anti-racism (HEAR) Committee, consisting of Principal, Deputy Principal, HODs, teachers, teacher aides and admin staff, meet weekly to:
 - develop responses to incidents of racism, bullying, harassment and neglect
 - develop practices that enable students to understand, name and redress behaviours that are unacceptable
6. Home school liaison teacher facilitates a shared understanding of new and acceptable social /cultural norms of behaviour between the school and our families.
7. The school Chaplain assist students through 'How to meditate' and relaxation classes as well as providing for support understanding about different faiths and celebration of holy days of the faiths represented in the school community.
8. Volunteers provide support in the classroom and in special programs, especially for those students who have difficulty working independently.
9. Collaborative programs and camps with organisations such as EQ Environmental Education Centres, Queensland Rail, Queensland Police Service, Multicultural Development Association, QPASTT, Refugee and Immigrant Legal Service (RAILS) provide opportunities for development of self esteem and awareness of society norms in a range of contexts.
10. The Pastoral Care program provides English and bilingual learning about topics that are essential for successful settlement and acculturation.
11. Regular peacemaker and leadership awards:
 - reward outstanding students who contribute to their class and the whole school community
 - keep visible to students the criteria for valued behaviour in the school community

Performance of our students

12. HEAL (Home of Expressive Arts and Learning) provides Art and Music therapy to students identified by teachers and other staff as needing time in therapy to assist settlement and wellbeing and to make students available for learning. 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. 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. The 2011 HEAL Report is available on the school website.

13. List of programs that add value:

Name of Program		Target Group	Brief Description of Program
Milpera Foundation Program		Refugee background students with multiple and intersecting factors of disadvantage and special learning needs.	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.
Home 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 prior education.
Support a Reader (SAR)		Junior & Senior Secondary Post-beginner students	One to one, 15 minutes of daily reading support for 5 to 10 weeks. Experienced disruption in 2011 due to the relocation site.
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. Focus on students with refugee background.	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. Experienced disruption in 2011 due to the relocation site.
Bilingual Support Program		South Sudanese, Chinese, Vietnamese, Hazaragi, Dari, Farsi, Swahili and Arabic speaking students.	Assist school with cultural information, behaviour management, interpreting, parent community contact and classroom support.
Home of Expressive Arts and Learning (HEAL) Program	Music Therapy	All refugee background students experiencing grief and loss and trauma.	One qualified Music Therapist for 3 days per week, works with individuals, small groups and whole class to allow expression of feelings, healing in safety and the building of resilience through music therapy.
	Art Therapy		Two qualified Art Therapists over 4 days per week, working with individuals and small groups to allow expression of feelings, healing in safety and the building of resilience through creative arts methods. HEAL also refers to outside agencies.

Performance of our students

School Based Youth Nurse (half time)	Focus on all students	Preventative health and referral services. Liaison with Refugee clinic and Mental health service providers
Building Resilience in Transcultural Australians (BRITA) Tree of Life	Refugee students. “ “	Adaptation of Transcultural Mental Health BRITA program to meet needs of new arrival African refugee students. Combination of art and music therapies in a narrative for healing.
Cultural Liaison Teacher	Mostly African senior schooling students at risk	Provides community liaison with students and carers about Senior Students' pathways & TAFE disrupted in 2011 due to health issues of worker.
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 classes sponsored by St Aidan's & private benefactor.	Usually 2 classes x 3 terms but very reduced in 2011.	Specialist teacher works with students to develop voice and choir, drawing on students' prior experiences of song. No classes in Term 1 due to relocation.
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 and classes.	Muslim refugee girls. Selected classes.	Development of water safety and basic swimming skills for Muslim girls. Better access in 2011 due to proximity of Yeronga Pool but disruption to gender specific classes.
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 Slight reduction in service in Term 1. Fully resumed by Term 2.
Biennial Aboriginal and Torres Strait Islander Art Show and Cultural Festival	2011	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. Held in 2011 at St Aidan's due to our post flood situation.
Ed-Queensland Environmental Education Centres Pullenvale EEC Brisbane Urban EEC	All students	We continue regular outdoor education camps for students at Numinbah EEC . Pullenvale EEC 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 Stanley River EEC uses classroom and outdoor

Performance of our students

Numinbah EEC Stanley River EEC		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.
Edmund Rice Camps	2-3 male refugee background highly "at risk" students	One per term founded by Edmund Rice organisation.
Other School Partnerships Gregory Terrace Redbank Plains SHS St Aidan's Brigidine College Nudgee Senior OLR Primary, Kenmore	All Milpera students - refugee focus. - Additional services due to floods. - Resumed by Term 3.	Purpose varies: Workshops Immersion Programs Refugee Stories Community service 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
Fitness First Adopt-A-School Program	All students	Introducing and exposing students to different ways to exercise and lead a healthy life.
Australian Film, Television & Radio School.	One exiting Senior Schooling class.	Use of film director to show our students how to film. Very positive learning outcomes especially in use of ICT. Film to be linked to our website.
Milpera as producers of a film "Room 15".	For Room 15 students - Older - Work oriented - Mostly UHM's, male - Refugee background	Successful outcomes in learning about domains and skills of work places through industry visits. Some Work Experience led to P/T work and 1 apprenticeship. Film to be linked to our website.

Performance of our students

Parent, student and teacher satisfaction with the school

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	94%
Percentage of students satisfied that they are getting a good education at school	79%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	64%
Percentage of staff members satisfied with morale in the school	89%

Involving parents in their child's education

Parents, carers and guardians 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 and families by making as few demands on them as possible in their first six months of arrival in a new country and a new culture.

The complexity of the service providers giving "care" to our families is escalating according to the diversity of the visas and the very specific requirements and allocation of settlement services for each.

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.

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.

Print communication

A newsletter once per term.

Letters and permission slips on a regular basis or as needed.

Since written English presents many barriers, oral communication is used very frequently between school and home using TIS, bilingual workers and support service providers and workers.

Preparation for Transition to Mainstream High Schools

Each term a Parent Information Session is held 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.

Transition processes.

Performance of our students

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.

In Semester 2 2011 MDA provided a worker to pilot a Transition network between Milpera and Yeronga SHS and between Milpera and Kedron SHS thus building capacity in both receiving schools to offer peer support to the newly enrolling Milpera students. The pilot has been successful and will be sustained.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Footprint (as based on water, electricity and other usage rates provided in the table below)

Due to the total inundation by the 2011 flood, all solar panels and other measures to reduce the footprint in 2010 were rendered useless and have had to be restored in 2012.

In addition the post flood rebuilding included significant upgrades to communication and cabling for technology which in real terms will increase our footprint but will afford us a better and more efficient infrastructure for ICT in particular.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	52,562	1,415
2010	75,100	1,150
% change 10 - 11	-30	23% due to water leak

Performance of our students

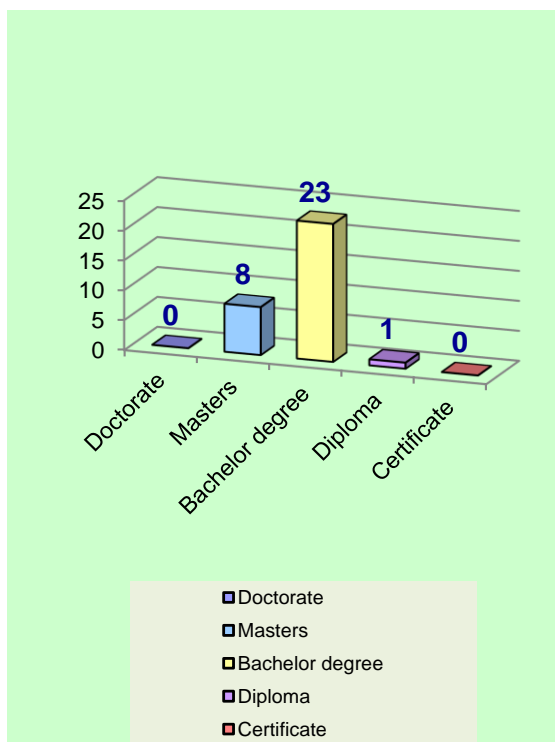
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2011 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	32	24	<5
Full-time equivalents	25	16	<5

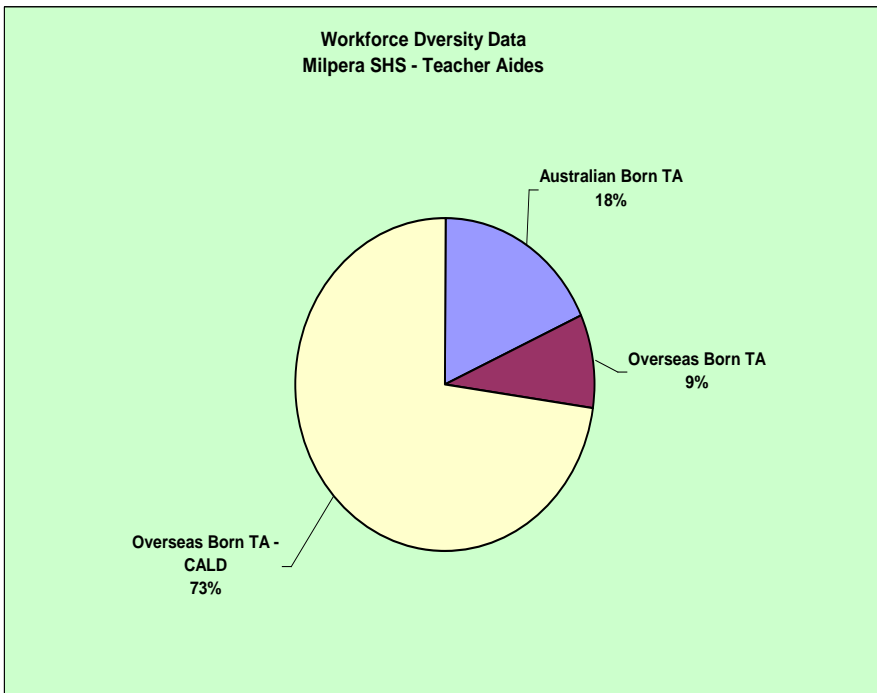
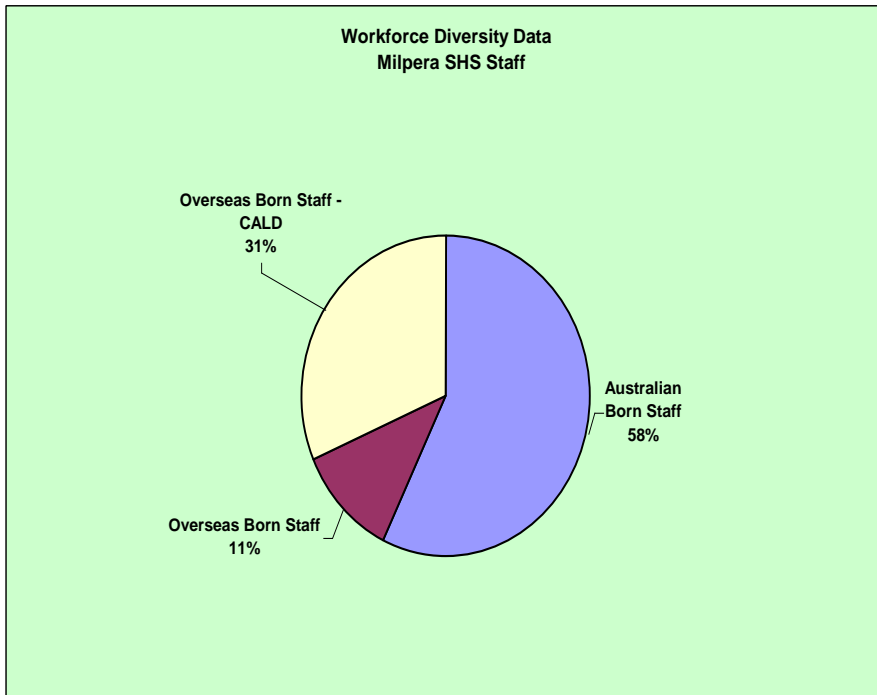
Schools will report on the qualifications of classroom teachers and school leaders employed at the school, based on those staff employed at the end of Term 4 each year. Qualifications should be reported at the highest level of attainment. The table and chart below could be used to describe the distribution of qualifications.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Bachelor degree	23
Diploma	1
Certificate	0



Additional reporting (e.g. names and qualifications of individual teachers or staff) is at the school's discretion.

In this unique school. It is important in terms of workforce diversity to acknowledge the diversity in teaching staff, non teaching staff and the 115 volunteers per week.



Performance of our students

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$9,254. The major professional development initiatives are as follows:

Membership of Western Learning Network and different workshops organised through the Western Learning Network in 2011, e.g. ICT courses and First Aid Course and Curriculum development.

QSA Conference, PD for ESL Secondary teachers at Indooroopilly SHS.

Development of Curriculum materials lost in flood.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* 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

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%.

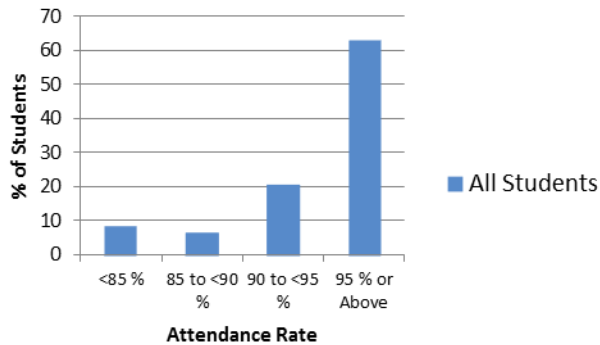
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate 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
							96%	93%	95%	94%	94%

Student Attendance Distribution

The proportions of students by attendance range.



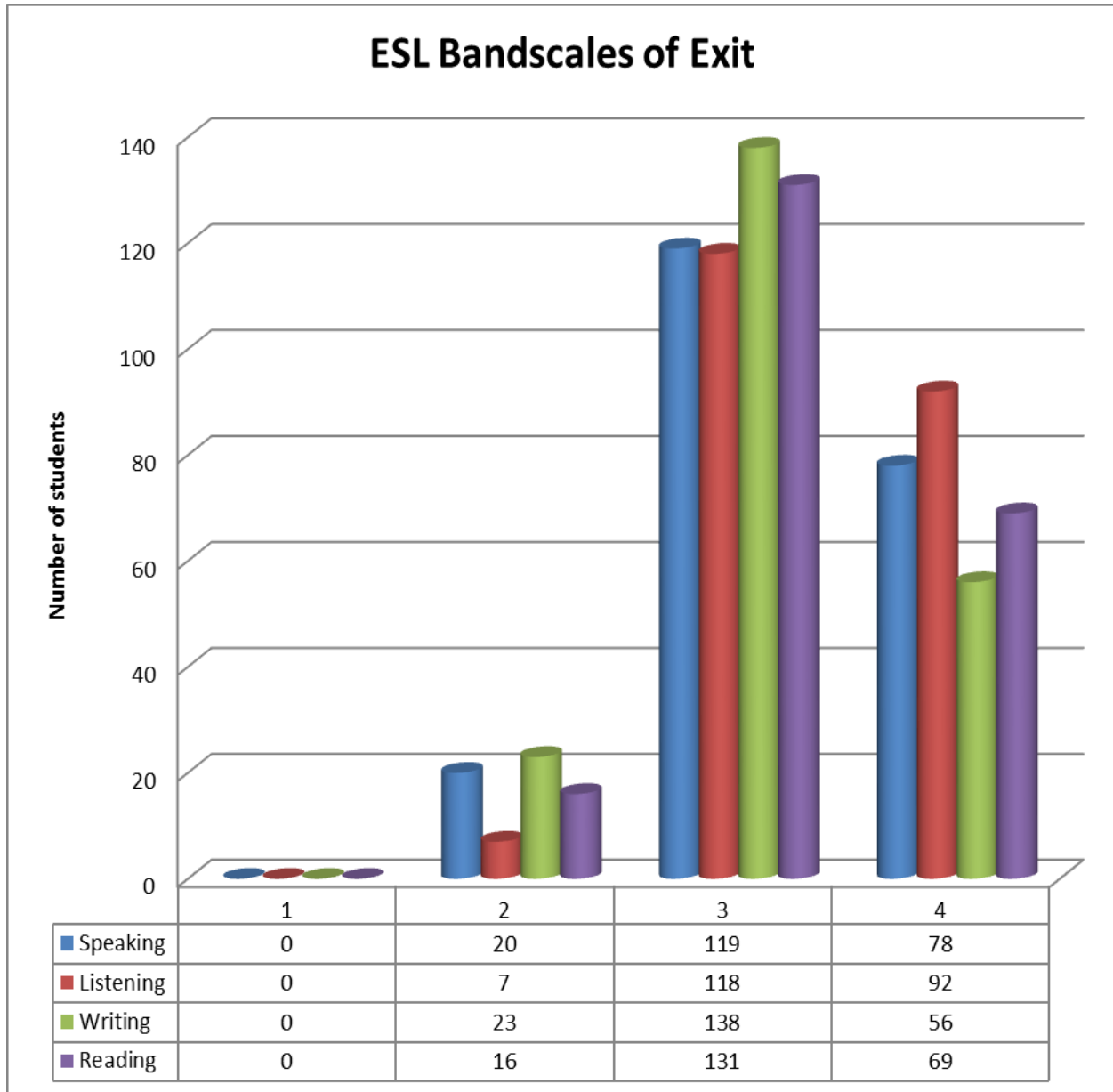
Description of how non-attendance is managed by the school

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 outline processes for managing and recording student attendance and absenteeism.

Roll books are marked twice per day. Unexplained absences are followed up by a phone call to a parent/caregiver on the same day. If absences persist, the Home Liaison Teacher follows up by meeting with parents and supporting the family to ensure the student attends regularly.

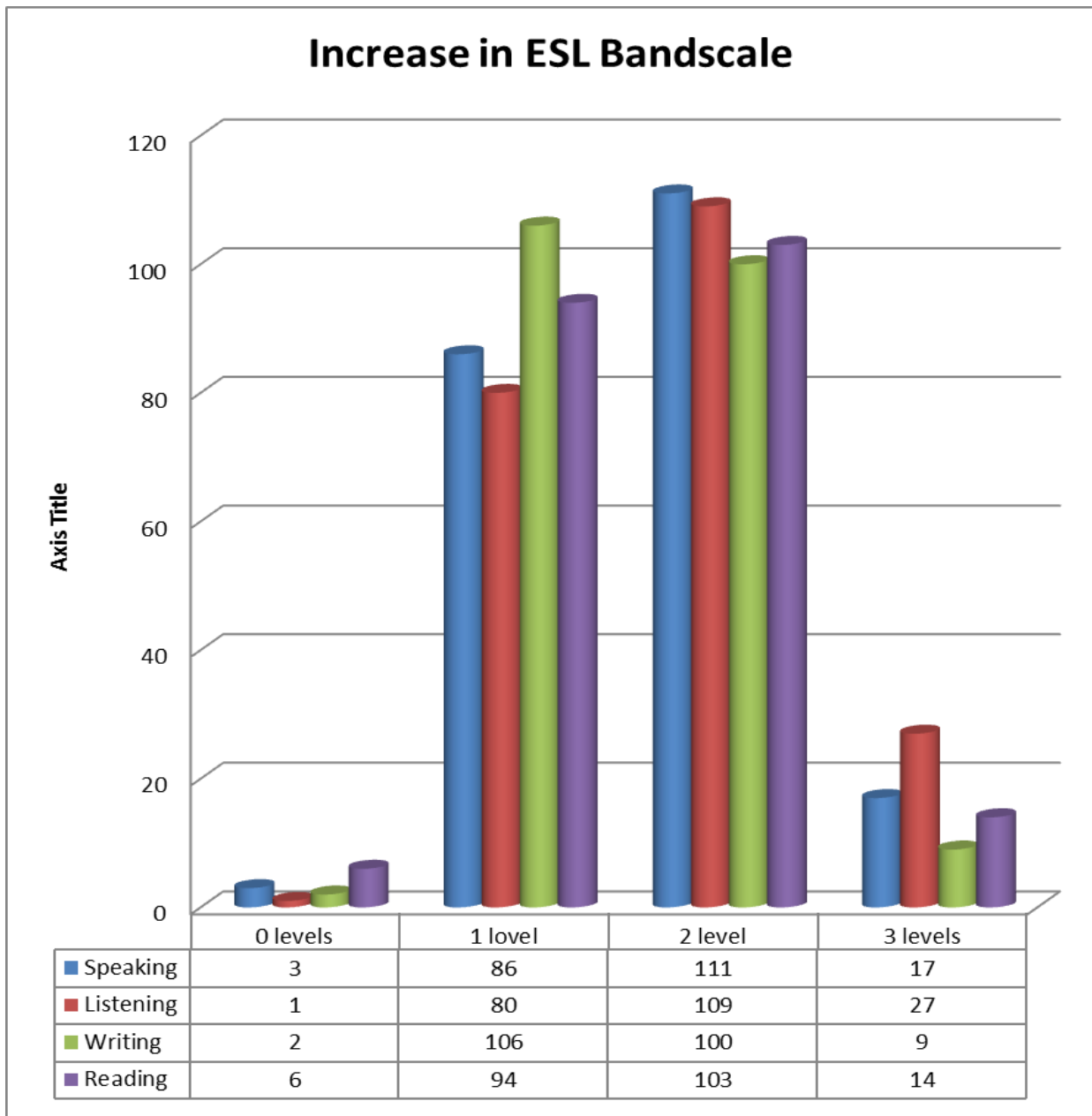
English as a Second Language (ESL) Bandscale Data for 2011

Number of Students exiting Milpera on given ESL bandscales



Performance of our students

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



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

Milpera students in their first year of learning English as an Additional Language are exempt from NAPLAN tests, and so results for reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 will not be available via the My School website at <http://www.myschool.edu.au/>.

Achievement – Closing the Gap

While many Milpera students are Indigenous to other countries, there are no Australian Indigenous students at Milpera.

Post-school destination information

Students exit Milpera every term to continue their studies in mainstream educational settings. Destinations of Milpera students for 2011 is shown below.

EXITS FROM MILPERA - 2011

	Exited by 21 March 2011	Exited by 01 Apr 2011	Exited by 24 June 2011	Exited by 16 Sept 2011	Exited by 28 Oct 2011	Exited by 09 Dec 2011	TOTAL 2011
Coorparoo SHS		1			2	7	10
Indooroopilly		4	9	10	6	16	45
Kedron SHS	1		5	3	3	12	24
MacGregor SHS		2	4	5		8	19
Sunnybank SHS		4	7	3	6	7	27
Woodridge SHS				3		2	5
Yeronga SHS	1	10	14	9	1	15	50
Primary Schools	1					1	2
Other State High Schools	1			1		4	6
Catholic Schools	3	1		1			5
Private School	1		1			1	3
TAFE	1	1	11	2	2	15	32
Work				1			1
Overseas			2	1	1	1	5
Interstate	4	2	3	1	3	3	16
Other	3	2	1			3	9
TOTAL	16	27	57	40	24	95	259