

Milpera State High School (2024)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

This report demonstrates how Milpera has worked to maintain and develop its key directions which are:

- The provision of quality on-arrival settlement services using an interagency model of delivery.
- Aligning the Milpera curriculum with the Australian Curriculum while implementing the literacy, numeracy and inclusive education strategies underpinned by TESOL and ICT pedagogies to enable all our newly arrived students to acquire the English language they need for living and studying successfully in Australia.
- To further embed practices which promote wellbeing and resilience which are crucial for successful teaching and learning of our unique cohort of students.

School progress towards its goals in 2012

2012 Priorities

School Community and Partnerships	<ul style="list-style-type: none"> • Maintain productive partnerships with the many service providers involved in initial settlement as well as other schools and the broader community to better facilitate Milpera Student transition into mainstream education. • Maximise student voice in the school 	<p>Ongoing</p> <p>Implemented in 2012, through active student leader group</p>
School Curriculum	<ul style="list-style-type: none"> • Provide a targeted program for newly arrived EAL/D learners from immigrant and refugee backgrounds, focussed on preparing students for future learning about, in and through English in educational contexts. • Document ways in which Milpera's English, Maths and Science year level preparation aligns with the language and learning demands of Australian Curriculum. • Implement a whole school assessment plan which will focus on assessment for learning strategies and common assessment tasks. • Focus on the explicit teaching of reading for EAL/D learners across the curriculum • Provide wellbeing and settlement services which support students from traumatised refugee backgrounds to become available for learning. 	<p>Ongoing</p> <p>Partially implemented in 2012 and is expected to be completed in 2013.</p> <p>Partially implemented in 2012 and is expected to be completed in 2013.</p> <p>Ongoing</p> <p>Ongoing</p>

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Response to Learning Audit	<ul style="list-style-type: none"> • Develop expert teams through <ul style="list-style-type: none"> ◦ Peer mentoring and developing a system for the giving of feedback ◦ Implementation of Developing Performance framework • Develop and implement a professional learning Plan. 	Partially implemented in 2012 Implemented in 2012
Teaching Practice	<ul style="list-style-type: none"> • Build teacher capacity effectively monitor student learning and to plan learning in response to language and learning needs. • Build teacher capacity to assess and report on student learning • Build teacher capacity to embed ICTs in teaching and learning practices • Develop a school TESOL pedagogical framework 	Ongoing Ongoing Ongoing Partially implemented in 2012 and is expected to be completed in 2013.
Principal Leadership and school capability	<ul style="list-style-type: none"> • Implement Developing Performance Framework to assist all staff to develop plans for their capability development in line with school and personal priorities. • Timetable regular class room observations for Principal, DP and HODs. 	Implemented in 2012 Ongoing

Future outlook

Milpera State High School entered 2013 with its largest ever student population on a single campus. It also began the year with a new Principal following the retirement of foundation Principal Adele Rice after 28 years at the helm.

The two major foci of the 2013 school year are the finalisation of the school's Pedagogical Framework and the further development of the school's curriculum to reflect the content and themes of the Australian Curriculum. The Pedagogical Framework will be published at the beginning of Term Three while work units aligned to the Australian Curriculum have already been implemented and will be added to throughout the year.

Other developments in 2013 include:

- the publication of role statements for all leadership and welfare staff
- the introduction of a workplace reform to see the creation of a 0.9 FTE Maths/Science Head of Department shared between two teachers.
- the full integration of OneSchool into the school's Behaviour Management processes.
- the delivery and commissioning of a new demountable teaching block as part of the Flying Start Initiative, to include a room for Maths support teaching and a room with cooking and food preparation areas.
- the development of a school landscaping plan and commencement of the planting of International Gardens.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Milpera is an ungraded school which prepares students of appropriate age for Year 6 - Year 12 for mainstream learning in English.

Average student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	214	102	112	17%
2011	204	81	123	27%
2012	228	85	143	24%

Student counts are based on the Census (August) enrolment collection.

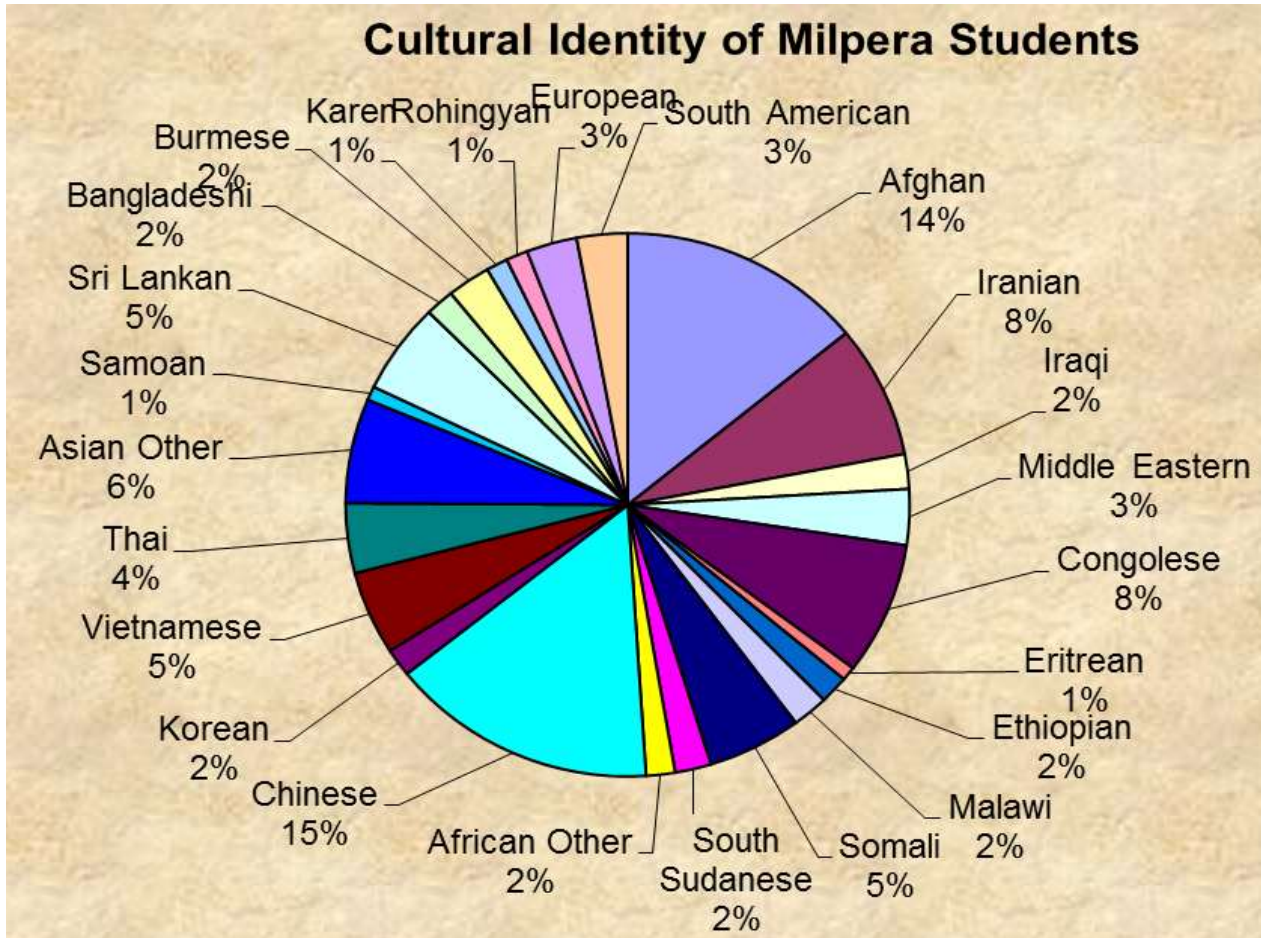
Movement of Students through Milpera SHS per week:

During 2012 Milpera enrolled a total of 374 new students, and exited 336 to mainstream high schools and TAFE. Enrolment and exit data shown below, demonstrates that across the year, the average enrolment at Milpera for 2012 was 249 students.

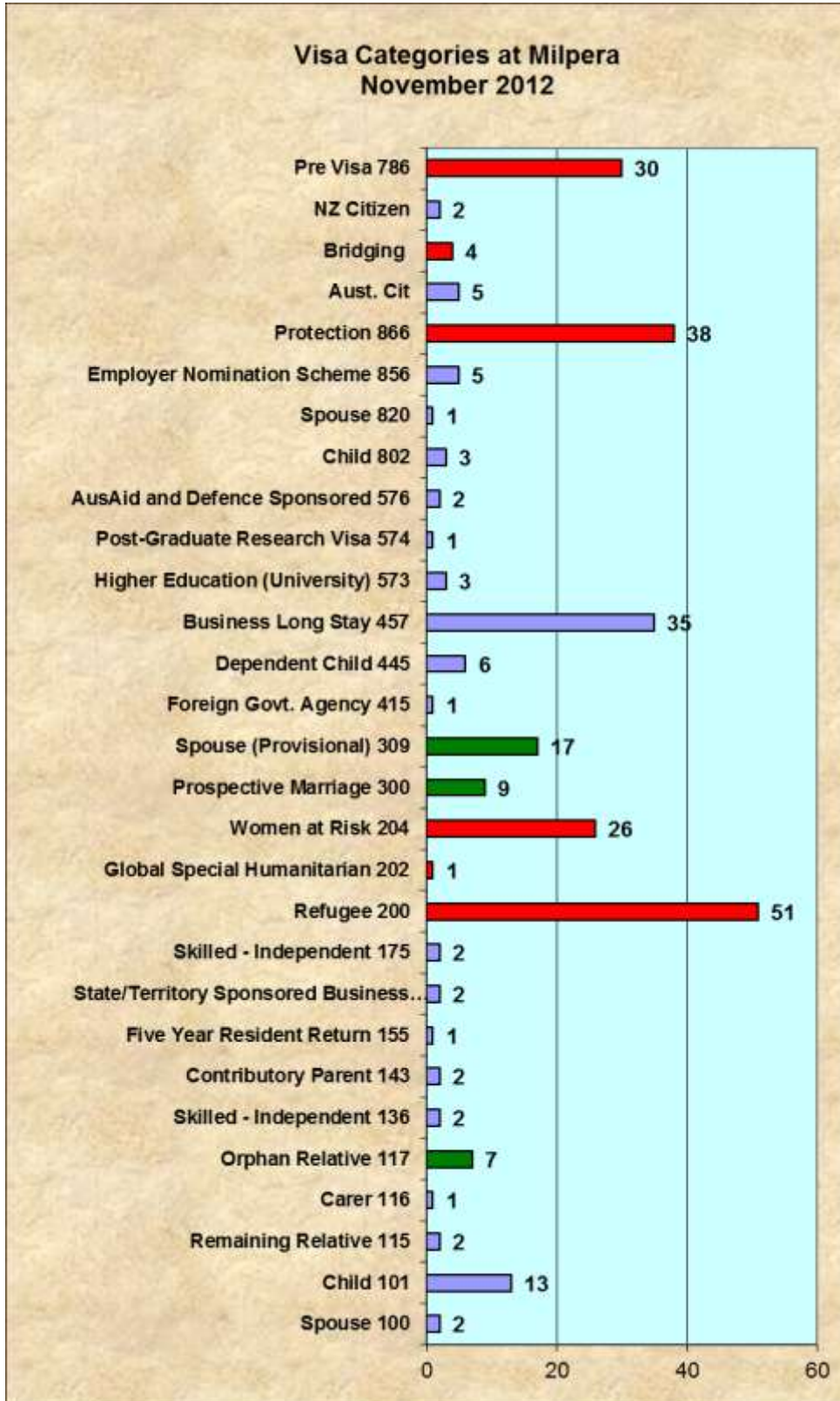
School Week	Week ended	Enrolled	Re-enrolled	Exiting	Student total
	Continuing				163
1	27-Jan-12	36	3		202
2	3-Feb-12	28		1	229
3	10-Feb-12	0		2	227
4	17-Feb-12	12		2	237
5	24-Feb-12	5		2	240
6	2-Mar-12	12		1	251
7	9-Mar-12	7		3	255
8	16-Mar-12	5		1	259
9	23-Mar-12	7			266
10	30-Mar-12	8		69	274
Term 1 Total		120	3	80	
1	20-Apr-12	9			213
2	27-Apr-12	10			224
3	4-May-12	10		1	233
4	11-May-12	9			242
5	18-May-12	7		1	248
6	25-May-12	8		1	255
7	1-Jun-12	4			259
8	8-Jun-12	3		1	261
9	15-Jun-12	8			269
10	22-Jun-12	0		87	269
Term 2 Total		68		91	
1	13-Jul-12	23		4	201
2	20-Jul-12	5			206
3	27-Jul-12	11		1	216
4	3-Aug-12	11		1	226
5	10-Aug-12	11		3	234
6	17-Aug-12	6		2	238
7	24-Aug-12	0		2	236
8	31-Aug-12	8		1	243
9	7-Sep-12	4	1	2	246
10	14-Sep-12	8			254
11	21-Sep-12	8		51	262
Term 3 Total		95	1	67	
1	12-Oct-12	6		1	216
2	19-Oct-12	10		4	222
3	26-Oct-12	16		2	236
4	2-Nov-12	5		1	240
5	9-Nov-12	13			253
6	16-Nov-12	10		3	260
7	23-Nov-12	12			272
8	30-Nov-12	3			275
9	7-Dec-12	16			291
10	14-Dec-12	0		87	291
Term 4 Total		91		98	
Annual Total		374		336	

Characteristics of the student body:

Milpera students are newly arrived in Australia from an immigrant or refugee background, and all are preparing for further study in English. The following chart shows the Cultural Identity of Milpera students as at November 2012.



Milpera students in November 2012 arrived in Australia with the following Visa sub-classes.



Our school at a glance

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Foundation (special learning needs)			8.2
Beginner and Post Beginner			16.1
Junior and Senior Secondary Preparation			16.8

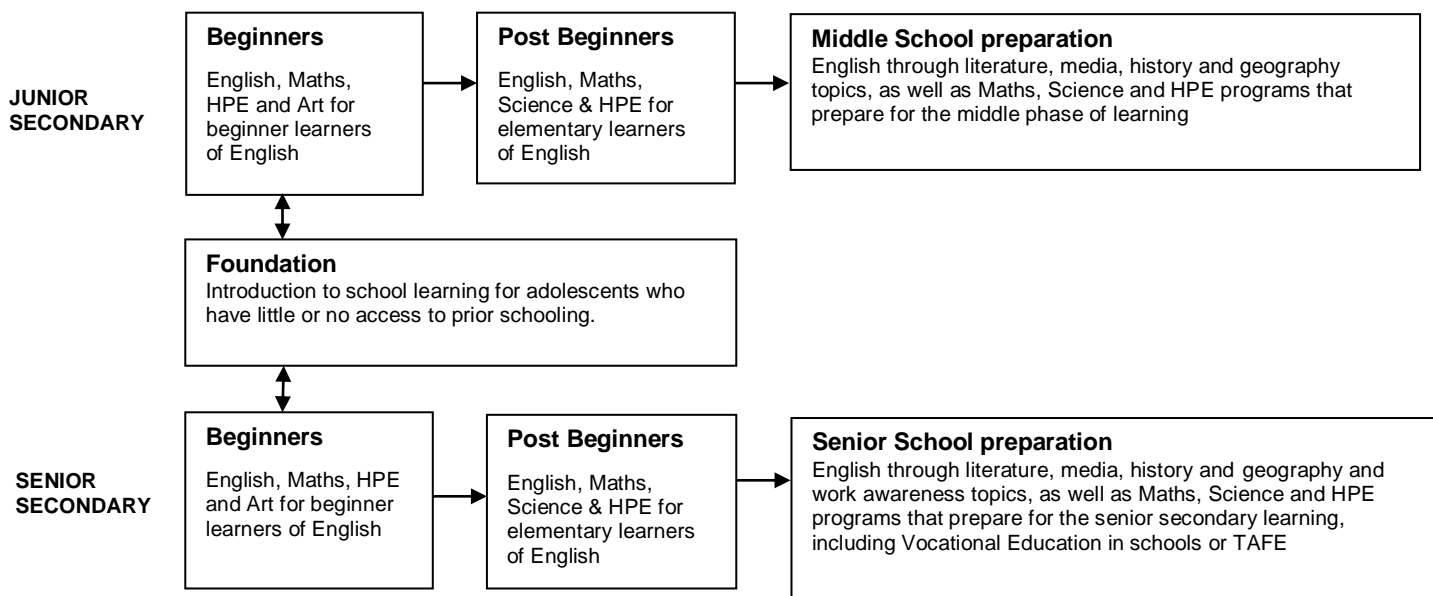
School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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.

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 as well providing a 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.
- 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
- Day camps for senior students focussed on cultural inclusion and cross cultural awareness.
- Queensland Rail Safety Education on a decommissioned train at Roma Street Station every term for new students
- All students participate in swimming lessons during Term 1 and Term 4 to ensure water safety. All students participate in Surf Safety lessons, and surf safety excursions hosted by Queensland Surf Life Savers during Term 4.
- 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 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.
- Social transition network between Milpera and Yeronga SHS and between Milpera and Kedron SHS to build capacity in both receiving schools to offer peer support to the newly enrolling Milpera students. This was developed and overseen by an Multicultural Development Association (MDA) worker.
- Student Leaders meet every week to promote school improvement and student wellbeing. In 2012 the represented the school at a number of functions, as well as leading lunch time activities and sports competitions to assist inclusion of new students.
- Service Learning relationships with Gregory Terrace, Nudgee Junior, St Aidan's, Brigidine College and Stuartholme School were maintained and mutually beneficial.

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.

Most classrooms have Interactive Whiteboards which enables teachers to maximise use of electronic resources to engage students in learning about the world and about how English works.

Student Computer Loans

During 2012 we started a program enabling students in exiting classes to borrow laptops made available by the Commonwealth Government's National Secondary School Computer Fund, for use at school and to take home if they choose. Class teachers and the ICT Technician oversee the completion of agreement forms, before students collect the laptops at the beginning of the term. The laptops are returned to the school before the students exit Milpera.

The integrated use of the laptop computers further supports students to develop and apply ICT capabilities across learning areas. ICT capabilities include:

- ICT knowledge, skills and appropriate social and ethical protocols
- practices to inquire, investigate, create and communicate with ICT
- the ability to manage and operate ICT to meet their learning needs.

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. Volunteers assist with classroom support, one on one and small group work, Help Our Writing, SAR, reading groups, supplementary maths, excursions, computer support and serving breakfast
9. Milpera Choir classes in which a specialist teacher works with students to develop voice and choir, drawing on students' prior experiences of song. Two classes per term are sponsored by St Aidan's & a private benefactor
10. 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.
11. The Pastoral Care program provides English and bilingual learning about topics that are essential for successful settlement and acculturation.
12. 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
13. 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 2012 HEAL Report is available on the school website.

Our school at a glance

Parent, student and staff satisfaction with the school

Survey data indicates a high level of parent, student and staff satisfaction with the school in 2012.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	95.2%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	94.4%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012#
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	95.6%
their teachers motivate them to learn*	98.5%
their teachers expect them to do their best*	98.6%
their teachers provide them with useful feedback about their school work*	100.0%

Our school at a glance

teachers treat students fairly at their school*	96.9%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	98.5%
student behaviour is well managed at their school*	94.4%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	98.2%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	86.0%
with the individual staff morale items	98.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality

Involving parents in their child's education

Parents, carers and guardians are involved in the education of their children in a range of ways. All interactions with parents are carried out using interpreters, provided by interpreter services or bilingual teacher aides, as necessary. We endeavour to minimise demands on parents and families in their first six months of arrival in a new country and a new culture.

Milpera has a dedicated Home-School Liaison Teacher who works closely in supporting our families and our students with welfare needs, as well as co-ordinating inter-agency support (Government, NGOs and community associations / elders / pastors) as required. Collaboration with the service providers giving settlement support to our families and care for unaccompanied minors is growing in complexity according to the diversity of the visas and the very specific requirements and allocation of settlement services for each. The inter-agency network is also used for dissemination of information and parent support. The Home-School Liaison Teacher often visits families and there is also a high degree of telephone contact with parents using interpreters.

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

Regular communication with parents and carers/caseworkers occurs in relation to:

- Orientation to school education in Queensland;
- Discussion of education pathways available in Australia;
- Reporting on student achievement;
- Discussion, advice and support in relation to student health, welfare and behaviour development needs.
- school news.

This communication is also embedded in school procedures:

- On Arrival
 - Interpreted information gathering and giving or orientation and enrolment information.
- Reporting
 - Interim progress each semester send home. These are delivered face to face with an interpreter on request.
 - Both teachers and parents/carers or caseworkers can request an interview at any time during enrolment in the school
 - Because of constraints of parents in terms of transport and ability to navigate a new schooling system, school personnel regularly accommodate visits to consult with management or see teachers without prior appointments.

Our school at a glance

- Print communication
 - A newsletter once per term
 - Letters and permission slips on a regular basis as needed
- Preparation for Transition to Mainstream High School or TAFE
 - 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 exit from Milpera
 - Students and parents receive Exit Reports in the subjects of English/SOSE, Maths, Science and HPE.
 - The English teacher conducts an interpreted exit interview with parents in order to review the school reports
 - The Guidance Office advises on educational placement and coordinates enrolment interviews for student and their parents at receiving ESL units in mainstream high schools or TAFE.
 - The Youth Support Co-ordinator assists the Guidance Officer with orientation to, and follow up in TAFE.

Reducing the school's environmental footprint

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	75,100	1,150
2010-2011	1,099	1,415
2011-2012	107,864	269

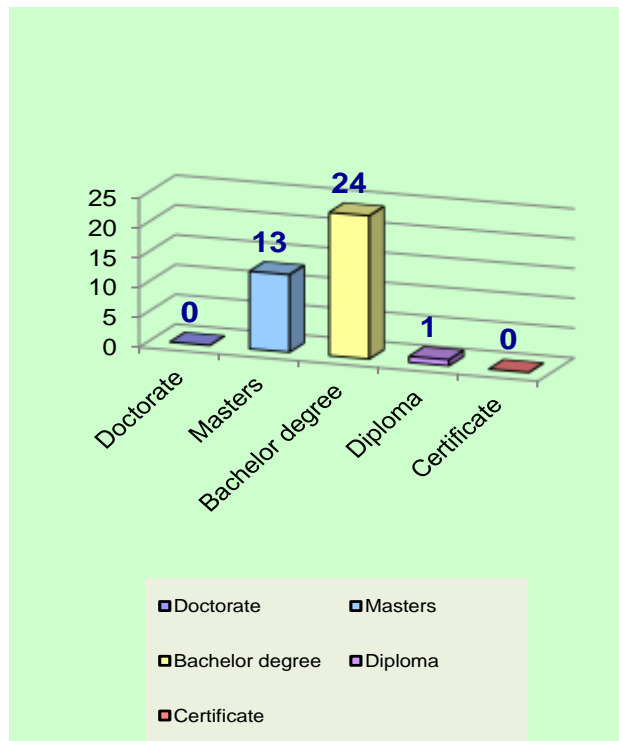
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	36	26	<5
Full-time equivalents	28.1	15.1	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	13
Bachelor degree	24
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$ \$ 6061.32

The major professional development initiatives are as follows:

Priority Area	Professional learning opportunities	Who, When
Assessment for learning	Strategies for Assessment for Learning (workshop)	All teaching staff SFD 19.1.12
Closing the Gap (EATSIPS)	Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS)	All teaching staff SFD 19.1.12
Implementation of Developing Performance Framework	Developing Performance Framework Introductory workshop and team planning meetings	All staff SFD 20.1.12
Embedding ICTs in the curriculum	ICT Pedagogical Licences and Certificates – workshop updating teachers on requirements and processes	Some staff (self-selected) SFD 20.1.12
	Teaching with Interactive Whiteboards – Introduction (Katie Brown, Teamboard)	Some staff (self-selected) 9.2.12
	Teaching with Interactive Whiteboards – Advanced (Katie Brown, Teamboard)	Some staff (self-selected) 13.3.12
	Overview of Milpera ICT procedures, ICT Student Expectations, Computer use agreement etc. Teachers selected from a choice of workshops – Interactive Whiteboards, MovieMaker, EdStudio, Audio recording, scanning documents, downloading photos, using the Visualiser and Video camera	All teaching staff Twilight PD 17.10.12
Settlement and wellbeing - its importance for learning Building capacity of teachers to understand pre-migration experience of changing student cohort	Information, strategies and support for teachers working with students who have experienced trauma by QPASTT and KYMS personnel	All teaching staff Twilight PD 7.3.12
Alignment and documentation of ESL programs with C2C	Developing awareness and analysing the structure of the Australian Curriculum and C2C resources for English, Mathematics and Science. Exploring opportunities of ESL (Secondary School Preparation) programs to 'build bridges' to mainstream curriculum content.	All teaching staff Twilight PD 2.5.12 Curriculum planning release, selected staff
Planning for whole school curriculum implementation	Introduction to MiStick resources – presentation by HOD, Brisbane School of Distance Education	All staff – Staff meeting 14.6.12
Teaching of Reading across the curriculum	Revisiting the Four Resource Model and promoting the explicit teaching of reading and viewing across the curriculum using comprehension strategies and activities.	All teaching staff Twilight PD 18.7.12
School and community partnerships – transition into mainstream education	Presentation by Yeronga SHS Principal, HOSES/ESL and Senior Schooling HOD, highlighting the various pathways available for Milpera students who exit to Yeronga SHS.	All staff – Staff meeting 2.8.12
Cyber safety	<ul style="list-style-type: none"> A summary of the Cyber Safety workshop conducted by Brett Lee from Speakers Inc. A teaching package created in Ed Studio 	All staff - Staff meeting 30.8.12
School and community partnerships – transition into mainstream education Wellbeing and settlement services Planning for whole school curriculum implementation	Presentations by: <ul style="list-style-type: none"> Youth Project Coordinator, MDA and QPASTT counsellor Regional Refugee Program officer introducing CLOs/details of services available HOD - outlining key features of the Milpera program HOSES from various ESL Units - explaining how their unit works Curriculum meetings	All teaching staff SFD 22.10.12

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.3%	97.4%	96.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2012 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.

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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government Non-government

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	97%	95%	92%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

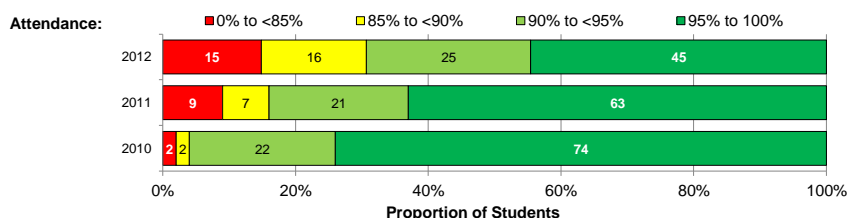
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								97%	97%	98%	96%	DW
2011								96%	93%	95%	94%	94%
2012								93%	94%	93%	91%	89%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



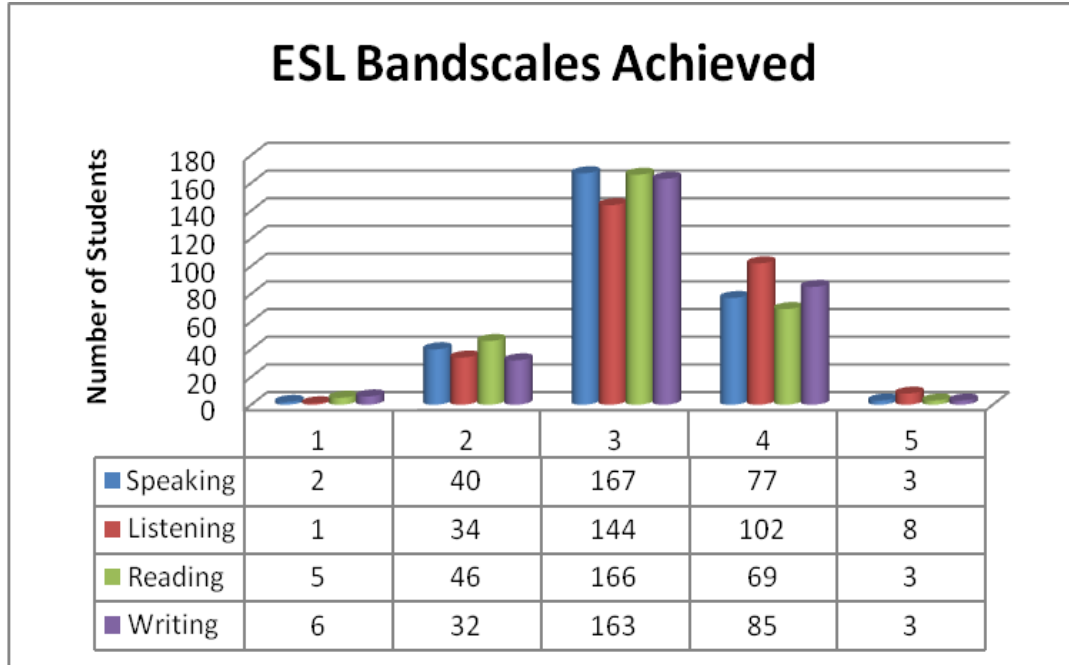
Description of how non-attendance is managed by the school

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.

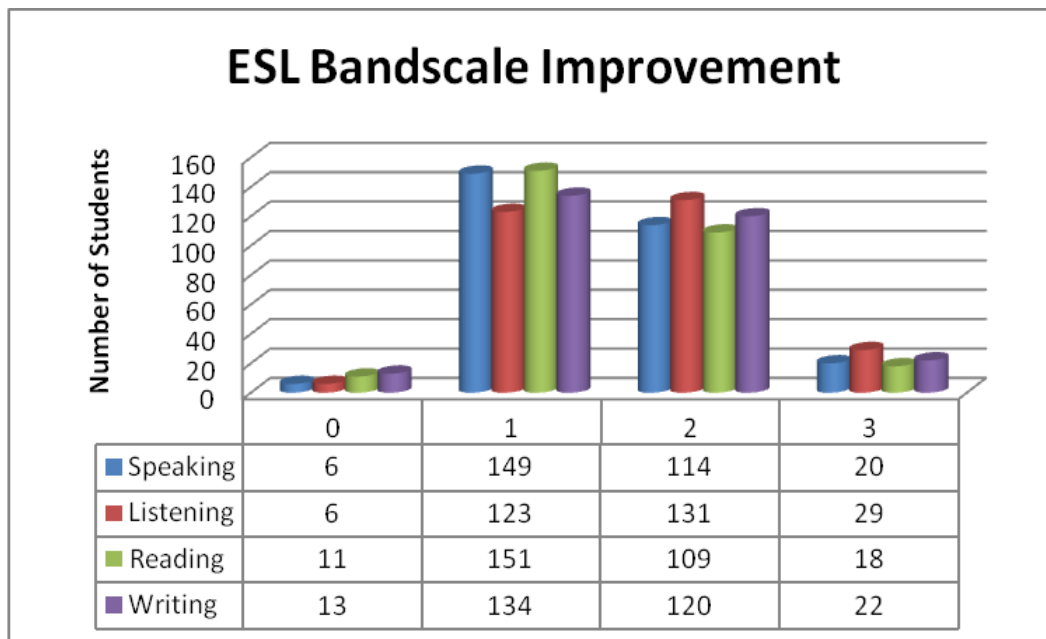
Roll books are marked twice per day. Unexplained absences are followed up by a phone call to a parent/caregiver on the same day. If absences persist, the Home Liaison Teacher follows up by meeting with parents and supporting the family to ensure the student attends regularly.

English as a Second Language (ESL) Bandscale Data for 2012

Number of students exiting Milpera on given ESL bandscales



The following graph shows distance travelled by students. It gives increase in ESL Bandscale from entry to exit from the school. These increases were achieved in periods of time between 3 months (most advanced English users entering the school) to 18 months (English language learners with limited prior education and/or barriers to learning). For most students entering the school as Beginner learners of English, and with expected progress, the period of time is 1 year.



Performance of our students

Mathematics

The following table show the numbers and percentages of students arriving at Milpera from overseas countries with a given year level of Maths during 2012. The assigned year levels are based on Maths diagnostic testing completed on arrival.

Semester 1

		<4	4 to 5	6 to 7	8	9	10	Total
Junior Sec	No.	7	43	16	7	6	2	81
	%	9%	53%	20%	9%	7%	2%	
Senior Sec	No.	10	32	20	4	3	4	73
	%	14%	44 %	28%	5%	4%	5%	

Semester 2

		<4	4 to 5	6 to 7	8	9	10	Total
Junior Sec	No.	0	22	25	11	12	3	73
	%	0%	30%	34%	15%	16%	4%	
Senior Sec	No.	1	43	41	18	6	12	121
	%	0.5%	36%	34%	15%	5%	10%	

Consequently Milpera Maths programs, which have a focus on the English of Maths in preparation for participation in mainstream secondary Maths, also need to address significant conceptual development in Maths for students who do not have age appropriate learning in Maths. 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

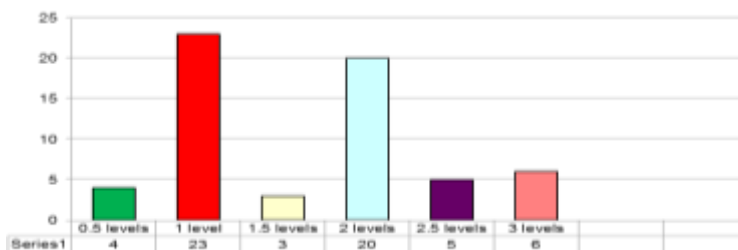
Mathematics – Students at Risk Program

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. After attending the SAR Maths Program, the students resit the basic operations elements of the diagnostic test.

The tables below show the increase in Maths year levels as a result of attending the SAR Maths Program.

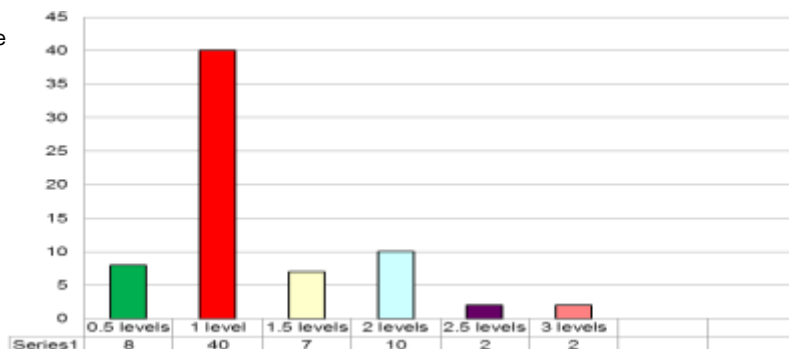
Semester 1 2012

The average improvement was 1.6 levels. The average time spent in the program was 11.1 weeks.



Semester 2 2012

The average improvement was 1.24 levels. The average time spent in the program was 10.5 weeks.



Performance of our students

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.

NAPLAN Data is not relevant to most newly arrived students from other languages and cultures during their first year in Australia, and who are engaged in programs to support English Language acquisition. Consequently, most students at Milpera are exempt from NAPLAN tests.

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

To access our NAPLAN results, 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.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 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.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Achievement – Closing the Gap

All Milpera students are newly arrived from other countries. While they may be indigenous to their home country, they are not indigenous to Australia.

Post-school destination information

The following table shows the destinations of students on exit from Milpera during 2012.

	Exited by 30 March 2012	Exited by 24 June 2012	Exited by 21 September 2012	Exited by 14 December 2012	TOTAL 2012
Coorparoo SHS	4	3	2	1	10
Indooroopilly SHS	20	10	14	18	62
Kedron SHS	7	7	7	10	31
MacGregor SHS	7	7	4	7	25
Sunnybank SHS	9	5	1	5	20
Yeronga SHS	14	24	20	25	83
Redbank Plains SHS		2		2	4
Primary Schools	1	2	2	1	6
State High Schools	1	1	1	2	5
Private Schools				2	2
Special School		1			1
Islamic College	1		1		2
TAFE	4	21	2	12	39
Work	2				2
Overseas	1		3	3	7
Interstate	6	8	10	6	30
Other	3			4	7
TOTAL	80	91	67	98	336