

Our school at a glance



Postal address	Parker Street Chelmer 4068
Phone	(07) 3270 3222
Fax	(07) 3379 3200
Email	the.principal@milperashs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Mr. Tom Beck, Principal

Principal's foreword

Introduction

Welcome to the School Report of Milpera State High School that outlines the school's achievements in the 2013 School Year. This document describes the school's demographics, results and achievements. Milpera State High School is a unique school in Queensland with a diverse clientele of non-English speaking migrants and students of refugee background and, as a result, many of the performance parameters used for other schools are not applicable. Milpera's outstanding achievements in its core purposes of English language instruction and settlement are best judged by the improvement in the ESL Bandscales of its students and its attendance rate. There are also systemic reports such as the 2013 Teaching and Learning Audit, 2013 Discipline Audit, 2013 Financial Audit and 2013 School Opinion Survey data that show the high quality outcomes the school is achieving.

School progress towards its goals in 2013

2013 was a landmark year for Milpera with the appointment of a new Principal to consolidate the legacy of the 28 years of Adele Rice's leadership. This change coincided with a number of changes to departmental policy, resulting in a major restructuring of school operations.

In 2013 new role statements were developed for all classified staff and two 0.5 Head of Department positions were created under a workplace reform. A new management body, the Milpera Leadership Team, was established as the key policy and decision making body in the school and is composed of the Principal, Deputy Principal, Heads of Department, Guidance Officer, Business Services Manager and Home Liaison Teacher. This body seeks input from, and reports back to, both the school's staff and Parents and Citizens' Association. Along with these new roles, new budget cost centres and financial accountabilities were established.

In the area of curriculum change, Milpera continued to develop and refine a curriculum to reflect the intent and content of the Australian Curriculum commensurate with its English language development and settlement mandates. In its School and Community links the school further enhanced its partnerships with its destination schools and TAFE by holding a Leaders' Summit at the school to discuss transition and other matters. In the area of Teaching Practice the key achievement was the development and publication of the school's Pedagogical Framework that will form the basis of our teaching and induction programs. In the area of Principal Leadership and School Capacity the new Principal introduced new organisational and accountability frameworks to reflect changes to departmental policies and enhance student and school outcomes.

Other achievements in 2013 included both a Teaching and Learning Audit and Discipline Audit where the school was assessed to be largely in the High and Outstanding performance levels. It also received a Sound Financial Audit and its School Opinion Survey showed student attendance and staff, parent and student opinion of the school far in excess of state averages.

In the area of infrastructure the school developed new class maintained vegetable gardens and a school gymnasium. Milpera also commissioned a new teaching demountable as part of the Flying Start Initiative which the school has equipped as a classroom, maths support room and kitchen/sewing/teaching room. In addition the school began a major refurbishment of the Library to produce a contemporary multi-purpose teaching space.

Future outlook

In 2014 the school's key priority is the development of its teaching pedagogy by means of a Functional Approach to Language Learning and Cooperative Learning Strategies. This is a focus of the teaching staff's Developing Performance Plans while non-teaching staff will be developing their ICT skills.

A priority for infrastructure development in 2014 is the planning and phased implementation of a Grounds Improvement Project. This will involve a master-plan for the school grounds with a 30 year horizon, involving the relocation and construction of sporting

Our school at a glance

facilities, outdoor learning areas, shaded seating areas and garden and tree planting.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Milpera is an ungraded school which prepares students of appropriate age for Year 6 - Year 12 for mainstream learning in English.

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	204	81	123	27%
2012	228	85	143	24%
2013	249	100	149	24%

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

Movement of Students through Milpera SHS per week:

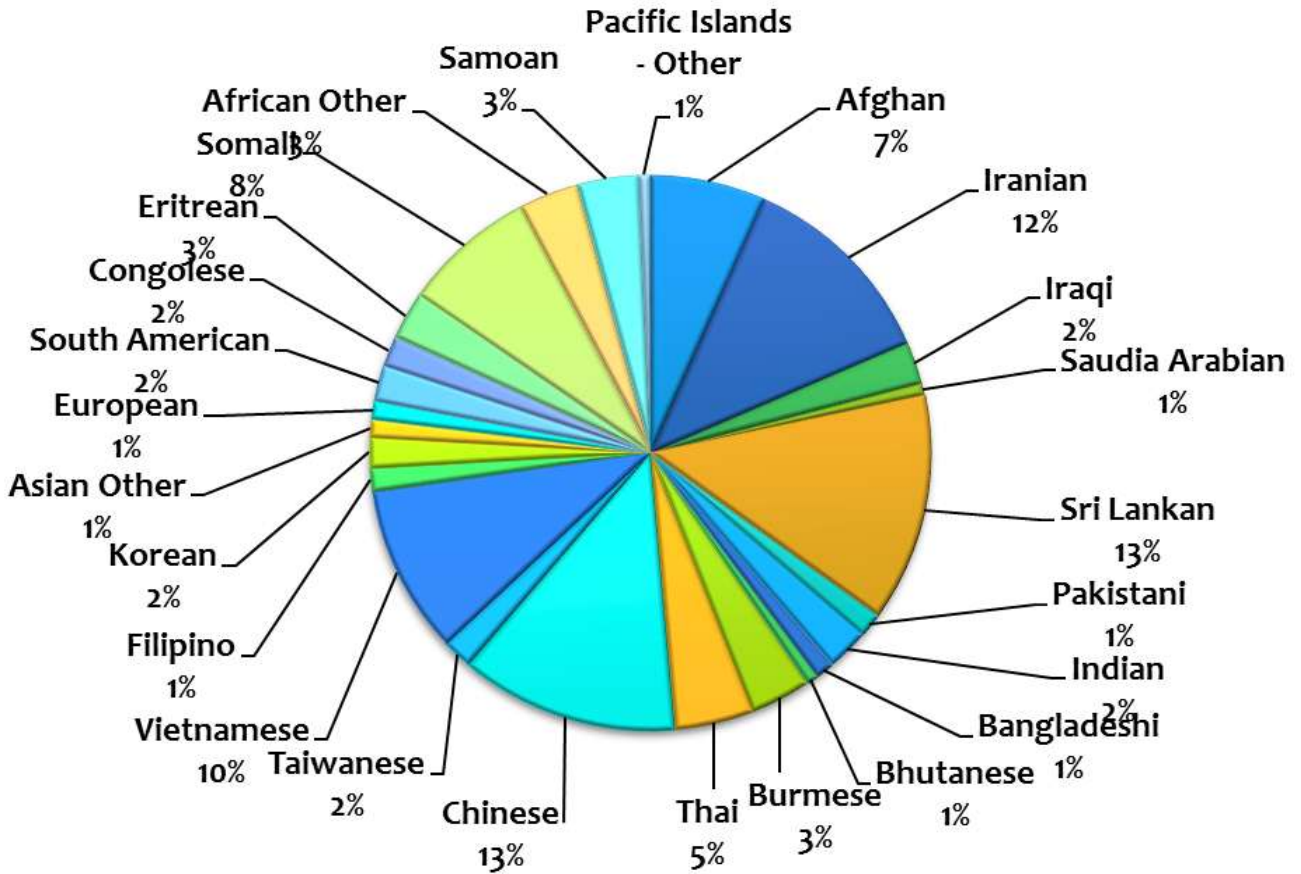
During 2013 Milpera enrolled a total of 388 new students, and exited 376 to mainstream high schools and TAFE. Enrolment and exit data shown below, demonstrates that across the year, the average student enrolment at Milpera for 2013 was 270 students.

	Week Ended	Enrolled	Re-enrolled	Exited	Student No.
	25-Jan-13				203
Week 1	1-Feb-13	47	2	15	237
Week 2	8-Feb-13	23			260
Week 3	15-Feb-13	5		2	263
Week 4	22-Feb-13	6		1	268
Week 5	1-Mar-13	7		1	274
Week 6	8-Mar-13	7			281
Week 7	15-Mar-13	4			285
Week 8	22-Mar-13	10			295
Week 9	29-Mar-13	3		69	298
Total		112	2	88	
TERM 1 BREAK					
Week 1	19-Apr-13	9			238
Week 2	26-Apr-13	9		10	237
Week 3	3-May-13	11		2	246
Week 4	10-May-13	6	6	3	255
Week 5	17-May-13	12	1		268
Week 6	24-May-13	7			275
Week 7	31-May-13	2		1	276
Week 8	7-Jun-13	1			277
Week 9	14-Jun-13	4			281
Week 10	21-Jun-13	2		82	283
Total		63	7	98	
TERM 2 BREAK					
Week 1	12-Jul-13	13		2	212
Week 2	19-Jul-13	15		2	225
Week 3	26-Jul-13	10			235
Week 4	2-Aug-13	5		2	238
Week 5	9-Aug-13	9		2	245
Week 6	16-Aug-13	10		2	253
Week 7	23-Aug-13	5			258
Week 8	30-Aug-13	8		1	265
Week 9	6-Sep-13	10		7	268
Week 10	13-Sep-13	7	1	1	275
Week 11	20-Sep-13	5		70	280
Total		97		89	
TERM 3 BREAK					
Week 1	11-Oct-13	33			243
Week 2	18-Oct-13	9			252
Week 3	25-Oct-13	17		3	266
Week 4	1-Nov-13	18			284
Week 5	8-Nov-13	13			297
Week 6	15-Nov-13	3		1	299
Week 7	22-Nov-13	8			307
Week 8	29-Nov-13	9			316
Week 9	6-Dec-13	6		2	320
Week 10	13-Dec-13	0		95	320
Total		116		101	
Annual Total		388		376	

Our school at a glance

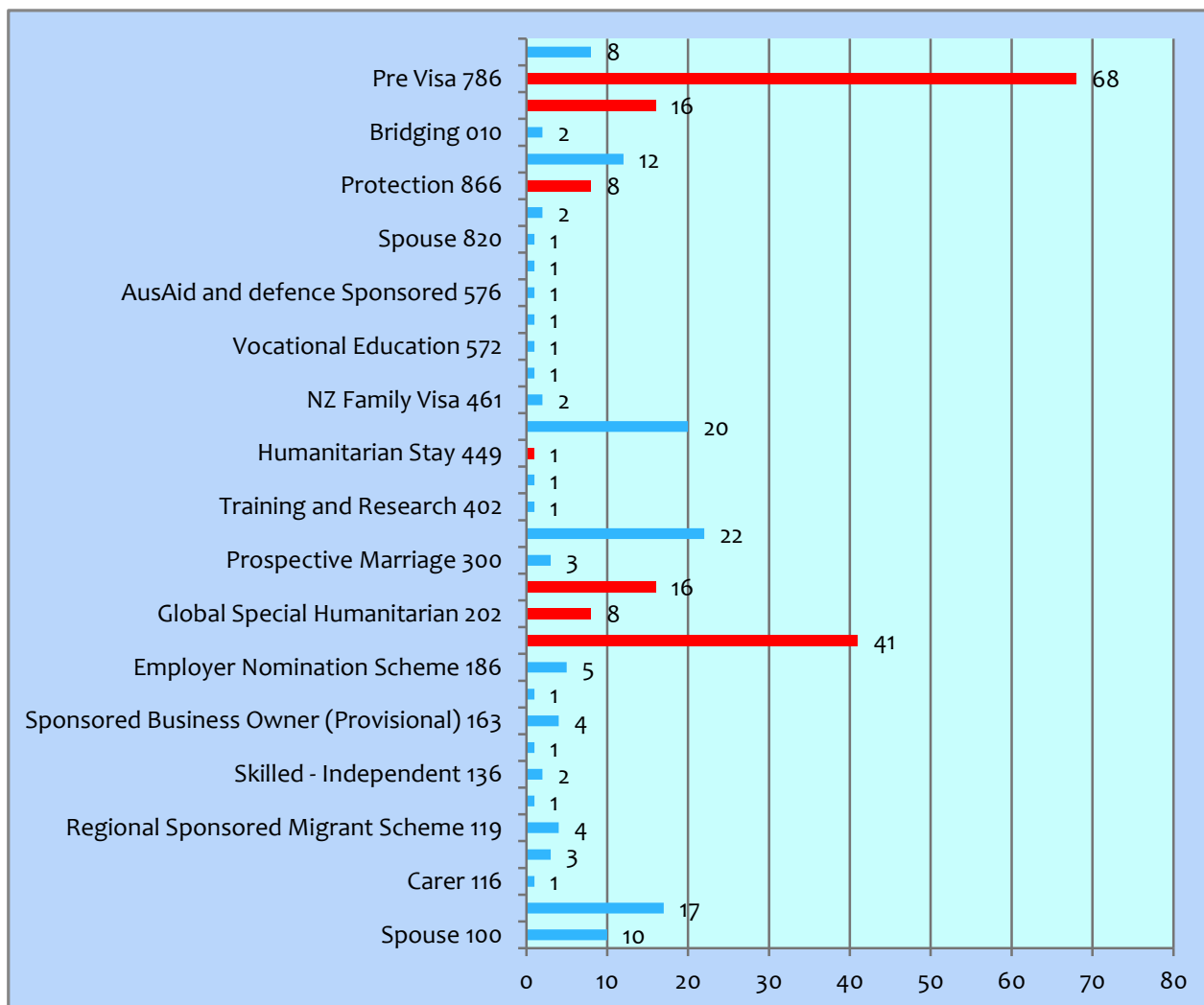
Characteristics of the student body:

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 2013.



Our school at a glance

Milpera students in November 2013 arrived in Australia with the following Visa sub-classes.



Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Foundation (special learning needs)		8.2	8.9
Beginner and Post Beginner		16.1	15.3
Junior and Senior Secondary Preparation		16.8	16.8

School Disciplinary Absences

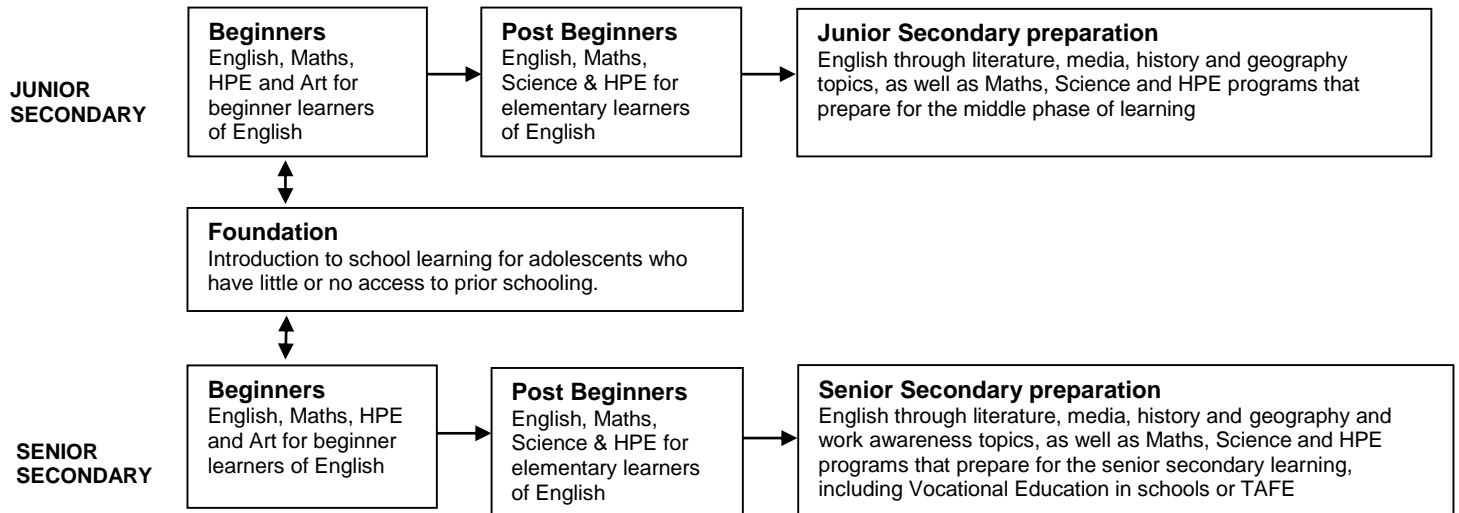
Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	1	16
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

At enrolment, English language proficiency of students is assessed 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 2013 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, Toohey Forest 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
- 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.
- Transition visits to Yeronga SHS to both build capacity in receiving schools to offer peer support to the newly enrolling Milpera students.
- Senior School information sessions with input from TAFE and HOSES (EAL) from mainstream receiving schools.
- Student Leaders meet every week to promote school improvement and student wellbeing. In 2013 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
- Consolidate and express their growing control of spoken and written English,
- Design and create multi-media presentations combining written text, animation, graphics and sound.
- 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 2013 we continued a program enabling students in exiting classes to borrow laptops/tablet PCs 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 use pedagogies that model positive interactions and contribute 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 support student settlement and learning, especially by:
 - communicating appropriate behaviour;
 - defusing misunderstandings and tensions in classroom and playground relationships;
 - supporting students who may behave inappropriately because they have not yet developed knowledge and skills 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 meets monthly 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 assists students through 'How to meditate' and relaxation classes as well as providing for support and understanding about different faiths and celebration of holy days of the faiths represented in the school community.
8. Volunteers are key to our provision of differentiated teaching and learning. 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.

Our school at a glance

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 students of refugee background participating fully in the learning experience, and enjoying life without barriers. The 2013 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 2013.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	95%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%
this school works with them to support their child's learning* (S2010)	100%	92%
this school takes parents' opinions seriously* (S2011)	100%	96%
student behaviour is well managed at this school* (S2012)	94%	96%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	99%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	96%	99%
their teachers motivate them to learn* (S2038)	99%	98%
their teachers expect them to do their best* (S2039)	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	100%	99%
teachers treat students fairly at their school* (S2041)	97%	96%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	98%	98%
student behaviour is well managed at their school* (S2044)	94%	95%
their school looks for ways to improve* (S2045)	100%	97%
their school is well maintained* (S2046)	100%	96%

Our school at a glance

their school gives them opportunities to do interesting things* (S2047) 98% 99%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	91%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	96%
student behaviour is well managed at their school (S2074)	96%
staff are well supported at their school (S2075)	96%
their school takes staff opinions seriously (S2076)	96%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	96%
their school gives them opportunities to do interesting things (S2079)	93%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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 complex and varies 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 sent home.
 - Parent /Teacher interview evenings supported by interpreters each semester
 - Both teachers and parents/carers or caseworkers can request an interview at any time during enrolment in the school

Our school at a glance

- 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.
- 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

In 2013 the school made significant steps in reducing its environmental footprint. These included:

- Re-connecting the school's solar power system following its disconnection during the January 2011 flood; producing 4055.8 kw/h of renewable electricity and avoiding the production of 3488kg of Carbon Dioxide.
- The purchase of an industrial standard mulcher and the construction of compost bins to enable the school to mulch and compost green waste reducing landfill mass, trips to the dump and water use and increasing soil fertility and nutrient retention.
- The development of a landscaping policy of only planting trees that do not require supplementary watering from mains supply, further reducing water use.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	1,099	1,415
2011-2012	107,864	269
2012-2013	118,048	44

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

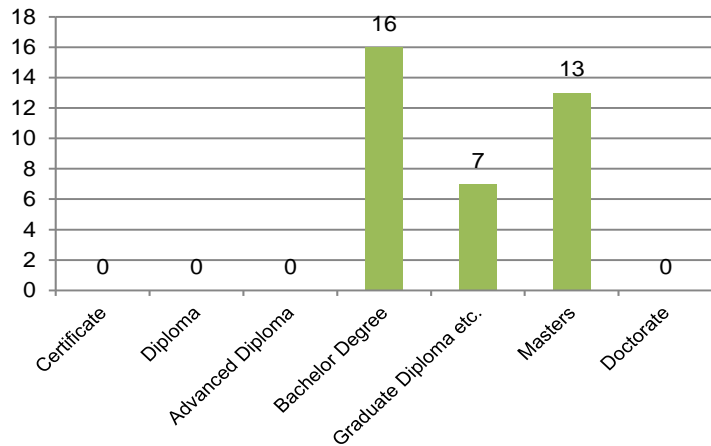
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	36	25	<5
Full-time equivalents	30	14	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	16
Graduate Diploma etc.	7
Masters	13
Doctorate	0
Total	36



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 16,880

The major professional development initiatives are as follows:

Priority Area (identified in 2013 AIP)	Professional learning opportunities	Who, When
Developing Pedagogical framework	Introductory workshop and collection of staff input	All teaching staff Pupil Free Days 24-25 January Term 1 Twilight PD
New Teacher Induction	Orientation to Milpera policy and procedures	New and Beginning teachers - Pupil Free Days 24-25 January
Align Milpera curriculum to Australian Curriculum	Regular Curriculum meetings- Maths/Science, Foundation/Beginners, Post Beginner/Year Level. Collaborative planning and sharing	All teaching staff Pupil Free Days 24,25 January
Align Milpera curriculum to Australian Curriculum	Regular Curriculum meetings – Maths/Science, Foundation/Beginners, Post Beginner/ Junior School Prep, Post Beginner/Senior School Prep	Throughout the year
Wellbeing and settlement	Calmer classrooms	All teaching staff Term 1 Twilight PD

Our staff profile

Review Developing Performance Framework	Introduce to new teachers and review with continuing teachers	All staff Term 2
Evidence based decision-making for wellbeing and settlement	Disability Verification Process	All teaching staff Term 2 Twilight PD
Implement actions to improve reading	Up-skill teachers on the Assessment of Reading (Dr Karen Dooley)	All teaching staff Term 3 Twilight PD
New Teacher Induction	Key theories of Second Language Acquisition and methodology implications Analysing language and cultural demands of reading text (Sue Creagh)	Science, Maths and HPE teachers
Promoting wellbeing and resilience	Building Resilience in Transcultural Australians (BRITA <i>Futures</i>) Training, run by HEAL coordinator, so more staff can run BRITA programs for students	6 Teachers Term 3
Promoting wellbeing and resilience	QPASST effects of trauma on learning and school and classroom conditions that promote recovery	All teaching staff Term 3 Staff meeting
Promoting wellbeing and resilience	Behaviour Development Action Research Project: Multi-dimensional response to students with challenging behaviours	Terms 2-4, 2013 Teachers of Foundation and selected classes
Health and Safety	First Aid – CPR update	Term 3 12 Staff members
Embedding ICT in the curriculum	Tablets, sharing practice	All teaching staff Term 4 Twilight PD
Mandatory induction program and annual updates	Education Queensland Code of Conduct and Ethical Decision Making	All staff Term 4 Student Free Day

The proportion of the teaching staff involved in professional development activities during 2013 was %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 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

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Performance of our students

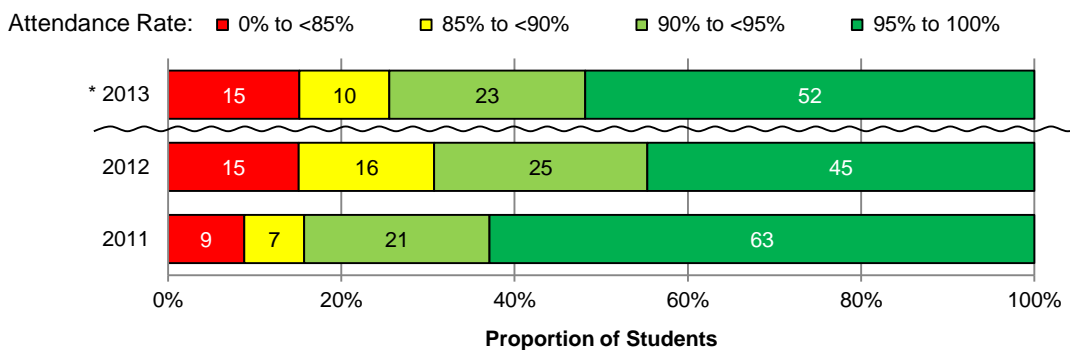
Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	95%	92%	92%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

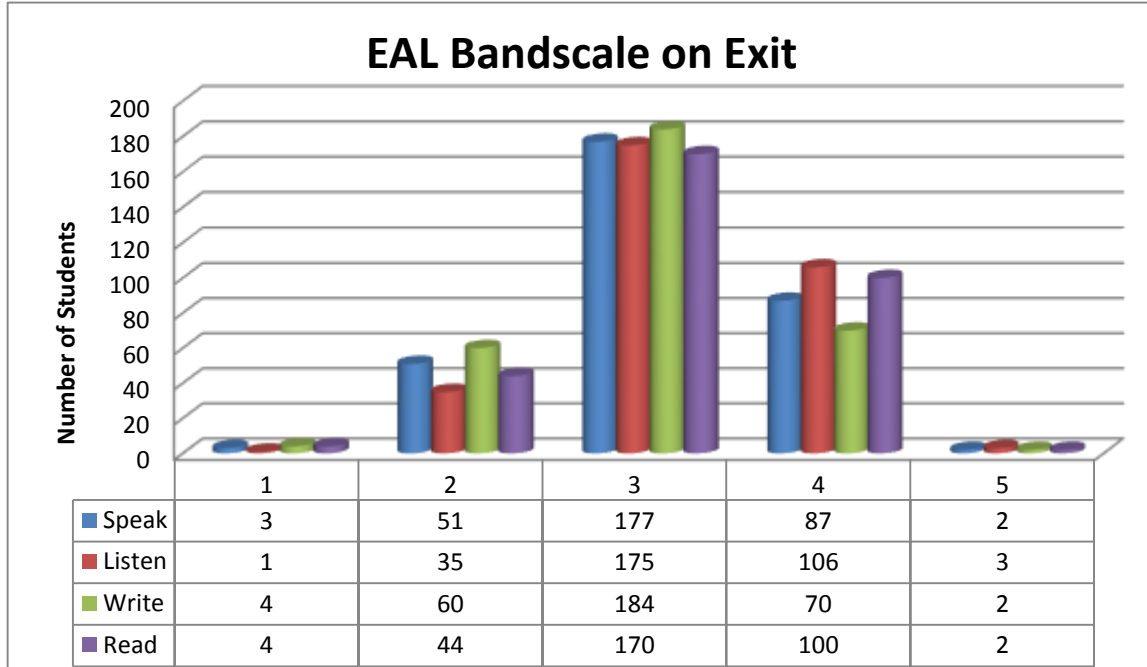
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.

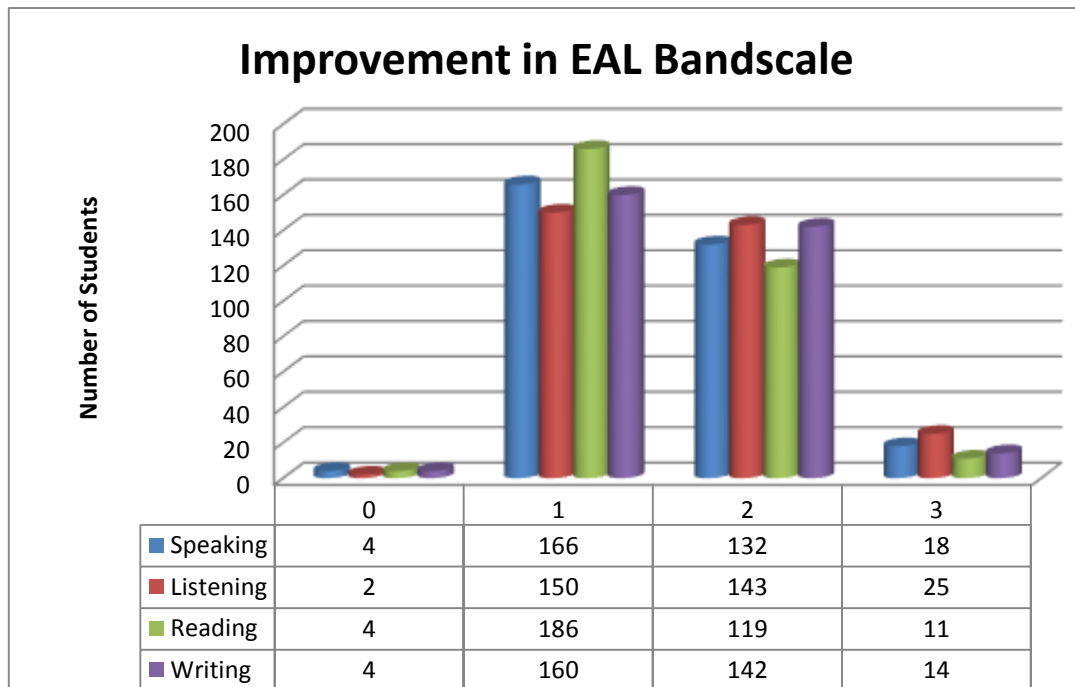
Performance of our students

English as an Additional Language (EAL) Bandscale Data for 2013

Number of students exiting Milpera on given EAL 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 2013. 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. of Students	1	48	26	7	9	2	93
	%	0.7%	52%	28%	8%	10%	2%	
Senior Sec	No. of Students	0	28	34	9	8	2	81
	%	0%	35%	42%	11%	10%	2%	

Semester 2

		<4	4 to 5	6 to 7	8	9	10	Total
Junior Sec	No. of Students	9	36	35	16	7	1	104
	%	9%	35%	34%	15%	7%	1%	
Senior Sec	No. of Students	4	53	37	8	4	3	109
	%	4%	49%	34%	7%	4%	3%	

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

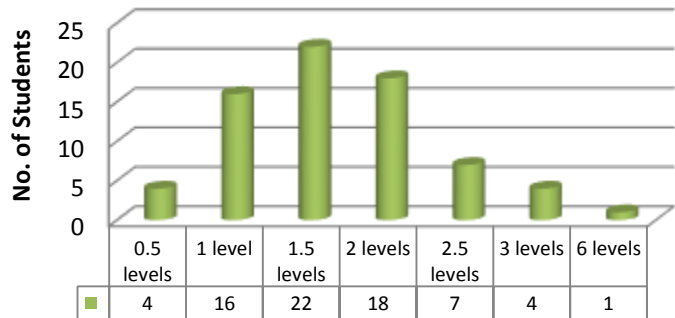
Mathematics – Students at Risk Program

Students who have limited competency in the 4 basic operations are given the opportunity to attend special Maths classes to improve their skills in this area. 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 levels as a result of attending the SAR Maths Program.

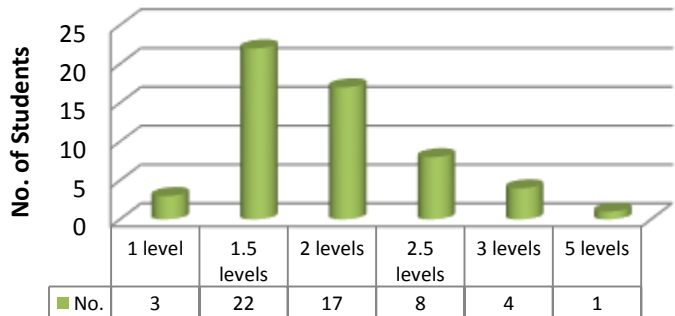
Semester 1

72 students completed the program during Semester 1, 2013. The average improvement was 1.7 levels. The average time spent in the program was 9.9 weeks.



Semester 2

55 students completed the program during Semester 2, 2013. The average improvement was 1.9 levels. The average time spent in the program was 10.9 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.

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.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.		179%	203%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.			
Number of students awarded a Queensland Certificate Individual Achievement.			
Number of students receiving an Overall Position (OP).			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).			
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).			
Number of students awarded an Australian Qualification Framework Certificate II or above.			
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Number of students awarded an International Baccalaureate Diploma (IBD).			
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			

Performance of our students

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.

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 5 May 2014. The above values exclude VISA 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
2011					
2012					
2013					

As at 5 May 2014. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualifications Framework (AQF)

	Certificate I	Certificate II	Certificate III	Certificate IV	Advanced Certificate	Advanced Diploma	Diploma	Associate Degree	Undergraduate Degree	Postgraduate Degree	Other
2011											
2012											
2013											

As at 5 May 2014. The above values exclude VISA students.

Post-Milpera destination information

The following table shows the destinations of students on exit from Milpera during 2013.

	Term 1 Exits	Term 2 Exits	Term 3 Exits	Term 4 Exits	TOTAL
Indooroopilly SHS	13	26	10	18	67
Kedron SHS	5	7	9	7	28
Macgregor SHS	11	10	9	10	40
Sunnybank SHS	6	6	8	13	33
Yeronga SHS	9	11	19	10	49
Redbank Plains SHS	2				2
Woodridge SHS	1				1
Dakabin SHS	4				4
Primary	6		3	5	14
Other SHS	3	7		1	11
Private School	1	1	1	1	4
Special School			1		1
TAFE	18	8	7	18	51
Overseas	2	5	2	1	10
Interstate	2	10	20	9	41
Work				3	3
Other	5	7		5	17
TOTAL	88	98	89	101	376

Performance of our students

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.