

Milpera State High School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Welcome to the Annual Report of Milpera State High School that outlines the school's achievements in the 2014 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 migrants and students of refugee background who are new to English. 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 improvement in the EQ Bandscales for EAL/D learners and student attendance rate. The 2014 School Opinion Survey data also shows some of the high level outcomes the school is achieving. This report also outlines the school's demographics and school satisfaction levels, the profile of our staff and the achievement of our students.

School progress towards its goals in 2014

In 2014 the school achieved the key priorities outlined in the 2014 Annual Implementation Plan.

In the area of curriculum the school maintained a policy of seeking and achieving continual improvements in the teaching and learning program of all subjects and in the four English macroskills: Reading, Writing, Speaking and Listening. Using funds from the Great Results Guarantee (GRG) initiative, the school has introduced another pathway in the Help Our Writing (HOW) program and developed the extensive resources to support its introduction. The school has also used GRG funding to double the number of students receiving Mathematics intervention.

In the area of settlement the school continued to engage its students as demonstrated by School Opinion Survey data and an attendance rate of 95.1%, 7 % above state average. The school has also maintained a high level of value adding to students' experiences and extra-curricular support through a wide range of initiatives including the Swimming and Ocean Safety program, Cooking Club, Gardening Club and Holiday Activity Programs. As a result of these and other programs students are better equipped for engagement in Australian society and at their destination schools.

The school has also maintained and developed a number of essential partnerships. Milpera has embedded a process of collaboration with its destination schools and TAFE whereby consultative meetings are hosted at the school every six months. In addition, the school continues to develop and refine partnerships with NGO welfare agencies and other community organisations. In 2014 Milpera became the first Queensland school to take part in the Australian Business Community Network (ABCN) Interact business mentoring program that is designed for English as an Additional Language or Dialect (EAL/D) students.

In the area of facilities the school managed a major refurbishment of the Library and eLearning Centre and the delivery of K Block. The school negotiated with Facilities Services for this block to be equipped with a kitchen, Mathematics support room and a fully equipped classroom. These facilities were opened by the Transport Minister and local member Scott Emerson to mark Milpera's 30th Anniversary on Tuesday the 21st of October 2014.

Future outlook

In 2015 the major focus of the school is to systemise the school's professional development program. The school has adopted the Department of Education and Training's Annual Performance Review for Teachers template and has selected three focus areas for the professional development of the teaching staff: differentiation, understanding the cultural factors affecting learning for new groups in the school and the teaching of reading (with a focus on the beginner phase). Staff are to develop their skills in at least two of these areas with the option of a third focus area of their own choice. To support this process the school has developed a new Professional Development Application Form and is writing a new and more detailed Professional Learning Plan. Professional development is a priority for all teaching and support staff and volunteers

The major physical infrastructure program for 2015 is the school's "Sun Safe Sports and Entertainment Building and Sporting Fields" project that is planned to begin construction in Semester 2, 2015 with Stage Two expected to be completed in 2016 with support from the Smart Schools Subsidy Scheme. This project will result in the construction of a covered multi-purpose area for sun safe sport and play and school assemblies and will accommodate the school's increased population. The multi-purpose area will feature a basketball court and stage with provision for later enclosure. Stage Two of the project will create the school's first proper playing field and landscaped education and recreation areas for students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: 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)
2012	228	85	143	24%
2013	249	100	149	24%
2014	220	97	123	22%

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

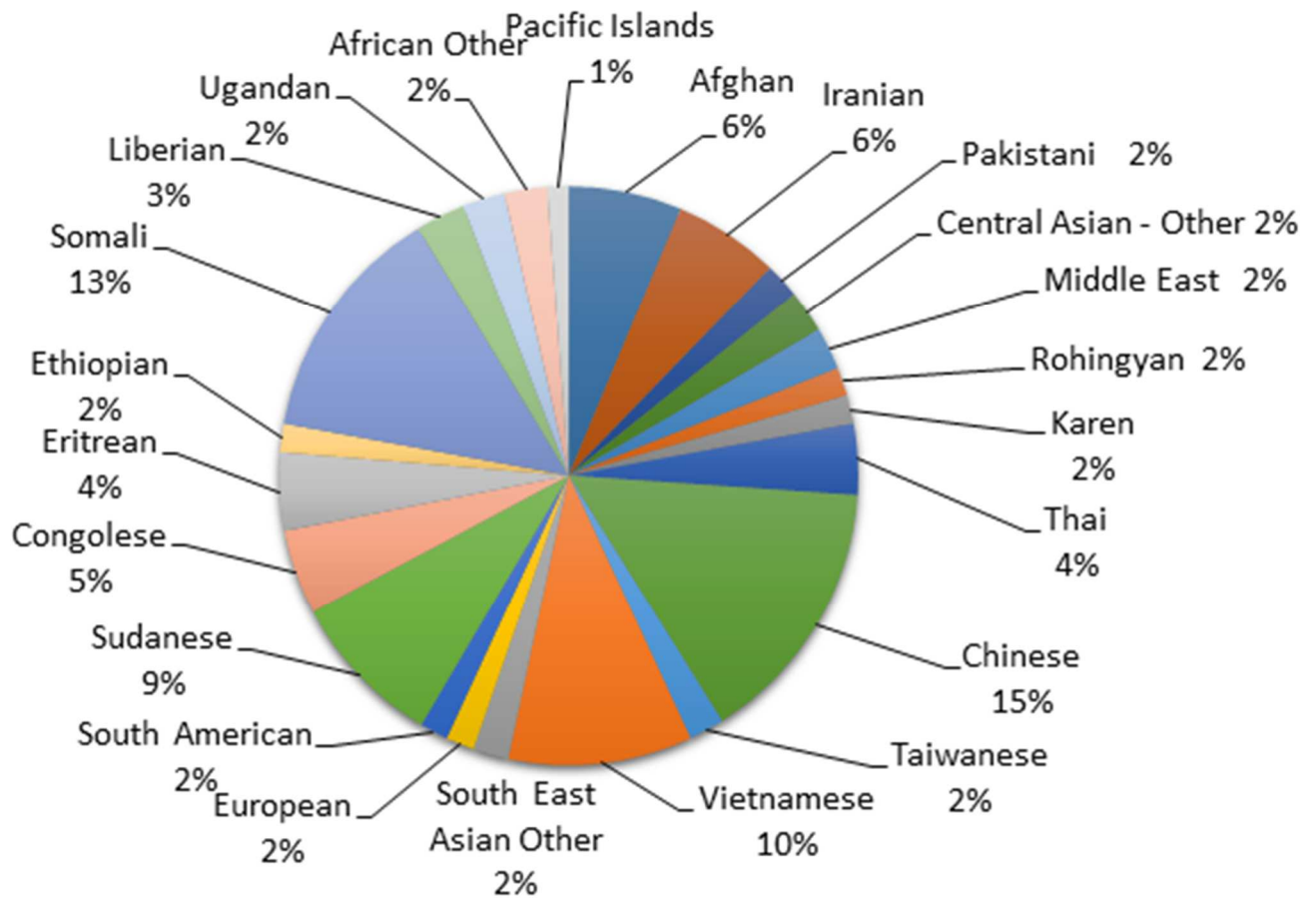
Movement of Students through Milpera SHS per week:

During 2014 Milpera enrolled a total of 273 new students, and exited 331 to mainstream high schools and TAFE. Enrolment and exit data shown below, demonstrates that across the year, the average student enrolment at Milpera for 2014 was 252 students.

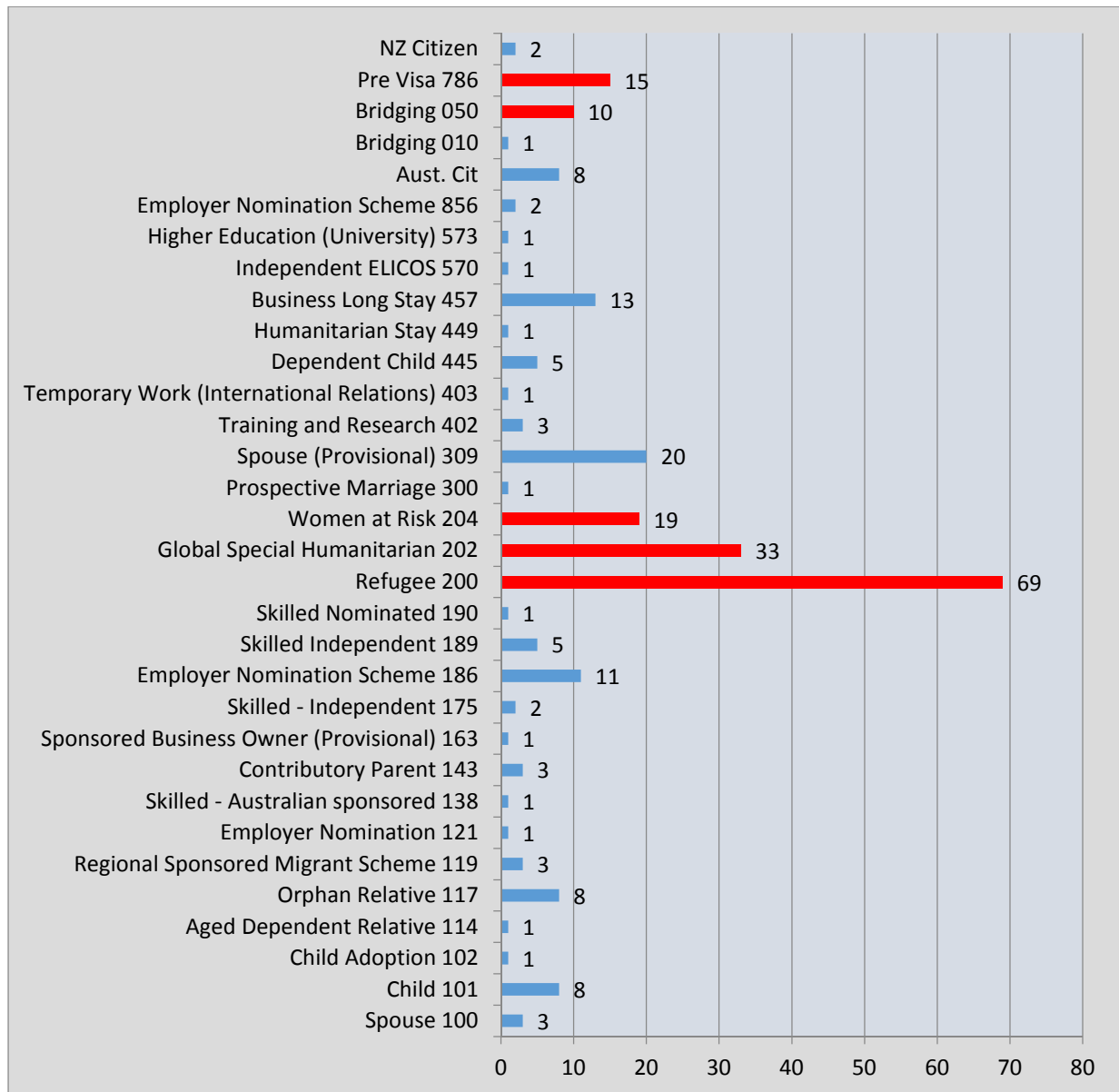
	Week Ended	Enrolled	Re-enrolled	Exited	No. Students
					225
Week 1	31-Jan-14	33			258
Week 2	7-Feb-14	19			277
Week 3	14-Feb-14	0		1	276
Week 4	21-Feb-14	4		3	277
Week 5	28-Feb-14	5			282
Week 6	7-Mar-14	6			288
Week 7	14-Mar-14	5		3	290
Week 8	21-Mar-14	6			296
Week 9	28-Mar-14	6		2	300
Week 10	4-Apr-14	2		58	302
Total		86		67	
TERM 1 BREAK					
Week 1	25-Apr-14	9			253
Week 2	2-May-14	0		1	252
Week 3	9-May-14	8		2	258
Week 4	16-May-14	3			261
Week 5	23-May-14	2			263
Week 6	30-May-14	11			274
Week 7	6-Jun-14	1			275
Week 8	13-Jun-14	4		2	277
Week 9	20-Jun-14	4			281
Week 10	27-Jun-14	2		77	283
Total		44		82	
TERM 2 BREAK					
Week 1	18-Jul-14	11		2	215
Week 2	25-Jul-14	1			216
Week 3	1-Aug-14	6			222
Week 4	8-Aug-14	1		2	221
Week 5	15-Aug-14	6		1	226
Week 6	22-Aug-14	1	1		228
Week 7	29-Aug-14	10			238
Week 8	5-Sep-14	7			245
Week 9	12-Sep-14	4		1	248
Week 10	19-Sep-14	9		87	257
Total		56	1	93	
TERM 3 BREAK					
Week 1	10-Oct-14	15			185
Week 2	17-Oct-14	7			192
Week 3	24-Oct-14	15		2	205
Week 4	31-Oct-14	8			213
Week 5	7-Nov-14	7			220
Week 6	14-Nov-14	6		1	225
Week 7	21-Nov-14	11		1	235
Week 8	28-Nov-14	11		1	245
Week 9	5-Dec-14	8			253
Week 10	12-Dec-14	0		84	253
Total		88		89	
Annual Total		273		331	

Characteristics of the student body:

All 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 in December 2014.



Students at Milpera in December 2014 arrived in Australia with the following visa sub-classes:



Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Foundation (special learning needs)	8.2	8.9	8.8
Beginner and Post Beginner	16.1	15.3	15.3
Junior and Secondary Preparation	16.8	16.8	16.8

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	16	19
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	1
Cancellations of Enrolment	0	0	0

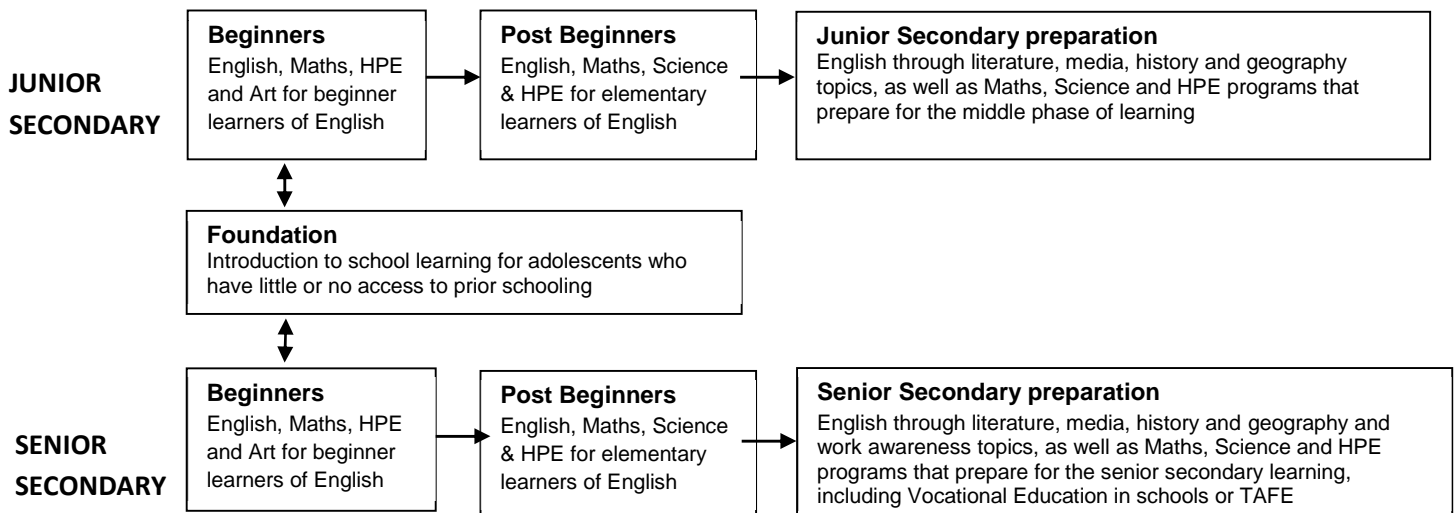
[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 3 to 18 months at Milpera participating in the following programs, depending on their prior English language and education experience in their home country or country of asylum.



Extra curricula activities

A wide range of activities were embedded into the curriculum in order to provide meaningful contexts for learning and settlement. In 2014 these activities included participation in the following:

- 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, 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.
- Participation in AFL cultural inclusion programs and competition in the Bachar Houli Cup for Islamic students.
- Soccer training and friendly competitions against Yeronga State High school.
- Supervised access to the school gym at lunch time, as well as gym programs in HPE.
- After school Healthy Eating cooking classes.
- Lunch time African Girls Dance Group led by MDA workers.
- 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, Sorry Day etc. which promote school community values and celebrate diversity.
- Transition visits to Yeronga SHS to both build capacity in receiving schools and 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 2014 they 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, Ambrose Tracey, St Aidan's, Brigidine College, Nudgee 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 2014 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. 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. Home School Liaison Teacher facilitates a shared understanding of new and acceptable social /cultural norms of behaviour between the school and our families.
 6. 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.
 7. 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.
 8. 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.
 9. The Pastoral Care program provides English and bilingual learning about topics that are essential for successful settlement and acculturation.
 10. 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.
 11. 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.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	95%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%	93%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	100%
this school works with them to support their child's learning* (S2010)	100%	92%	100%
this school takes parents' opinions seriously* (S2011)	100%	96%	100%
student behaviour is well managed at this school* (S2012)	94%	96%	93%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	99%	99%
they like being at their school* (S2036)	100%	100%	97%
they feel safe at their school* (S2037)	96%	99%	98%
their teachers motivate them to learn* (S2038)	99%	98%	93%
their teachers expect them to do their best* (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	99%	97%
teachers treat students fairly at their school* (S2041)	97%	96%	88%
they can talk to their teachers about their concerns* (S2042)	100%	100%	93%
their school takes students' opinions seriously* (S2043)	98%	98%	95%
student behaviour is well managed at their school* (S2044)	94%	95%	95%
their school looks for ways to improve* (S2045)	100%	97%	98%
their school is well maintained* (S2046)	100%	96%	98%
their school gives them opportunities to do interesting things* (S2047)	98%	99%	99%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		91%	90%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		96%	94%
student behaviour is well managed at their school (S2074)		96%	94%
staff are well supported at their school (S2075)		96%	90%
their school takes staff opinions seriously (S2076)		96%	85%
their school looks for ways to improve (S2077)		98%	92%
their school is well maintained (S2078)		96%	100%
their school gives them opportunities to do interesting things (S2079)		93%	96%

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

'Agree' represents the 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
 - 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, 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 2014 the school planned to reduce its long term environmental footprint through the following measures:

- Design planning for the Sun Safe Sports and Entertainment Building and Sporting Fields Project places a priority on energy and water use efficiency. Design parameters include energy efficient lighting, rain water harvesting and grey water use with associated landscaping using grey or rain water and avoiding the use of features requiring supplementary mains watering.
- Requesting quotes to install an 18 kW Solar System to augment the schools existing 5 kW system installed under the Solar Schools scheme.
- Requesting quotes to install an energy efficient LED lighting system in the Library and eLearning Centre.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	107,864	269
2012-2013	118,048	44
2013-2014	124,336	50

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

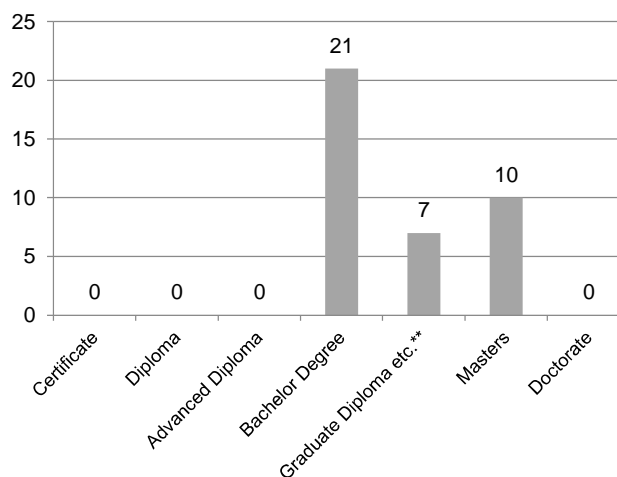
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	38	31	<5
Full-time equivalents	31	18	<5

Qualification of all teachers.

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	21
Graduate Diploma etc.**	7
Masters	10
Doctorate	0
Total	38



*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 2014 were \$32,387.57

The major professional development initiatives were as follows:

Priority Area (identified in 2014 AIP)	Professional learning opportunities
Developing Pedagogical framework	"Bringing to life" the Pedagogical Framework
New Teacher Induction	Orientation to Milpera purpose, policies and procedures
Mandatory induction program and annual updates	Education Queensland Student Protection Training Course
Align Milpera curriculum to Australian Curriculum	Collaborative planning and sharing classroom practices. Regular Curriculum meetings – Maths/Science, Foundation/Beginners, Post Beginner/Year Level Prep – Junior School, Post Beginner/Year Level Prep – Senior School
TESOL pedagogy and curriculum implementation	The Glamour of Grammar - introducing a functional approach to language teaching and learning plus examples from the Classroom Metropolitan Region Peer Coaching Program – two day program
Co-operative learning strategies	Co-operative classroom strategies that promote language learning plus examples from the Classroom Quality Schools – Inclusive Leaders Two day professional development workshop, presented by Prof, Loretta Giorcelli, that included developing leadership skills to:

	<ul style="list-style-type: none"> design and lead inclusive and participatory learning experiences foster positive and productive relationships with families of students with disability.
Using co-operative learning strategies, in an ICT context, to support language learning	Cardiopulmonary Resuscitation Training (provided by First Aid Action) Teaching staff – Examples from the Classroom: presentations by Milpera staff members Non-teaching staff – Building capacity in ICT Welfare team – OneSchool case notes for students with disabilities
Align Milpera curriculum to Australian Curriculum Developing Pedagogical framework TESOL pedagogy	Attendance and presentations at “TESOL - Meeting the challenge - Leading, Enhancing, Transform” conference
Mandatory induction program and annual updates	Beginning Teachers’ Workshop (provided by Innovative Education and Training) Asbestos awareness training
TESOL pedagogy and assessment	Using the <i>EQ Bandscales for EAL/D learners</i> .
TESOL pedagogy and assessment	Improving EAL learning outcomes through enhancing teacher assessment literacy (an ALTAANZ Pre-Conference workshop at University of Queensland)
Supporting student welfare	Building Resilience in Transcultural Australians (BRiTA) Futures program
Supporting student welfare	Positive Schools: Mental Health and Wellbeing Conference
Align Milpera curriculum to Australian Curriculum - Cross-curriculum priority of Sustainability.	Classroom use of Sustainability kit. Collaborative planning to develop and implement Sustainability unit.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry webpage. 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

Student attendance

	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	95%

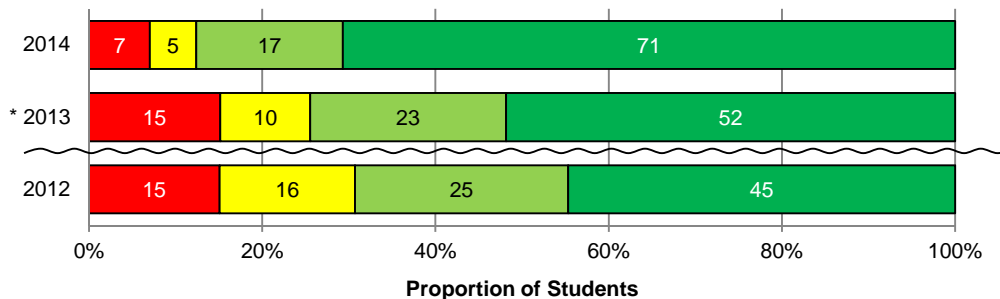
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

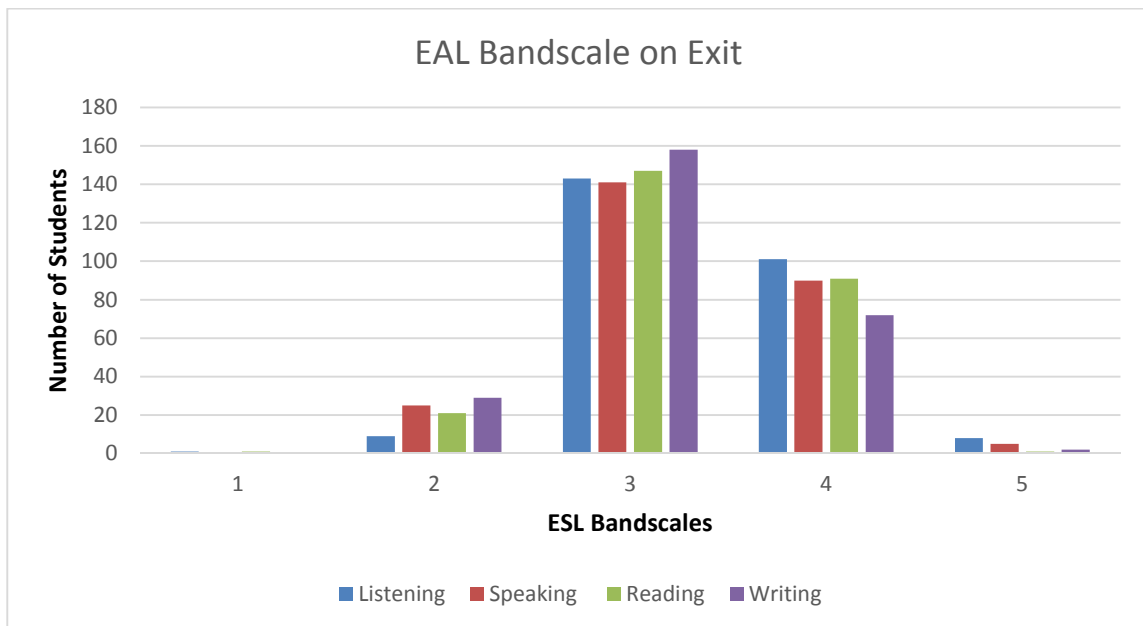
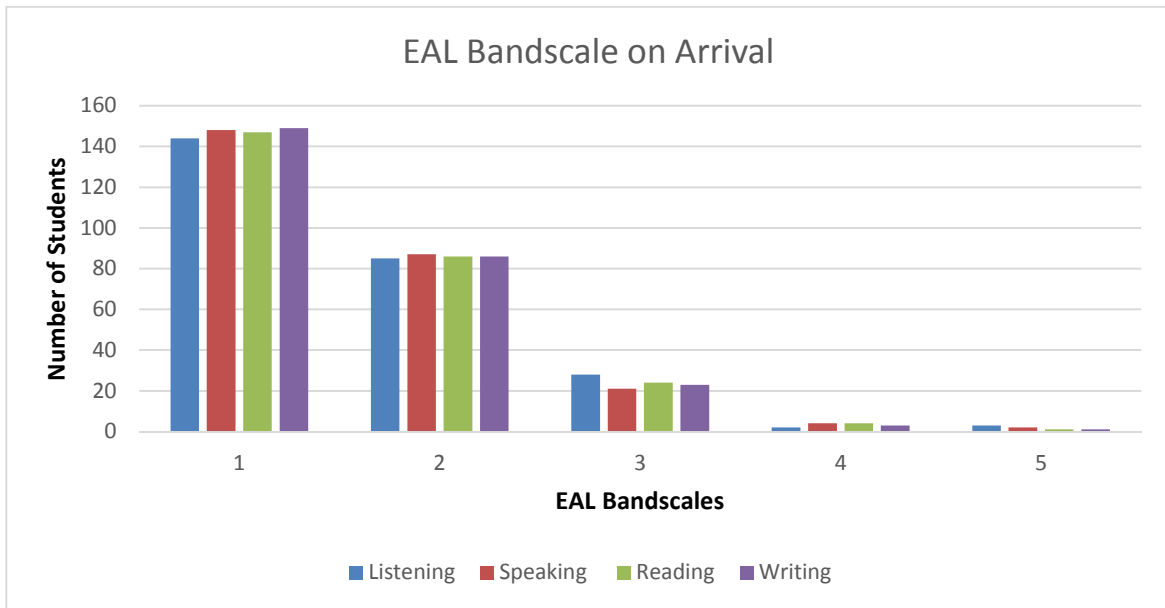
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 an Additional Language (EAL) Bandscale Data for 2014

During 2014 Milpera exited 323 students to further learning in mainstream schools and TAFE at the end of Terms 1, 2, 3 & 4. The following charts show the level EAL Bandscale on arrival and on exit, for students who exited Milpera during 2014.



Achievement in Mathematics for Students of limited Education Background

The following table shows the numbers and percentages of students arriving at Milpera from overseas countries with a given level of Maths during 2014. The assigned levels are based on a diagnostic Maths test which was administered to 266 newly arrived students during 2014.

Diagnostic Mathematics Test Results Semester 1, 2014

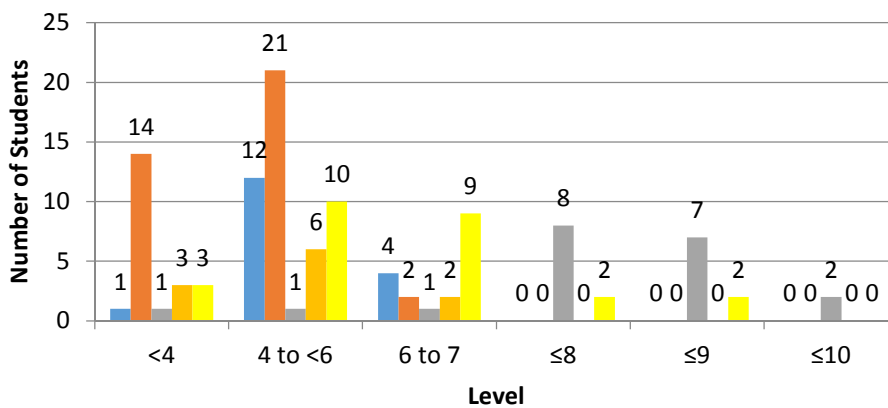
		Maths Levels						
		<4	4 to <6	6 to 7	≤ 8	≤ 9	≤10	Total
Junior Secondary	number	17	25	12	6	5	0	65
	%	26%	39%	18%	9%	8%	0%	
Senior Secondary	number	9	27	10	4	4	2	56
	%	16%	48%	18%	7%	7%	4%	

Diagnostic Mathematics Test Results Semester 2, 2014

		Maths Levels						
		<4	4 to <6	6 to 7	≤ 8	≤ 9	≤10	Total
Junior Secondary	number	18	25	16	14	8	1	82
	%	22%	30%	20%	17%	10%	1%	
Senior Secondary	number	10	25	15	6	4	3	63
	%	16%	40%	24%	9%	6%	5%	

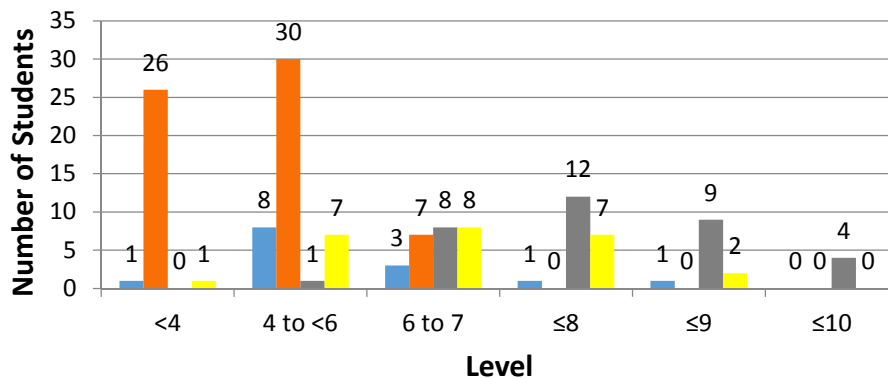
The percentage of students arriving with less than level four on the diagnostic test increased significantly in 2014 to 24% of junior school students, and 16% of senior school students. Less than level four indicates that the student cannot competently add whole numbers. The following graph shows the relationship between country of origin for students and their Maths levels on arrival in Australia.

Maths levels on arrival by Region, Semester 1 2014



- Middle East (17 students)
 - Africa (37 students)
 - East Asia (20 students)
 - South Asia (11 Students)
 - South East Asia (26 students)
- Middle East** (Afghanistan, Iran, Saudi Arabia)
Africa (DR Congo, Eritrea, Ethiopia, Ivory Coast, Liberia, Sierra Leone, Somalia, South Sudan, Sudan)
East Asia (China, Japan, Korea, Taiwan)
South Asia (Nepal, Pakistan, Tamil)
SE Asia (Burma, Karen, Philippines, Rohingya, Thailand, Vietnam)

Maths levels on arrival by Region, Semester 2, 2014



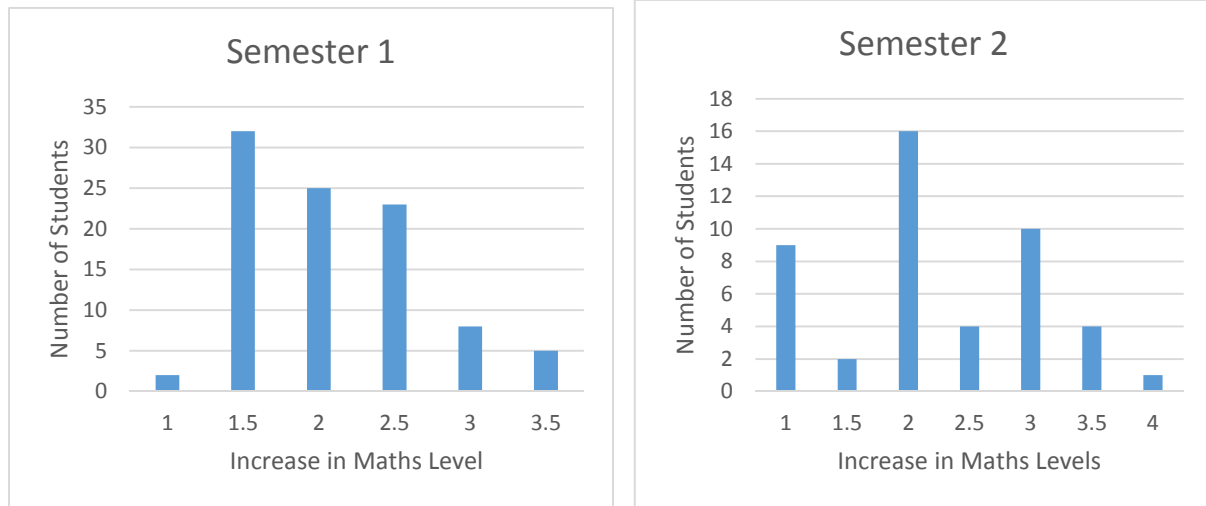
- Middle East (14 students)
- Africa (63 students)
- East Asia (34 students)
- South East Asia (25 students)

Students from some regions are disproportionately represented in the lower levels on the chart. Many of these students have experienced little or interrupted schooling in refugee camps. These students have also experienced dislocation and may be affected by trauma which impacts on their ability to learn.

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 who have limited competency in the 4 basic operations are given the opportunity to attend a Maths Support program to improve their skills in this area. 95 students completed the program during Semester 1, and 46 students completed the program in Semester 2 2014. The average improvement was 2.2 levels. The average time spent in the program was 12 weeks. After attending the Maths Support Program, the students resit the basic operations elements of the diagnostic test.

The chart below show the increase in Maths levels while attending the Maths Support Program.



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>.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government Non-government

Not Applicable

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 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.

Post-Milpera destination information

The following table shows the destinations of student exiting Milpera during 2014

	Term 1 Exits	Term 2 Exits	Term 3 Exits	Term 4 Exits	TOTAL
Indooroopilly	20	16	17	28	81
Kedron	5	13	8	8	34
Macgregor	6	4	3	5	18
Sunnybank	4	14	18	13	49
Yeronga	13	14	21	9	57
Redbank Plains	1				1
Woodridge	1	2	2	2	7
Primary Schools	3	2	2	2	9
State High Schools	1	2	2	1	6
Private School	4	2			6
TAFE	4	10	13	6	33
Overseas	2		1	4	7
Interstate	2	1	3	7	13
Work				2	2
Other	1	2	3	2	8
Total	67	82	93	89	331