



Milpera State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Milpera State High School is an intensive English language preparation and settlement school for newly arrived students of migrant and refugee background from non-English speaking countries and cultures. Its students are aged between 11 and 18. In 2016 student numbers ranged from 220 to 280. The school prepares students for further education in mainstream schools or the TAFE sector. On enrolment, students are placed in a Junior or Senior Secondary School class depending on age. Placement in Foundation, Beginner, Post-Beginner or Secondary School Preparation classes is determined by English language proficiency. The prime focus of the school is the teaching of English as an Additional Language or Dialect (EAL/D), but students also learn Mathematics, Science, Health and Physical Education and Art to enable English language development across the curriculum. Student achievement in English is reported using ESL (English as a Second Language) Bandscales.

The school has students from more than 50 countries and even more cultural and linguistic groups. Typically, more than half of the students are of refugee background; however this proportion varies depending upon economic factors, world events and immigration policy.

Many of the students in the school experience economic disadvantage and all experience cultural and linguistic dislocation. To support students, the school draws on the services of experienced Teachers of English to Speakers of Other Languages (TESOL), bilingual teacher aides, a large number of volunteers and an extensive student services team (Guidance Officer, Home Liaison Teacher, Youth Support Worker, School Health Nurse, Community Liaison Officer, Chaplain and representatives of many community support organisations). In addition, the HEAL (Home of Expressive Arts in Learning) program is a unique school-based mental health program which uses the creative arts, via Art Therapy and Music Therapy, to

support students facing grief, trauma and loss. HEAL has been recognised as both best practice and innovative.

Milpera has an attractive campus with modern classrooms which are fully equipped for the digital age. The school is committed to best-practice in TESOL teaching and continuous improvement. Milpera State High School works collaboratively with community organisations, using an inter-agency model of service delivery for pastoral care, acculturation and settlement services.

Principal's Forward

Introduction

School Progress towards its goals in 2016

Milpera's Attainment of the goals outlined in its 2016 AIP are tabulated below.

Strategy	Goals	Outcomes
Improvement in student achievement in Speaking and Listening (as measured by EAL/D Bandscales)	80% to attain at least Bandscale 3 on exit in Speaking and Listening	89.8 % of students attained Bandscale 3 on exit in Speaking and Listening .
Improvement in student achievement in Numeracy and Mathematics	All students identified receive Maths intervention program. All students to increase Maths levels in response to intervention.	84% of students increased their Maths ability by at least 2 levels in Semester II 2016.
Improve student attendance and transitions	92.5% attendance rate Review and refinement of transition procedures	94% attendance rate 2 destination schools meetings held Transition procedures revised
Deliver teacher PD in TESOL pedagogy and curriculum implementation	All staff to improve pedagogical practices in differentiated teaching and learning and the development of speaking and listening skills in English as part of their Annual performance Development Plans for Teachers.	Whole teaching staff professional development program undertaken in differentiation and the teaching of Speaking and Listening. 89.8 % of students attained Bandscale 3 on exit in Speaking and Listening .
Provide teachers with opportunities to share and reflect on their practice	All teachers involved in a coaching and mentoring program	Coaching and mentoring program developed and implemented.
Promote respectful relationships and cultural inclusion	Professional Learning Community established to promote Positive Youth Development initiative	Joyous Classrooms pedagogical strategies embedded in school pedagogies
Improve student support, settlement and access to services	Systemitise student recordkeeping and support for students with disabilities.	OneSchool documentation established as school "point of truth".

Future Outlook

In 2017 the school's focus is on the areas of improvements in pedagogical practices, curriculum development and documentation and facility development.

By June 2017 teaching staff had completed professional development in Joyous Classrooms pedagogical practices and were implementing them in their classrooms. Staff are about to begin professional development in Feedback Practices for Second Language Acquisition. The school's Coaching and Mentoring Program is fully implemented for all teaching staff.

The school's four Heads of Department are currently refining for publication the school's Curriculum Overview and the Head of Department: Science and HPE is leading the revision and documentation of the school's Health and Physical Education curriculum documents.

The school's building plans are on schedule. The practice cricket nets have been completed. A tender for the construction of the new Covered Outdoor Learning Area has been accepted and construction will begin in Term 3. The Landscaping Plan is being finalised for submission to the school by the end of Term 2.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	220	97	123		22%
2015*	263	125	138		31%
2016	253	119	134	1	27%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

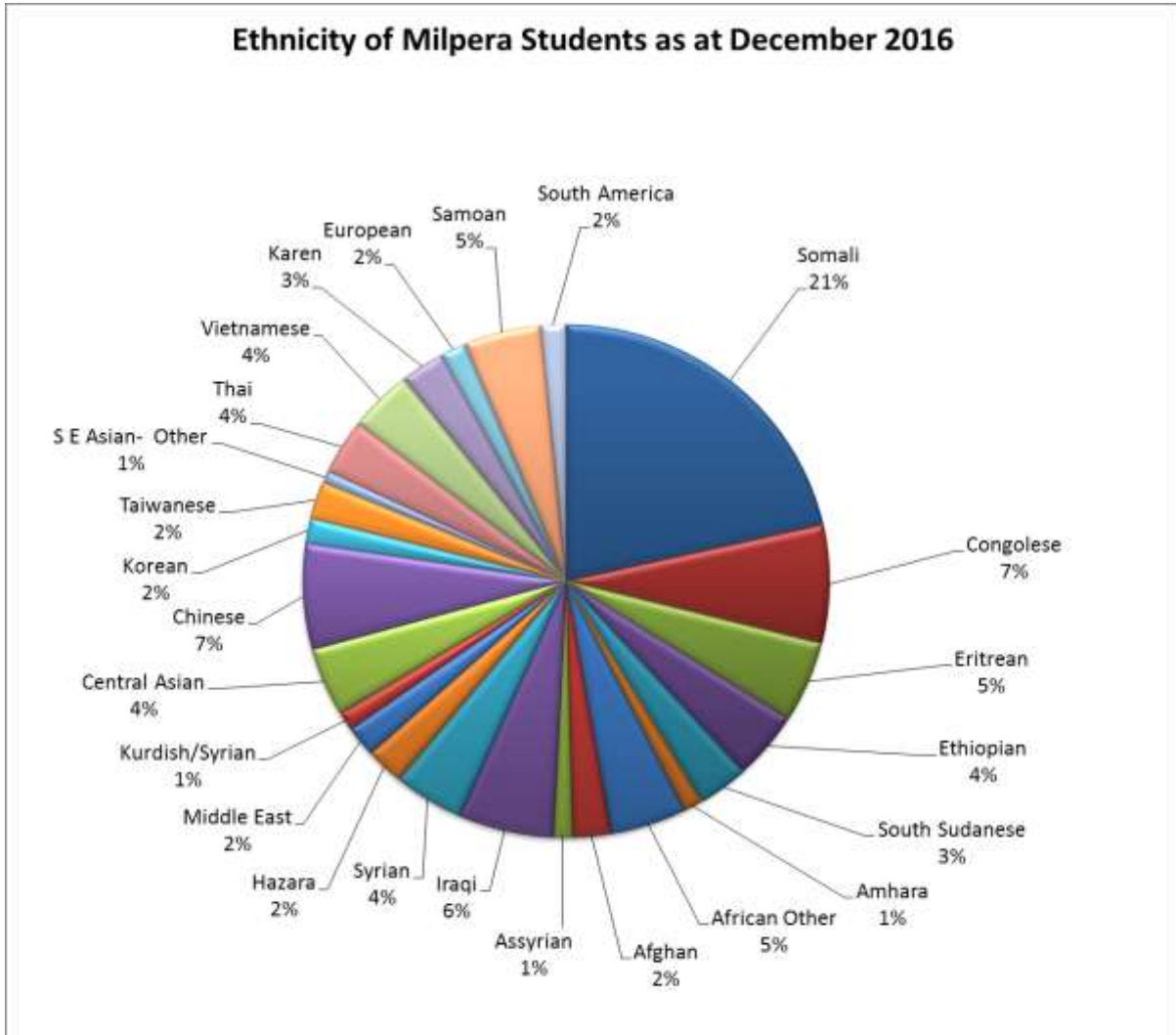
In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

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 2016.



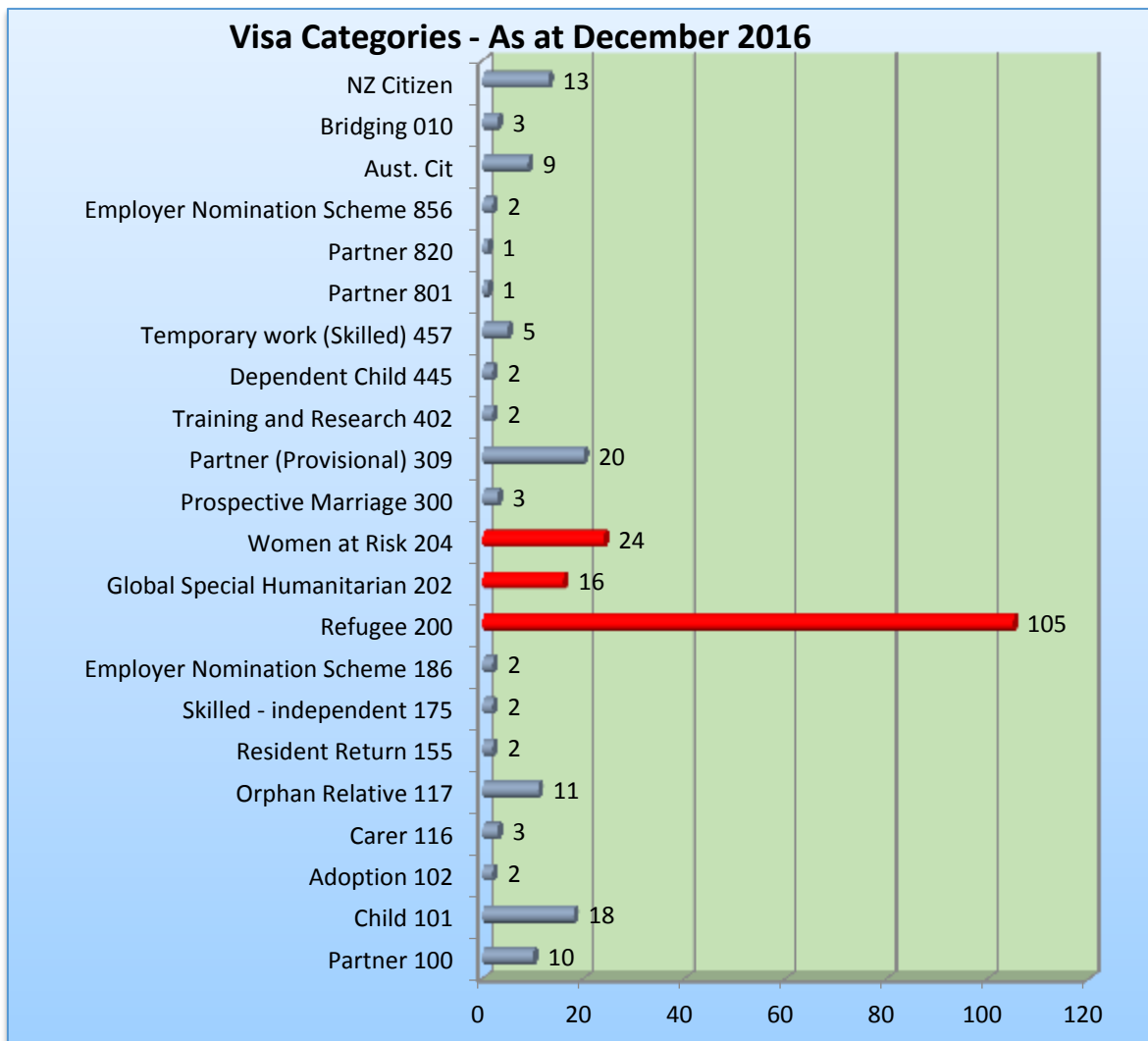
Movement of Students through Milpera SHS per week:

During 2016 Milpera enrolled a total of 264 new students, and exited 217 to mainstream high schools and TAFE. Enrolment and exit data shown below, demonstrates that across the year.

Movement of Students through Milpera SHS per week					
	Week Ended	Enrolled	Re-enrolled	Exiting	Students
From 2015					209
Week 1	29-Jan-16	37			246
Week 2	5-Feb-16	12			258
Week 3	12-Feb-16	2			260
Week 4	19-Feb-16	2			262
Week 5	26-Feb-16	0			262
Week 6	4-Mar-16	5			267
Week 7	11-Mar-16	2			269
Week 8	18-Mar-16	6			275
Week 9	24-Mar-16	0		66	275
Total		66		66	
TERM 1 BREAK					
Week 1	15-Apr-16	25		1	233
Week 2	22-Apr-16	2			235
Week 3	29-Apr-16	10			245
Week 4	6-May-16	4			249
Week 5	13-May-16	5		1	253
Week 6	20-May-16	5			258
Week 7	27-May-16	8			266
Week 8	3-Jun-16	4		1	269
Week 9	10-Jun-16	6		1	274
Week 10	17-Jun-16	4			278
Week 11	24-Jun-16	0		67	278
Total		73		71	
TERM 2 BREAK					
Week 1	15-Jul-16	15			226
Week 2	22-Jul-16	6		2	229
Week 3	29-Jul-16	23		2	250
Week 4	5-Aug-16	0			250
Week 5	12-Aug-16	4			254
Week 6	19-Aug-16	6		1	259
Week 7	26-Aug-16	4			263
Week 8	2-Sep-16	5			268
Week 9	9-Sep-16	4			272
Week 10	16-Sep-16	5		75	277
Total		72		80	
TERM 3 BREAK					
Week 1	7-Oct-16	11			213
Week 2	14-Oct-16	0			213
Week 3	21-Oct-16	8			221
Week 4	28-Oct-16	9	1	1	230
Week 5	4-Nov-16	6			236
Week 6	11-Nov-16	2			238
Week 7	18-Nov-16	8			246
Week 8	25-Nov-16	4			250
Week 9	2-Dec-16	5			255
Week 10	9-Dec-16			69	188
Total		53		70	
Total		264	1	217	

Students at Milpera in December 2015 arrived in Australia with the following visa sub-classes:

Movement of Students through Milpera SHS per week:



During 2016 Milpera enrolled a total of 264 new students, and exited 217 to mainstream high schools and TAFE. Enrolment and exit data shown below, demonstrated that across the year.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Foundation (special learning needs)	8.8	9.8	7.46
Beginner and Post Beginner	15.3	13.6	12.99
Junior and Senior Secondary Preparation	16.8	16.4	15.31

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

MILPERA PROGRAMS

Our Approach to Curriculum

All students enrolled at Milpera are young people, aged 11 to 17, who speak languages other than English and who need to access an intensive English as an Additional Language program to prepare them to participate in schooling/TAFE in mainstream settings.

While all are EAL learners, the students do not represent a homogenous group, differing greatly in:

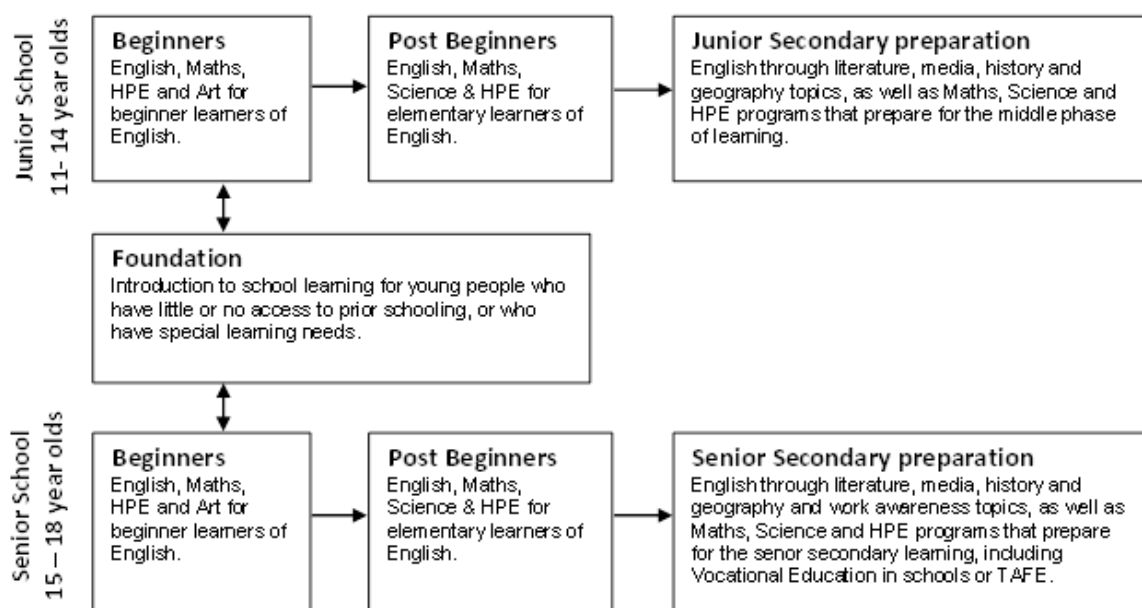
- age on arrival
- English language proficiency on arrival
- prior access to formal education, and consequent levels of literacy and numeracy, and conceptual understandings in their language of education
- language of prior education (mother tongue versus an additional language)
- experience with print and visual literacies
- multiple spoken languages
- level of interference to learning caused by post-traumatic stress
- giftedness in (talent for) language learning.

Milpera's Year Level Preparation program is underpinned by the whole-school belief that, although individual students are at different stages in their learning, every student is capable of learning and making progress beyond their current level of proficiency. Improvement occurs when students are provided with:

- explicit and targeted teaching
- appropriate/accessible learning opportunities and support
- clear learning expectations
- continuous monitoring and feedback.

At enrolment, English language proficiency of students is assessed and students are placed in a class appropriate to:

- age (ie 11-14 years old in Junior School classes; 15-17 years old in Senior School classes)
- level of English language proficiency.



Extracurricular Activities

A wide range of activities were embedded into the curriculum in order to provide meaningful contexts for learning and settlement. In 2016 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, Law Courts, Rock Climbing at The Gap SHS, 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. Many students participate in Surf Safety lessons, and surf safety excursions to South Bank hosted by Queensland Surf Life Savers during the school year.
- 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.
- Hip Hop dancing provided by a Brisbane City Council grant
- 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.
- ABCN program for Senior Schooling students at Optus
- 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 and Sunnybank 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 2016 they represented the school at a number of functions including the Brisbane Lord Mayor's Welcome to Refugees, 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 2016 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

Overview

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. 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.
8. The Pastoral Care program provides English and bilingual learning about topics that are essential for successful settlement and acculturation.

9. 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.
10. 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.
11. Youth Support Co-ordinator who works closely with Home Liaison to co-ordinate Tree of Life, Bike Maintenance, Cooking and individualised support for students

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	90%
this is a good school (S2035)	100%	100%	95%
their child likes being at this school* (S2001)	100%	100%	95%
their child feels safe at this school* (S2002)	100%	100%	95%
their child's learning needs are being met at this school* (S2003)	100%	100%	95%
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%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	98%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	94%
teachers at this school treat students fairly* (S2008)	94%	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	89%
this school takes parents' opinions seriously* (S2011)	100%	100%	89%
student behaviour is well managed at this school* (S2012)	93%	100%	94%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	89%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	97%	98%
they like being at their school* (S2036)	97%	91%	96%
they feel safe at their school* (S2037)	98%	92%	93%
their teachers motivate them to learn* (S2038)	93%	98%	96%
their teachers expect them to do their best* (S2039)	98%	93%	97%
their teachers provide them with useful feedback about their school work* (S2040)	97%	92%	96%
teachers treat students fairly at their school* (S2041)	88%	93%	92%
they can talk to their teachers about their concerns* (S2042)	93%	93%	90%
their school takes students' opinions seriously* (S2043)	95%	87%	96%
student behaviour is well managed at their school* (S2044)	95%	92%	88%
their school looks for ways to improve* (S2045)	98%	89%	97%
their school is well maintained* (S2046)	98%	91%	96%
their school gives them opportunities to do interesting things* (S2047)	99%	95%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	90%	93%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	90%	97%
students are encouraged to do their best at their school (S2072)	100%	98%	98%
students are treated fairly at their school (S2073)	94%	96%	100%
student behaviour is well managed at their school (S2074)	94%	95%	100%
staff are well supported at their school (S2075)	90%	93%	100%
their school takes staff opinions seriously (S2076)	85%	88%	100%
their school looks for ways to improve (S2077)	92%	93%	98%
their school is well maintained (S2078)	100%	98%	98%
their school gives them opportunities to do interesting things (S2079)	96%	93%	98%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents and Caregivers

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. Students with disabilities and financial disadvantage are supported by equity funding and support

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.

Family Link days whereby parents and caregivers from a particular cultural group are invited to the school for first language information sessions and participation in their child's classroom.

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.

Community Engagement

Milpera has an extensive program of Community engagement that provide links and support services for students and parents. The school has close relationships with settlement services such as MDA and Access



RAILS, QPAST and NGO welfare providers. It has a business mentoring program, Interact, staffed by Optus through the Australian Business and Community Network. It receives financial support from the Friends of HEAL foundation to support Art and Music therapy. It has more than 150 volunteers attending the school each week.

Differentiated pedagogies, adjustments to physical environments and financial assistance are provided to ensure students with diverse needs can participate fully at school.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These programs are embedded in the curriculum in care lessons, the choice of texts and stimulus materials used for learning, the HPE curriculum and behaviours modelled by school staff. As part of the school's settlement strategy, students are helped to develop their skills in personal safety (including water safety), identifying and responding to abuse and violence and non-violent conflict resolution.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	19	14	7
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Milpera is committed to environmental sustainability. We monitor the output of and maintain the school's solar panels. We encourage reduction in the use of power and water. We have installed water tanks and additional tanks are part of the planning for the Covered Outdoor Learning Area project. The school's Landscaping Plan is based around the planting of species that do not require supplementary watering. The school recycles cardboard, paper and printer toner cartridges and a program that refurbishes bicycles for student use. Where possible excursions and staff travel utilize public transport using the school's Go Cards.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	124,336	50
2014-2015	66,016	901
2015-2016		999

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	38	36	<5
Full-time Equivalents	33	20	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	12
Graduate Diploma etc.**	9
Bachelor degree	17
Diploma	-
Certificate	-

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$36 192.46

The major professional development initiatives are as follows:

Priority Area (identified in 2016 AIP)	
Mandatory Induction program and annual updates	As per DET requirements
New Teacher Induction	Orientation to Milpera purpose, policies and procedures Working with young people of refugee background
Speaking and Listening for EAL students	Co-delivered workshops with University academics and School Leaders and Teachers
Positive behaviour and Respectful Relationships	Positive Schools Conference; Mental Health and Wellbeing conference PLC (Professional Learning Community) met for a semester to understand ways of learning and thriving at Milpera – Presentation of findings to staff Twilight PD inclusive of all staff to decide priority for 2017
Cultural Inclusion	Syrian cultural and historical information Student Wellbeing - Lyla Moshmosh Visa subclasses and implications – HEAL Co-ordinator & Home Liaison
Staff Wellbeing	Ulrikie QPASTT – Dealing with the effects of vicarious trauma
Student Wellbeing	Tree of Life project with QUT
Coaching and Mentoring	Review and feedback
Mentoring Beginning Teachers	Coaching and Mentoring program for beginning teachers

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016

Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).			DW

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

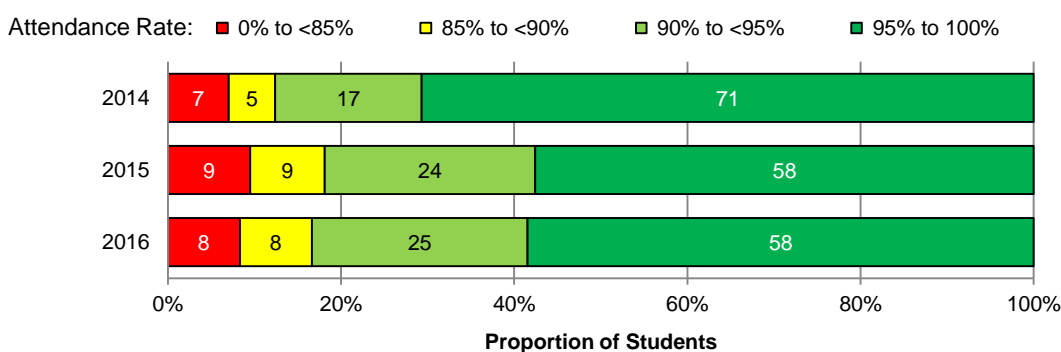
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014													
2015													
2016													

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

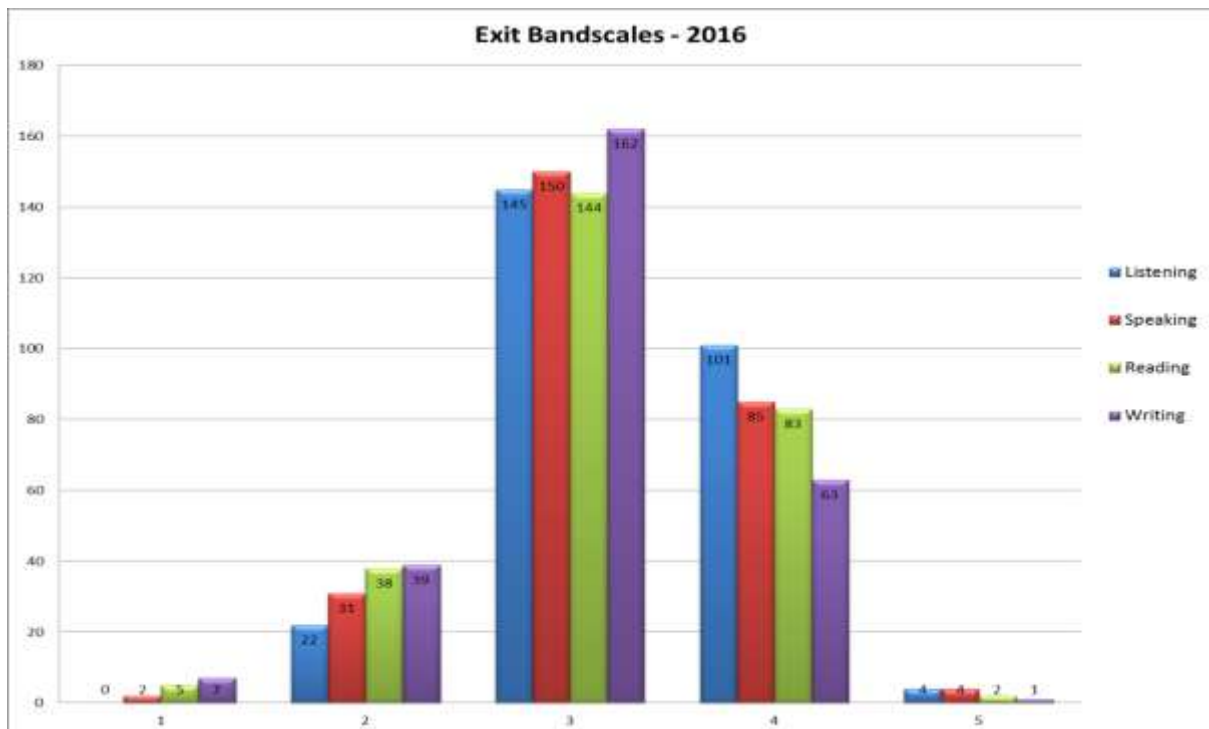
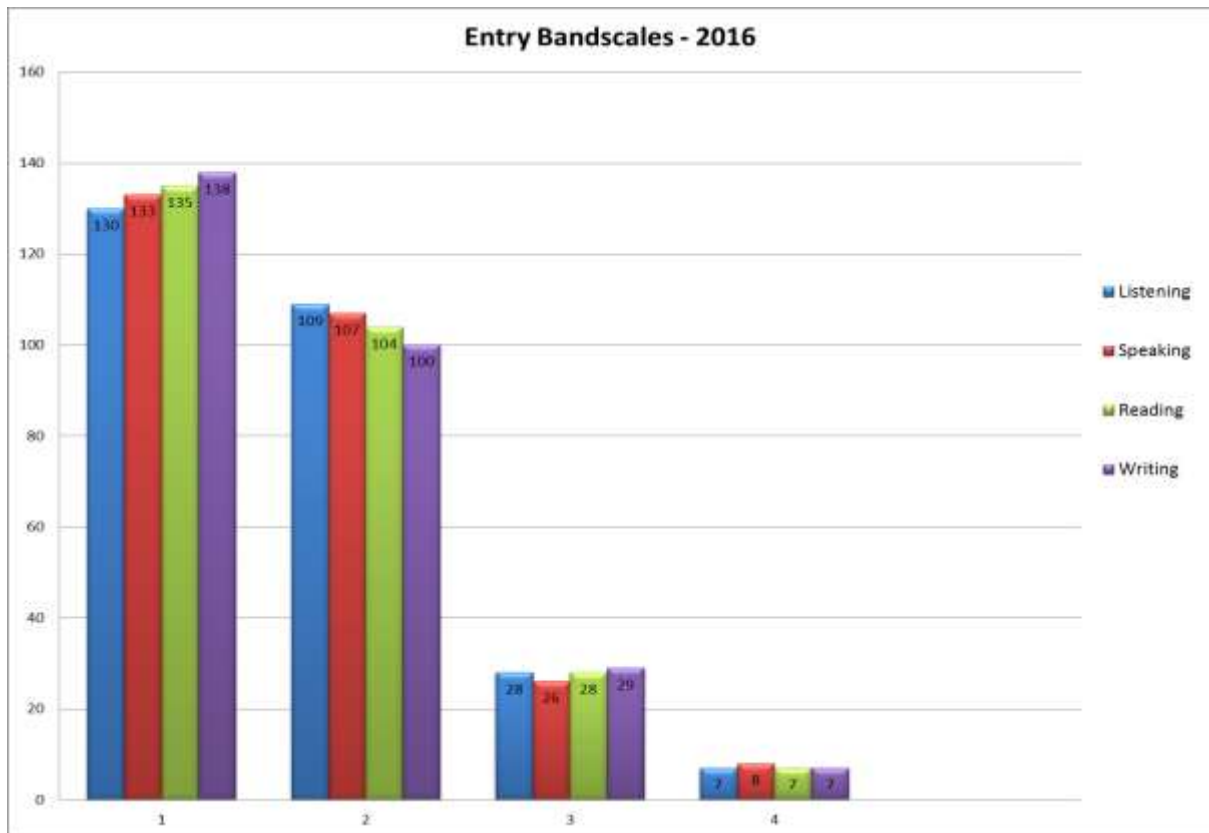
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked manually twice per day and information is entered into One School. Following morning roll marking at 9.00am, caregivers of students absent without prior notification are contacted by phone by a staff member. Where appropriate and possible, a first language speaker is involved in this process.

Milpera's attendance rate at 94% is 6% above State average. Parents are advised on enrolment of the legal requirements of school attendance but the engaging academic and social climate of the school means that the school does not need to utilize formal sanctions for non-attendance.

English as an Additional Language (EAL) Bandscale Data for 2016

During 2016 Milpera exited 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 2016.



Intervention Programs

Literacy Intervention Programs

Support A Reader (SAR) program

- In 2016, an average of 108 individual reading sessions (twenty minutes per session) were provided each week, supporting the reading development of students from 22 Post Beginner classes from both the Junior and Senior school.
- 48 volunteers regularly contributed to SAR in 2016.

2016	Total SAR sessions					Total per term	Average/ week/term
	Monday	Tuesday	Wednesday	Thursday	Friday		
Term 1	171	186	147	183	150	837	93
Term 2	186	255	249	255	177	1122	125
Term 3	204	207	225	183	189	1008	112
Term 4	186	198	189	159	201	933	104
Average number of SAR sessions per week in 2016 = 108							

Help Our Writing (HOW) program

- In 2016, 66 students were provided with an extended program of individual writing support during 2016.
- 22 trained volunteers provided a total of 1735 thirty minute HOW sessions for students identified as needing additional writing support.

2016	Total HOW sessions per day					Total per term	Average/ week/term
	Monday	Tuesday	Wednesday	Thursday	Friday		
Term 1	120	116	66	70	65	437	55
Term 2	90	91	80	105	94	460	46
Term 3	87	99	63	81	82	412	46
Term 4	99	129	75	68	55	426	48
Average number of HOW sessions per week in 2016 = 49							

- On average, students attended three HOW sessions each week and were supported in the program for a varying number of weeks depending on need.
- In 2016, the HOW program reported on the progress of 56 students as they exited the program. The number of weeks those students were supported by the HOW program is indicated below.

1–5 weeks	6–10 weeks	11–15 weeks	16–20 weeks	21–25 weeks	26–30 weeks
6 students	17 students	17 students	11 students	3 students	2 students

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 2016. The assigned levels are based on a diagnostic Maths test which was administered to 259 newly arrived students during 2016.

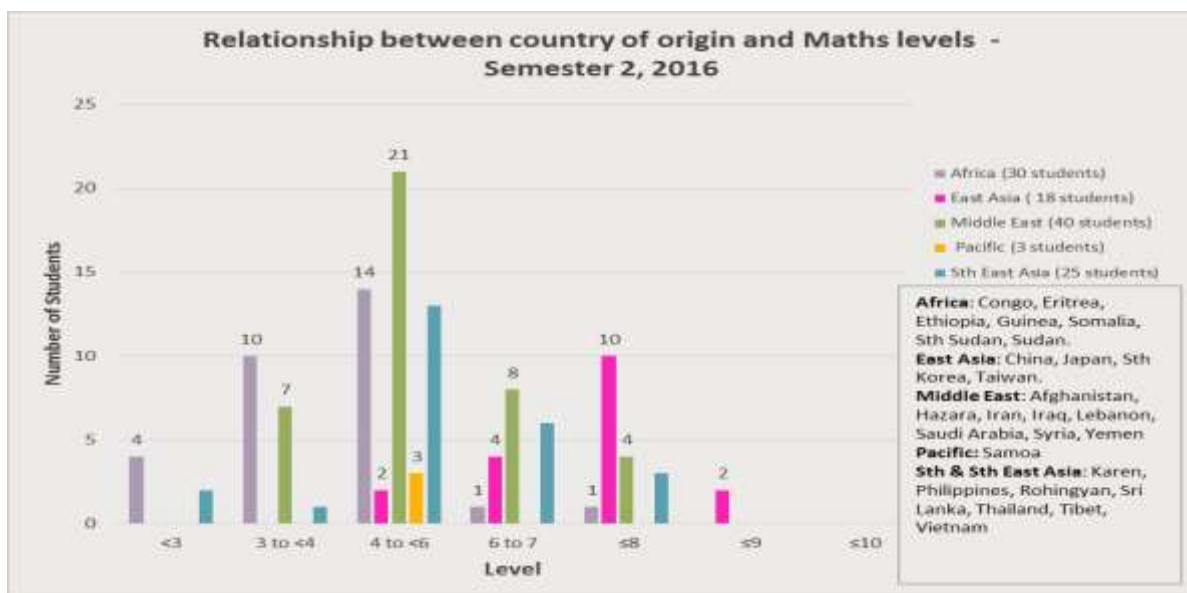
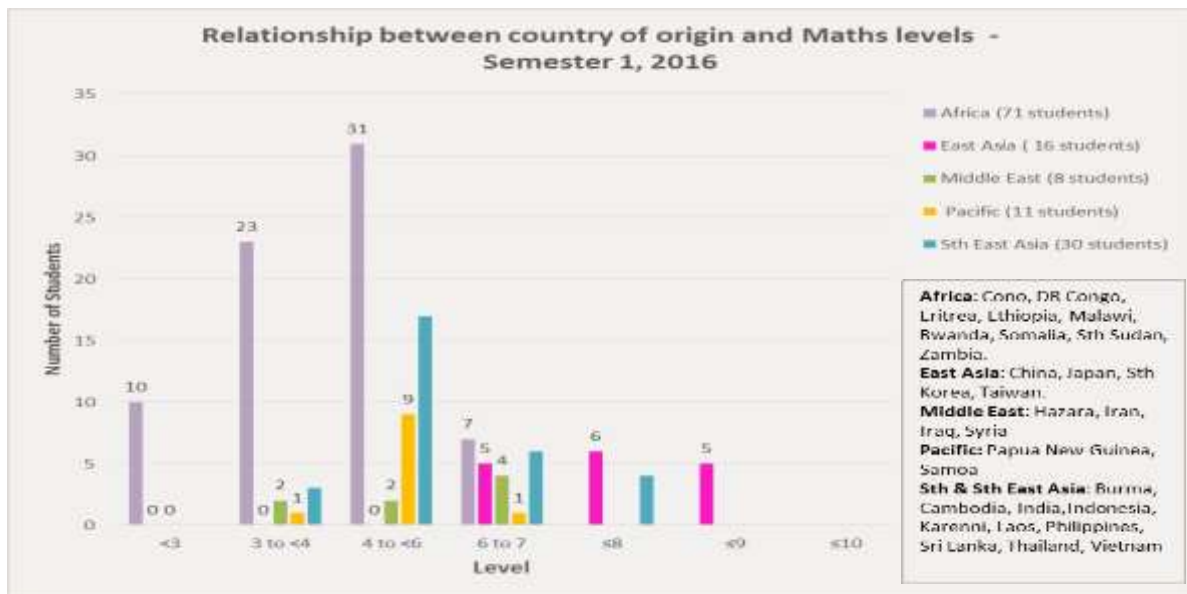
Diagnostic Mathematics Test Results Semester 1, 2016

		Maths Levels							Total
		<3	3 to <4	4 to <6	6 to 7	≤ 8	≤ 9	≤10	
Junior Secondary	number	8	21	33	10	3	1	0	76
	%	5.5%	15%	24%	7%	2%	0.5%	0%	55%
Senior Secondary	number	2	8	27	14	7	4	0	62
	%	1%	5.5%	19.5%	10%	7%	3%	0%	45%

Diagnostic Mathematics Test Results Semester 2, 2016

		Maths Levels							Total
		<3	3 to <4	4 to <6	6 to 7	≤ 8	≤ 9	≤10	
Junior Secondary	number	3	11	25	12	10	2	0	63
	%	2%	9%	21%	10%	8%	2%	0%	52%
Senior Secondary	number	3	8	30	9	8	0	0	58
	%	2%	7%	25%	7%	7%	0%	0%	48%

The percentage of students arriving with early numeracy skills continued to be significant in 2016 with 15.5% of junior school students, and 7.5% of senior school students arriving with less than 4 on the diagnostic test. 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.

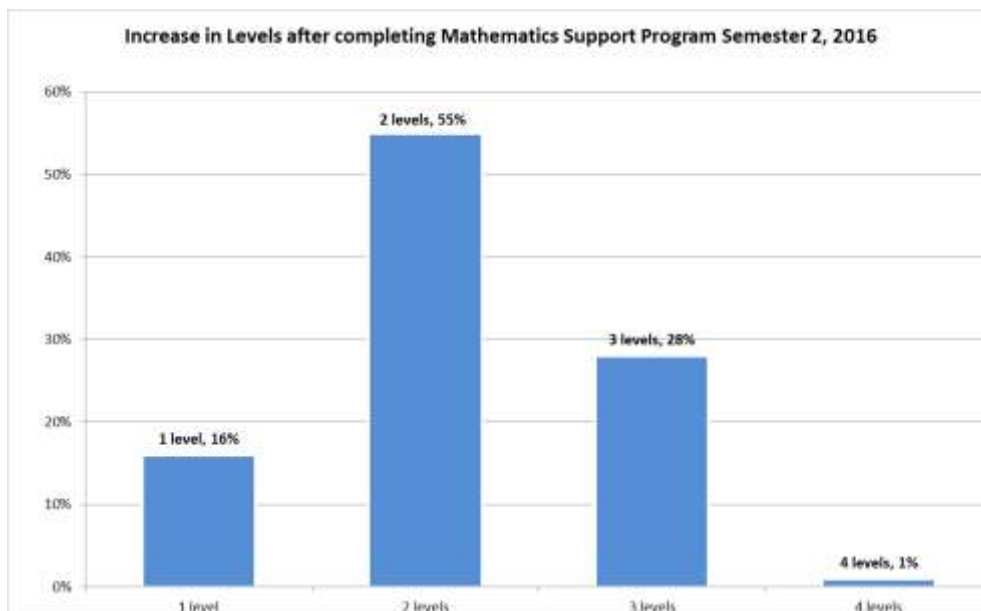
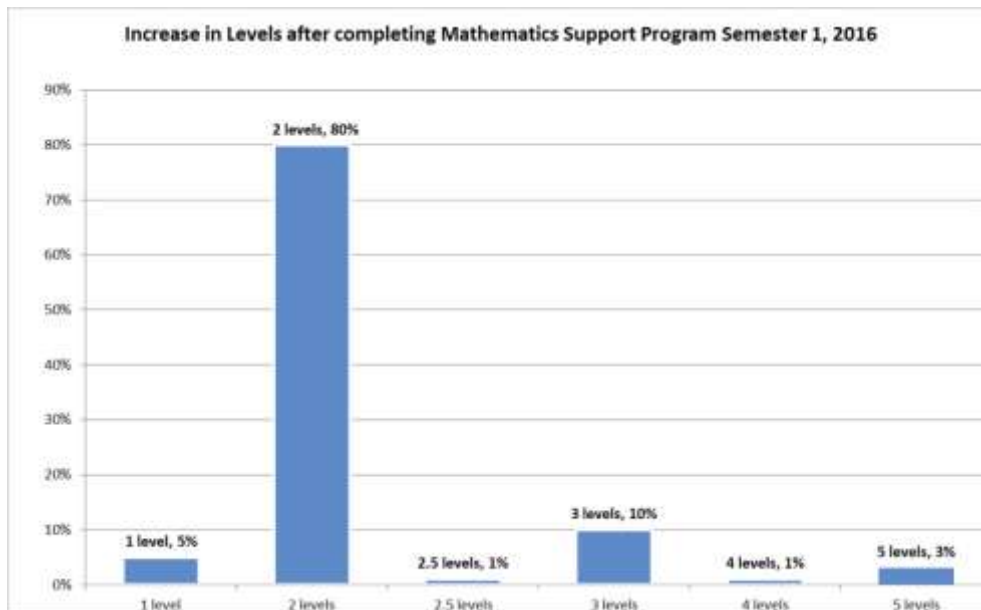


Students from some regions are disproportionately represented in the lower levels on the chart. Many of these students have experienced little or interrupted schooling in refugee camps. These students have also experienced dislocation and may be affected by trauma which impacts on their ability to learn.

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. 74 students completed the program during Semester 1, and 78 students completed the program in Semester 2 2016. The average improvement was 2.2 levels. The average time spent in the program was 12.4 weeks in Semester 1 and 9.1 weeks in Semester 2. After attending the Maths Support Program, the students re-sit the basic operations elements of the diagnostic test.

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



Number Intervention

27 students participated in Number Intervention in 2016, a new initiative in 2016.

Students are withdrawn from class in pairs 3 lessons each week. The program is delivered by Maths teachers and aims to develop the students' concept of number. A thorough knowledge of number sequence, quantity,



numeral and number word reading and writing, patterns and sequences and the strategies of mental calculation are central to this program. The students are assessed at the beginning and end of the program to track their progress. It is evident that students in this intervention often have elements of difficulty with literacy intertwined with number.

The contribution of the Number Intervention Program to the significantly reduced time frame for completion of Maths Support is noted this Semester. Average time for completion of Maths Support has been around 12 weeks for several years and this Semester it dropped to just over 9 weeks. Of note is the number of students able to improve by more levels at the conclusion of Maths Support. This is evident in that 29% of students in the Maths Support program have increased their levels by 3 or more in Semester 2, compared with 14% in Semester 1.

Student Destinations

Post Milpera destination information

The following table shows the destinations of student exiting Milpera during 2015

EXITS FROM MILPERA - 2016							
School	Exited Term 1	Exited Term 2	Semester 1	Exited Term 3	Exited Term 4	Semester 2	Total for Year
Aspley		1	1	4	3	7	8
Bundamba			0	19	12	31	31
Indooroopilly	13	16	29	11	10	21	50
Kedron	5		5	2	1	3	8
MacGregor	13	11	24	8	4	12	36
Sunnybank	7	9	16	5	12	17	33
Yeronga	20	15	35	18	12	30	65
Islamic College			0			0	0
Woodridge	1		1	2		2	3
Primary Schools		1	1			0	1
Special School			0			0	0
State High Schools	1	4	5	1	3	4	9
Private School	1	3	4	5	5	10	14
TAFE	4	10	14	2	3	5	19
Overseas	1	1	2	3		3	5
Interstate			0			0	0
Work			0			0	0
Other			0		1	1	1
Total	66	71	137	80	66	146	283