



Milpera State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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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 backgrounds. The students come from countries and cultures where a language other than English is spoken at home and are aged between 11 and 18. In 2017 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 classes 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 the language of Mathematics, Science, Health and Physical Education and Art to enable English language development across the curriculum. Student achievement in English is reported using the *Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners*.

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 and representatives of many community support organisations). In addition, the HEAL (Home of Expressive Arts and 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 for its best practice and innovation.

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 works collaboratively with community organisations, using an inter-agency model of service delivery for pastoral care, acculturation and settlement services.

Principal's Foreword

Introduction

School Progress towards its goals in 2017.

Milpera's attainment of the goals outlined in its 2017 AIP are tabulated below.

Strategy	Goals	Outcomes
Implementation of Joyous Classrooms initiative through development of Joyous Classrooms pedagogical practices	All staff to build capacity and implement Joyous Classroom pedagogy as part of their Annual Performance Development Plans for Teachers.	Whole teaching staff professional development program including professional learning community and practical workshops. 94% overall student attendance rate.
Improvement in student achievement in Numeracy and Mathematics	All identified students to take part in Maths intervention program. All students to increase Maths levels in response to intervention.	85% of students attending Maths Support improved by at least 2 levels in Semester 2 2017.
Improvement in feedback practices for second language acquisition	All staff to improve feedback practices for second language acquisition.	Whole teaching staff professional development program through professional learning community, practical workshops delivered by staff and academic.
Improvement in teaching practices through coaching and mentoring	All teaching staff engaged in formal coaching and mentoring in three out of four terms.	100% of teaching staff involved in coaching and mentoring.
Development and documentation of the school's curriculum	Heads of Department for Junior/Senior Secondary, Maths and Science/HPE to lead the development of curriculum overviews.	English Overview complete. Maths/Science/HPE Overviews in process.
Review and documentation of school HPE Curriculum Plan	Science/HPE HOD to lead development of plan.	HPE Curriculum Plan completed.
Facility Development	Completion of COLA (Covered Outdoor Learning Area), development of Landscaping Plan, enhancement of sporting facilities.	Helen Byrne Building (COLA) completed, cricket nets installed and landscaping plan complete. Other projects in process.

Future Outlook

In 2018 the school's focus is on improvement in pedagogical practices, curriculum development and documentation, and assessment processes. There are ongoing improvements to facilities planned.

By June 2018 teaching staff had completed professional development in Cross Cultural Awareness and Working with Traumatized students. A review of the assessment processes within the school and development of common reading assessment tasks commenced at the beginning of 2018. Moderation processes for English teachers of exiting classes have commenced. The school's Coaching and Mentoring Program continues to include 100% of staff. Key Professional Development facilitated by Associate Professor Lisa Ehrich on the delivery of feedback in coaching has taken place.

Significantly we have introduced a number of curriculum and extra-curriculum enhancements in 2018. These include coding for senior and junior exiting classes, and the establishment of an after school program called Karibu (meaning welcome in Swahili). Karibu provides an opportunity for Milpera students to build relationships with students from a local mainstream school. The introduction in 2017 of an Intermediate class catering for students with high levels of oral language requiring intensive support for their literacy needs has continued in 2018, as has puppeteering through The Song Room Charity. A significantly higher number of our students are now able to access outside school sporting programs through our partnership with a charity called Pushing Barriers. This is enabling our students to build deeper connections with students who have established lives in Australia.

The English Curriculum Overview has been completed and the Maths and Science/HPE Overviews are nearing completion at the time of writing. Professional development in the area of reading has begun for Teacher Aides and a project to develop a detailed tool kit for managing behaviours is in the process of development. Our Heads of Department Junior and Senior Secondary will undertake facilitator training in "How Language Works" in Term 3. Teachers will begin this training in Term 4.

The Helen Byrne Building was opened with a Smoking Ceremony in March 2018 and provides a wonderful facility for the students to play a number of different sports, both in class and at lunch time. Significant school events now take place in the facility, including International Women's Day, Boys to Men Day, School Exits and Sorry Day to date. In Term 3 Milpera will host its first NAIDOC celebration.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 6 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	263	125	138		31%
2016	253	119	134		27%
2017	191	82	109		20%

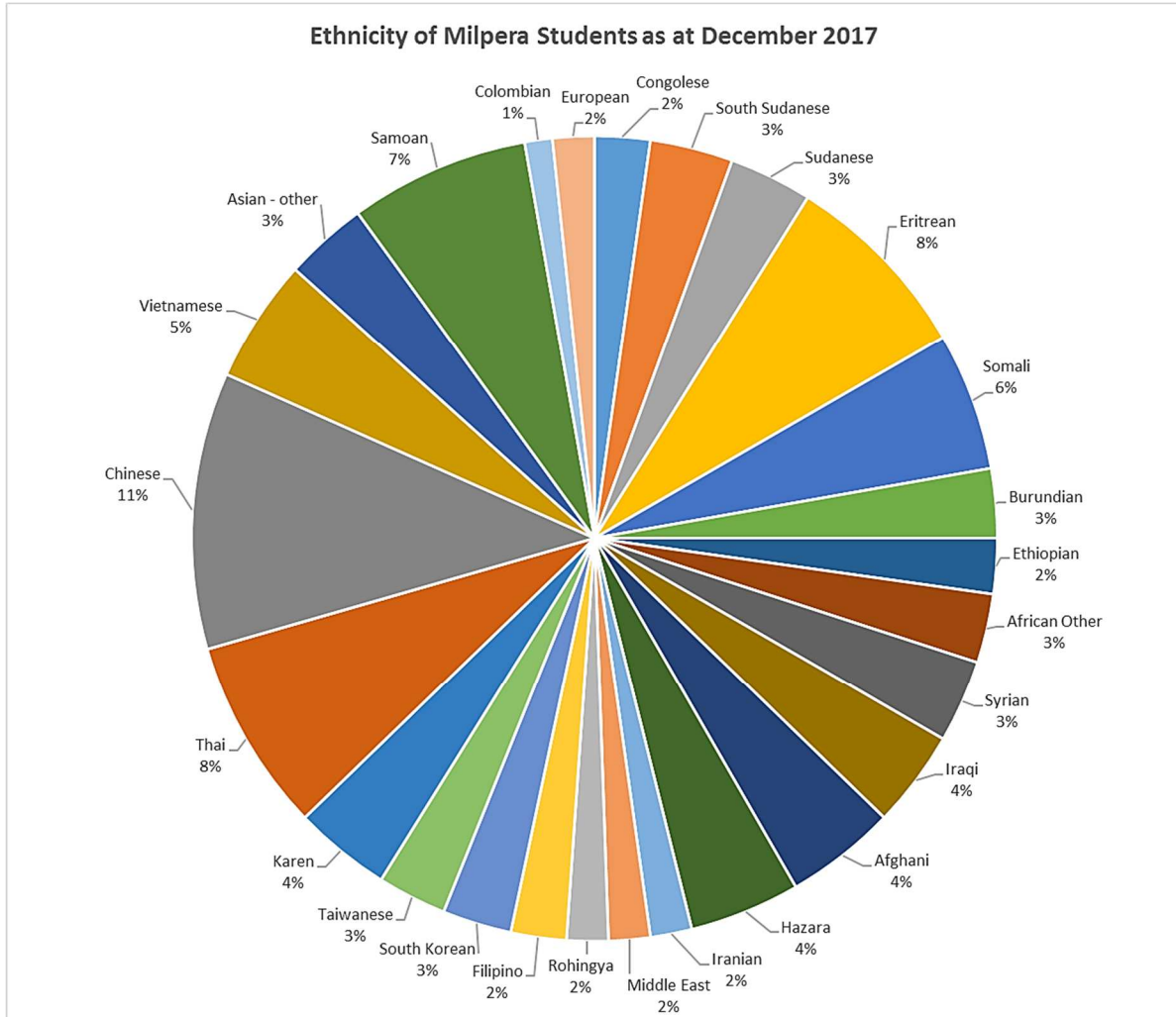
Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 2017.



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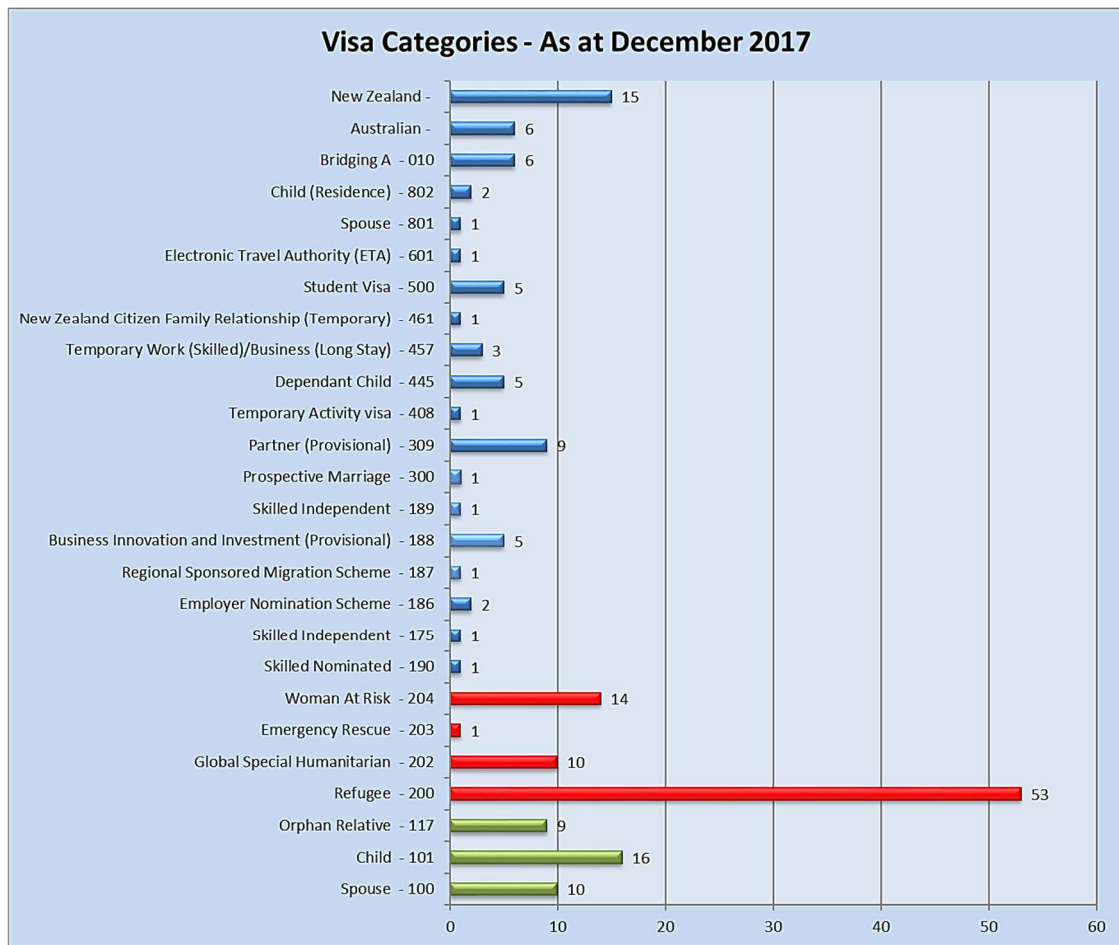


Movement of Students through Milpera SHS per week:

During 2017 Milpera enrolled a total of 203 new students, and exited 260 to mainstream high schools and TAFE. Enrolment and exit data is shown below:

Movement of Students through Milpera per week - 2017					
	Week Ended	Enrolled	Re-enrolled	Exiting	Students
From 2016				0	186
Week 1	27-Jan-17	37		2	221
Week 2	3-Feb-17	7		0	228
Week 3	10-Feb-17	1		0	229
Week 4	17-Feb-17	4		1	232
Week 5	24-Feb-17	6		0	238
Week 6	3-Mar-17	8		0	246
Week 7	10-Mar-17	1		0	247
Week 8	17-Mar-17	5		0	252
Week 9	24-Mar-17	4		0	256
Week 10	31-Mar-17	3		54	205
Total		76	0	57	205
TERM 1 BREAK					
Week 1	21-Apr-17	21		1	225
Week 2	28-Apr-17	2		0	227
Week 3	5-May-17	3		0	230
Week 4	12-May-17	5		3	232
Week 5	19-May-17	1		1	232
Week 6	26-May-17	2		0	234
Week 7	2-Jun-17	9		1	242
Week 8	9-Jun-17	2		2	242
Week 9	16-Jun-17	0		0	242
Week 10	23-Jun-17	1		71	172
Total		46	0	79	172
TERM 2 BREAK					
Week 1	14-Jul-17	10		0	182
Week 2	21-Jul-17	4		1	185
Week 3	28-Jul-17	4		1	188
Week 4	4-Aug-17	4		0	192
Week 5	11-Aug-17	1		1	192
Week 6	18-Aug-17	4		2	194
Week 7	25-Aug-17	4		0	198
Week 8	1-Sep-17	1		0	199
Week 9	8-Sep-17	5		0	204
Week 10	15-Sep-17	0		67	137
Total		37	0	72	137
TERM 3 BREAK					
Week 1	6-Oct-17	12		0	149
Week 2	13-Oct-17	2		0	151
Week 3	20-Oct-17	10		0	161
Week 4	27-Oct-17	4		0	165
Week 5	3-Nov-17	8		0	173
Week 6	10-Nov-17	4		0	177
Week 7	17-Nov-17	2		0	179
Week 8	24-Nov-17	2		0	181
Week 9	1-Dec-17	0		0	181
Week 10	8-Dec-17	0		52	129
Total		44	0	52	129
Total		203	0	260	129
TERM 4 BREAK					

Students at Milpera in December 2017 arrived in Australia with the following visa sub-classes:



Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Foundation (special learning needs) /Intermediate	9.8	7.46	6
Beginner and Post Beginner	13.6	12.99	12.04
Junior and Senior Secondary Preparation	16.4	15.31	14.41

Curriculum Delivery

Our Approach to Curriculum Delivery

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 or Dialect (EAL/D) program to prepare them to participate in schooling/TAFE in mainstream settings.

While all are EAL/D 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 interrupted schooling and post-traumatic stress
- giftedness in (talent for) language learning.

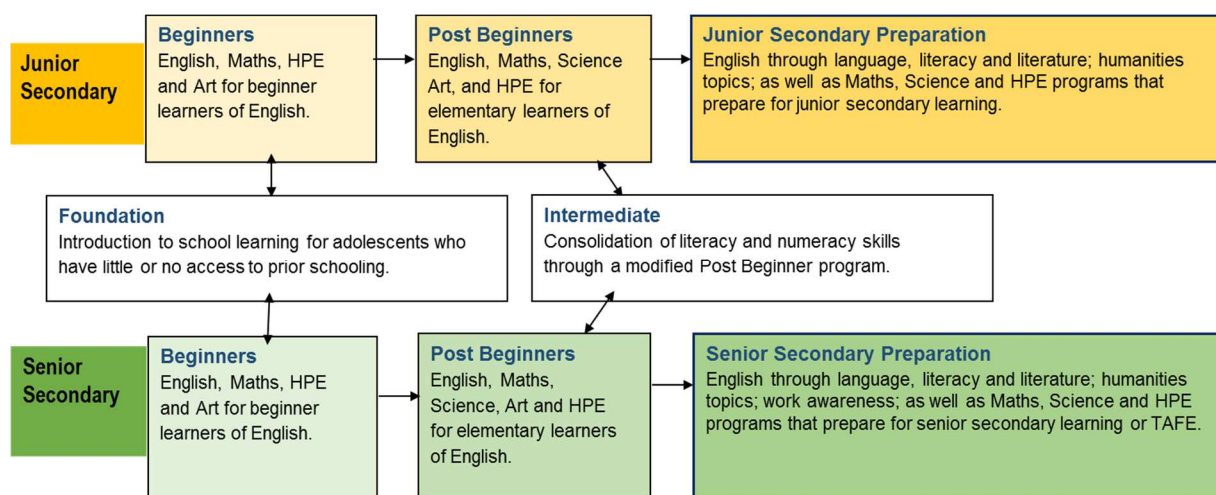
Milpera's Intensive English Language Program is underpinned by the whole-school belief that, although individual students are at different stages in their learning, every student is capable of learning and making progress beyond their current level of proficiency. Improvement occurs when students are 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 (i.e. 11-14 years old in Junior School classes; 15-17 years old in Senior School classes)
- level of English language proficiency.

Curriculum overview



Co-curricular Activities

A wide range of activities were embedded into the curriculum in order to provide meaningful contexts for learning and settlement. In 2017, these activities included:

Excursions

- Regular excursions to provide settlement and/or acculturation experiences and create a shared context for English language and literacy development. Excursions included: EKKA, GoMA and Queensland Art Gallery, Queensland Museum, State Library of Queensland, Indooroopilly Library, QPAC, Ipswich Art Gallery, Queens Park, Mount Coot-tha, Law Courts
- Regular use of Pullenvale, Toohey Forest and Brisbane Urban Education Environmental Centres
- Three day outdoor or environmental education camps to Stanley River EEC and Numinbah EEC, each twice in 2017, as well as camps organised by Edmund Rice Foundation
- Queensland Rail Safety Education using a decommissioned train at Roma Street Station every term for new students

Transition and school partnerships

- Futures Day and related curriculum work, focussing on future work pathways as part of school's career education program
- ABCN InterACT program for Senior Schooling students at Optus
- Work experience at Indooroopilly Montessori Children's House
- Senior School information sessions with input from TAFE and HOSES (EAL) from mainstream receiving schools
- Junior School visits to Yeronga SHS and Sunnybank SHS to experience high school life and offer peer support during the exit/transition phase
- Soccer training and friendly competitions against Yeronga SHS
- Service Learning relationships with Gregory Terrace, Ambrose Tracey, St Aidan's, Brigidine College, Nudgee College and Stuartholme School were maintained to mutual benefit

School culture

- Exit assemblies every term to congratulate graduating students and showcase student work in class programs and Music Therapy
- Special Days of reflection and celebration, such as International Women’s Day, Boys to Men Day, Harmony Day, ANZAC Day, Sorry Day etc., that promote school community values and celebrate diversity
- Student Leader Group meet every week to promote school improvement and student wellbeing

Student wellbeing and community connection

- Family link days, connecting with Somali, Afghani, Syrian, Samoan families and community members
- CARE classes in first language groups, for example Samoan, Chinese, South Sudanese
- After school programs including Bike Program (in conjunction with PCYC), Hip Hop Dancing (Brisbane City Council grant), Cooking Club, QPASTT Boys soccer
- Mental Health Week activities
- Homework club

Projects, programs and presentations

- Daisy Chain Circus, a circus skills and performance project led by Vulcana Women’s Circus
- Participation in art exhibitions, including “Our World” Art Show in partnership with Graceville Uniting Church, and Art from the Margins
- Puppetry program, in collaboration with The Song Room, for four classes each term
- ‘Learning about culture, country and connections’ led by Benarrawa Community Association
- RAILS (Refugee and Immigration Legal Service) program
- R.O.L.E (Respecting Ourselves, Leadership and Education), a mentoring program conducted by Qld Police Service
- Presentations by Surfing Scientist Ruben Meerman and skype show by Dr Karl Kruszelnicki
- Science Week, teacher led lunchtime activities

Sport and personal development

- Swimming lessons for all students during Term 1 or Term 4 to ensure water safety
- Supervised access to the school gym at lunch time, as well as gym programs in HPE
- Girls Personal Development Group and lunchtime games led by MDA workers
- New partnership with Pushing Barriers charity, who provided lunchtime ‘Sport Tasters’ and supported students to connect with sporting clubs and associations

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
- develop skills to safely use internet webpages, social media and personal devices.

All classrooms have Interactive Whiteboards, enabling teachers to maximise use of electronic resources to engage students in learning about the world and about how English works.

Student Computer Loans

During 2017, we continued a program enabling students in exiting classes to borrow laptops/tablet PCs, 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. A *Joyous Classrooms* project, commencing in 2017, has led to a more consistent and enhanced use of joyous pedagogical practices and joyous classroom activities across the school. These were embedded using workshops and through the Coaching and Mentoring Program. As part of this project, we established and promoted across the school four ways of being together. "We are Ready, Hard-working, Respectful and Kind."
4. 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.
5. 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.

6. Home Liaison Teacher facilitates a shared understanding of new and acceptable social /cultural norms of behaviour between the school and our families.
7. 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 (HOW), Support-A-Reader (SAR), reading groups, supplementary maths, excursions, computer support and serving breakfast.
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.
12. Youth Support Co-ordinator who works closely with Home Liaison Teacher to co-ordinate BRITA (Building Resilience in Trans Cultural Adolescents), 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:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	90%	100%
this is a good school (S2035)	100%	95%	100%
their child likes being at this school* (S2001)	100%	95%	100%
their child feels safe at this school* (S2002)	100%	95%	100%
their child's learning needs are being met at this school* (S2003)	100%	95%	96%
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%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	94%	100%
teachers at this school treat students fairly* (S2008)	100%	94%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	96%
this school works with them to support their child's learning* (S2010)	100%	89%	96%
this school takes parents' opinions seriously* (S2011)	100%	89%	100%
student behaviour is well managed at this school* (S2012)	100%	94%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	89%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	98%	100%
they like being at their school* (S2036)	91%	96%	93%
they feel safe at their school* (S2037)	92%	93%	93%
their teachers motivate them to learn* (S2038)	98%	96%	98%
their teachers expect them to do their best* (S2039)	93%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	96%	97%
teachers treat students fairly at their school* (S2041)	93%	92%	95%
they can talk to their teachers about their concerns* (S2042)	93%	90%	98%
their school takes students' opinions seriously* (S2043)	87%	96%	96%
student behaviour is well managed at their school* (S2044)	92%	88%	93%
their school looks for ways to improve* (S2045)	89%	97%	98%
their school is well maintained* (S2046)	91%	96%	96%
their school gives them opportunities to do interesting things* (S2047)	95%	96%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	100%	97%
they feel that their school is a safe place in which to work (S2070)	98%	100%	97%
they receive useful feedback about their work at their school (S2071)	93%	94%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	97%	100%
students are encouraged to do their best at their school (S2072)	98%	98%	98%
students are treated fairly at their school (S2073)	96%	100%	98%
student behaviour is well managed at their school (S2074)	95%	100%	98%
staff are well supported at their school (S2075)	93%	100%	98%
their school takes staff opinions seriously (S2076)	88%	100%	91%
their school looks for ways to improve (S2077)	93%	98%	97%
their school is well maintained (S2078)	98%	98%	97%
their school gives them opportunities to do interesting things (S2079)	93%	98%	97%

* 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. The families are welcomed to the school and encouraged to participate in their children's education. We support our newly arrived families to gain a deeper understanding of expectations of school and education in Australia, but 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 Liaison Teacher who works closely in supporting our families and our students with welfare needs, as well as co-ordinating inter-agency settlement support (Government, NGOs and community associations/elders) as required. Collaboration with the service providers giving personalised 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 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.

We are culturally responsive to the needs of our families, providing opportunities to participate and belong to the wider school community, through various interactions such as Family Link Days. On these days 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.

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

The school has regular communication with parents and carers/caseworkers, providing a number of opportunities to address issues, such as:

- 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

- Progress Reports are provided each semester
- 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 impromptu visits to consult with management or to see teachers without prior appointments regarding emergent concerns.

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 destination high schools or 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, QPASTT 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. The use of the "Ways we are together" from the Joyous Classrooms Project, which are articulated as "We are Ready, Hardworking, Kind and Respectful", support the students in the development of appropriate relationships.

A QUT three year longitudinal research project culminated in a report delivered in 2017. The report confirmed the value of a whole school supportive approach to settlement and learning. It stated that "The services provided by Milpera are embedded in a culture of trust and safety, respect for cultural diversity, and school connectedness, with a focus on supportive staff-student relations and healthy peer interactions."

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	2015	2016	2017
Short Suspensions – 1 to 10 days	14	7	17
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0



Environmental Footprint

Reducing the school's environmental footprint

Milpera is committed to environmental sustainability. We recognise the care the Yuggera Nation has had for the environment/Mother Earth for thousands of years. We are working towards sustainability in our school through landscape planning, tree removal and replacement and planning for native vegetation. 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 additional rainwater tanks as part of the COLA (Covered Outdoor Learning Area) building 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 has a program that refurbishes bicycles for student use. Where possible excursions and staff travel utilise public transport using the school's Go Cards. The use of photocopier codes and the hold option has successfully reduced printing and paper costs.

ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity - kWh	Water - kL
2014-2015	66,016	901
2015-2016		999
2016-2017	43,240	664

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.

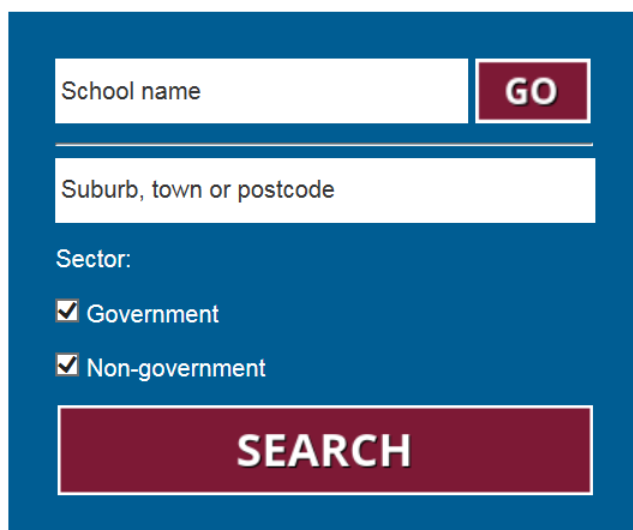
School Funding

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



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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	39	35	<5
Full-time Equivalents	31	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	10
Graduate Diploma etc.**	17
Bachelor degree	13
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 2017 were \$23 500.

The major professional development initiatives are as follows:

Priority Area (identified in 2017 AIP)	
Mandatory Induction program and annual updates	As per DET requirements
New Teacher Induction	Orientation to Milpera's purpose, policies and procedures Working with young people of refugee background
Feedback for Second Language Acquisition	Co-delivered workshops with University academics and School Leaders and Teachers
Joyous Classrooms	Positive Schools Conference PLC (Professional Learning Community) presenting workshops at Twilight PD Through Coaching and Mentoring
Staff Wellbeing	Joyous Classrooms Workshops
Student Wellbeing	Positive Schools Conference Mental Health and Wellbeing Conference Trauma Aware Schooling Conference
Coaching and Mentoring	Formal timetabled
Mentoring Beginning Teachers	Coaching and Mentoring program for beginning teachers
Curriculum implementation	QCAA conference Junior Secondary Australian Curriculum – workshop series

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

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

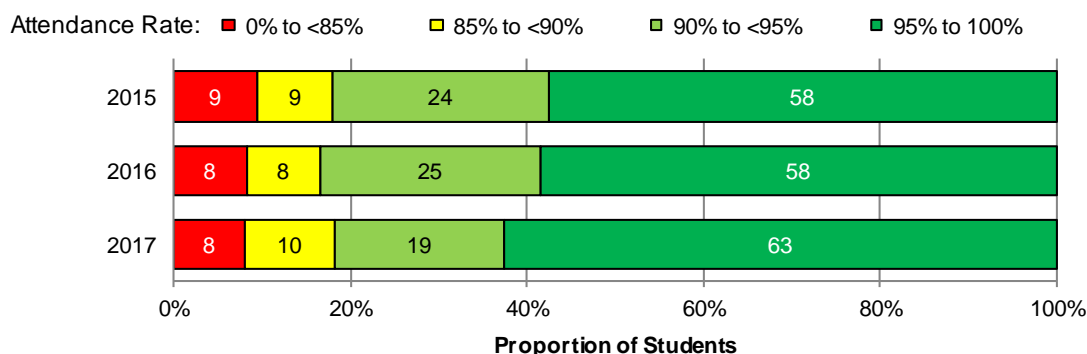
STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).		DW	DW

*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 2017 for all Queensland Secondary schools was 90%.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

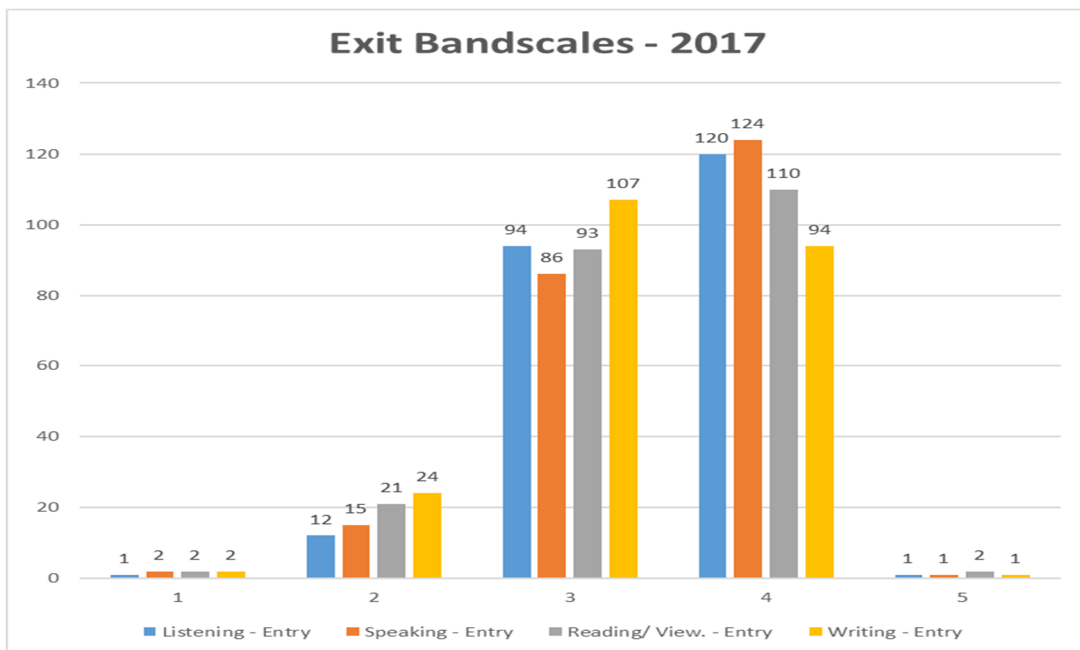
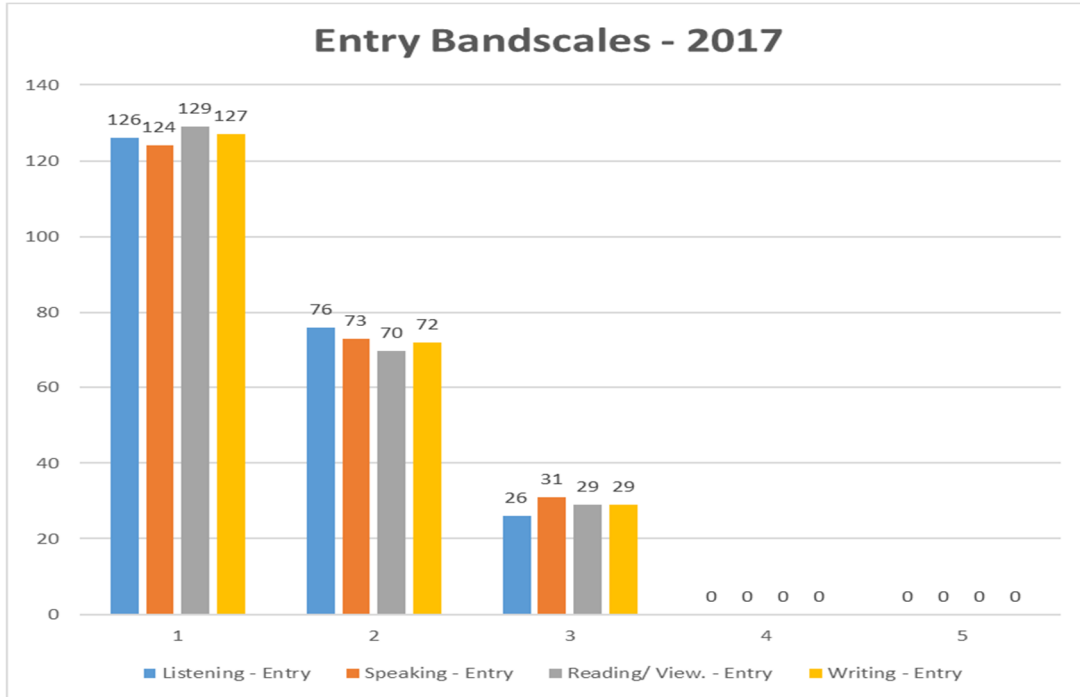
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked manually twice per day and information is entered into OneSchool. Following morning roll marking at 9.00am, parents/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 4% above State average. Parents are advised on enrolment of the legal requirements of school attendance. Our engaging academic and social climate, and the considerable student and family support provided by Student Services, mean that student attendance remains high.

English as an Additional Language (EAL) Bandscale Data for 2017

During 2017 Milpera exited students to further learning in mainstream schools and TAFE at the end of Terms 1, 2, 3 and 4. The following charts show the EAL Bandscale level on arrival and on exit, for students who exited Milpera during 2017. Note these do not necessarily represent the same cohorts of students.



Intervention Programs

Literacy Intervention Programs

Support A Reader (SAR) program

- In 2017, an average of 118 individual reading sessions (twenty minutes per session) were provided each week, supporting the reading development of students from 18 Post Beginner classes from both the Junior and Senior school.
- 48 volunteers regularly contributed to SAR in 2017.

2017	Total SAR sessions					Total per term	Average/ week/term
	Monday	Tuesday	Wednesday	Thursday	Friday		
Term 1	231	264	237	156	204	1092	127
Term 2	189	198	234	158	144	923	113
Term 3	150	207	219	231	201	1008	115
Term 4	129	219	186	168	216	918	118
Average number of SAR sessions per week in 2017 = 118							

Help Our Writing (HOW) program

- In 2017, 56 students were provided with an extended program of individual writing support.
- 20 trained volunteers provided a total of 1728 thirty minute HOW sessions for students identified as needing additional writing support.

2017	Total HOW sessions per day					Total per term	Average/ week/term
	Monday	Tuesday	Wednesday	Thursday	Friday		
Term 1	104	128	102	87	79	500	58
Term 2	112	105	73	89	46	425	50
Term 3	110	90	72	80	67	419	48
Term 4	90	128	68	63	35	384	46
Average number of HOW sessions per week in 2017 = 50							

- On average, students attended three HOW sessions each week and were supported in the program for a varying number of weeks depending on need.
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
15 students	12 students	10 students	12 students	7 students

In 2017, the HOW program reported on the progress of 46 students as they exited the program.

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 2017. The assigned levels are based on a diagnostic Maths test which was administered to 198 newly arrived students during 2017.

Diagnostic Mathematics Test Results Semester 1, 2017

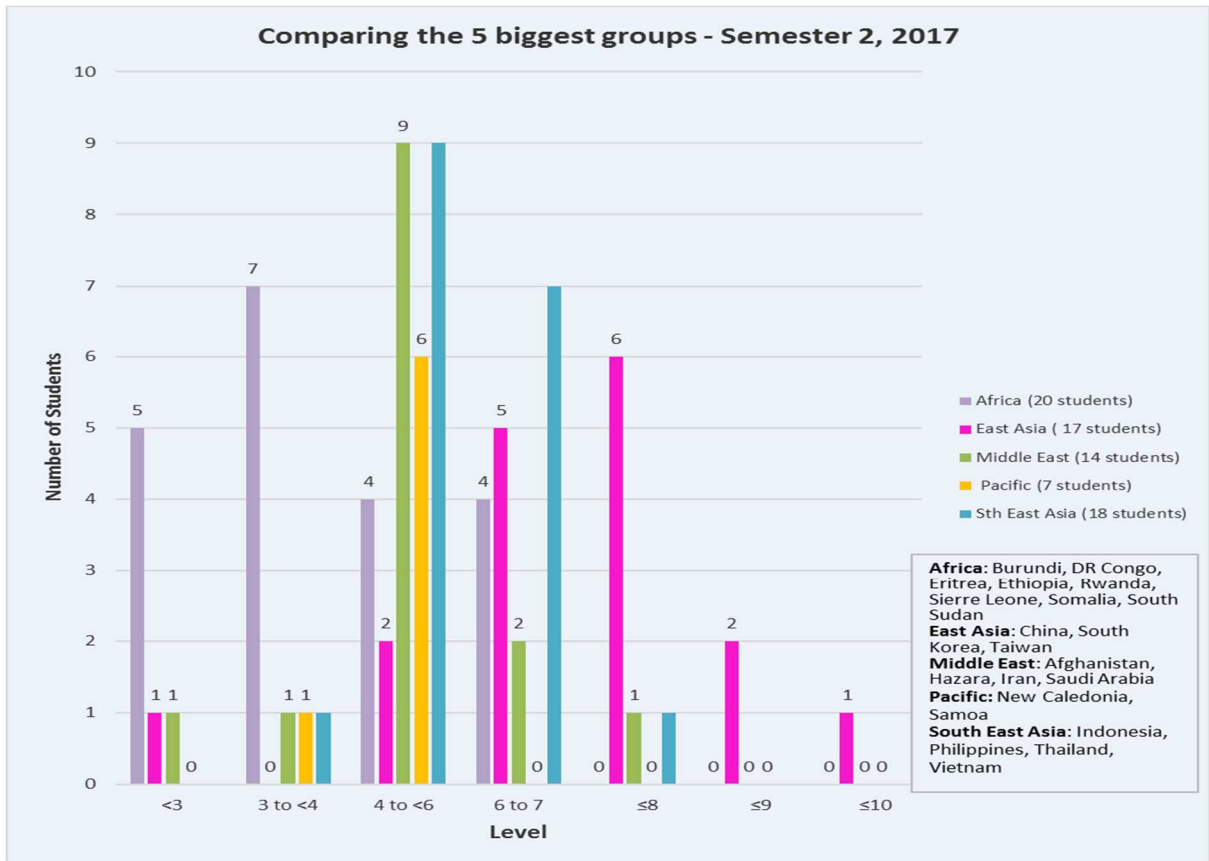
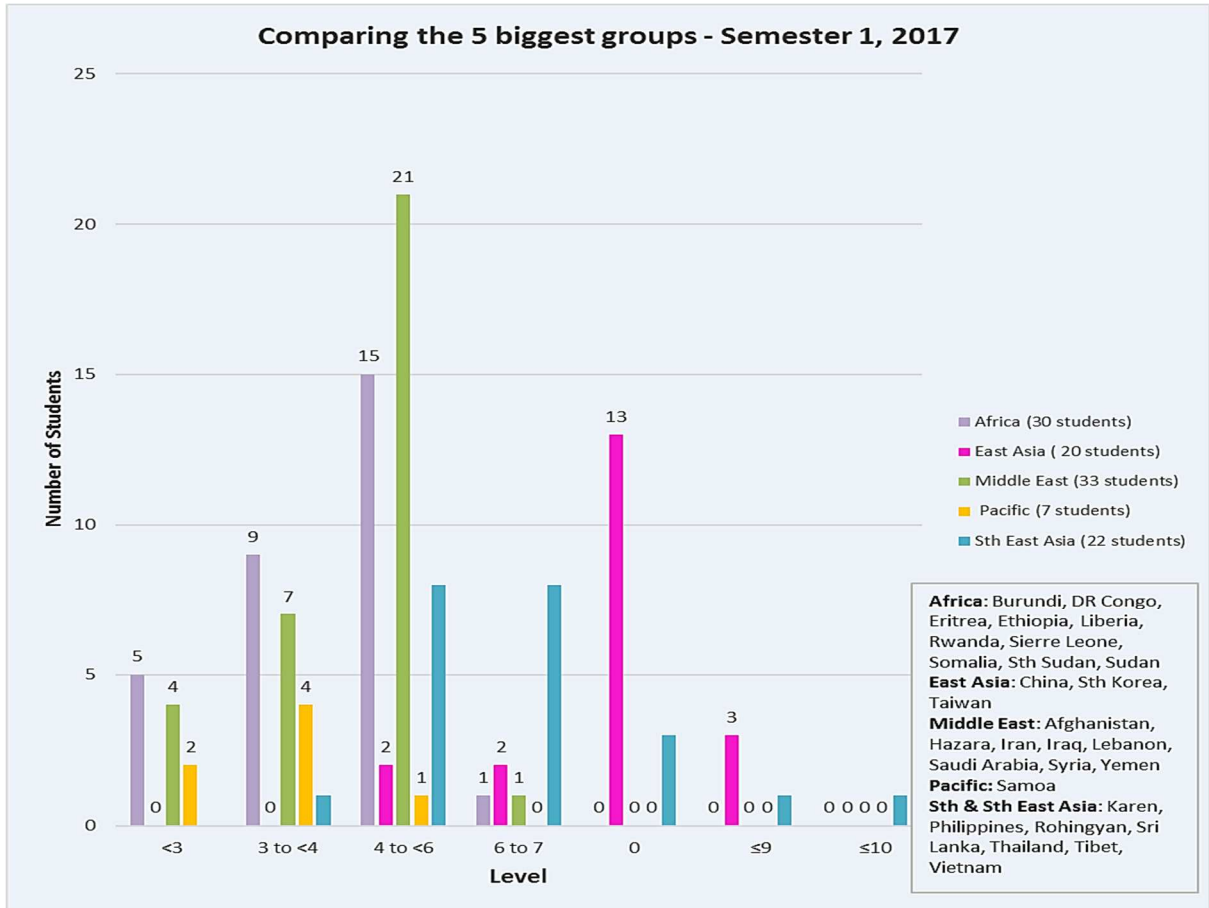
Maths levels - Semester 1, 2017									
		<3	3 to <4	4 to <6	6 to 7	≤8	≤9	≤10	Total
Junior School	Number	7	15	24	7	10	1	0	64
	%	11%	23%	38%	11%	16%	2%	0%	100%
Senior School	Number	4	6	28	7	8	3	1	57
	%	7%	11%	49%	12%	14%	5%	2%	100%

Diagnostic Mathematics Test Results Semester 2, 2017

Maths Levels – Semester 2, 2017									
		<3	3 to <4	4 to <6	6 to 7	≤8	≤9	≤10	Total
Junior School	Number	5	7	14	11	5	1	1	44
	%	6%	9%	18%	14%	6%	1%	1%	57%
Senior School	Number	2	3	17	7	3	1	0	33
	%	3%	4%	22%	9%	4%	1%	0%	43%

The percentage of students arriving without early numeracy skills continued to be significant in 2017 with 34% of junior school students, and 18% of senior school students arriving with less than 4 on the diagnostic test in Semester 1. In semester 2 those numbers were 15% and 7% respectively. 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.



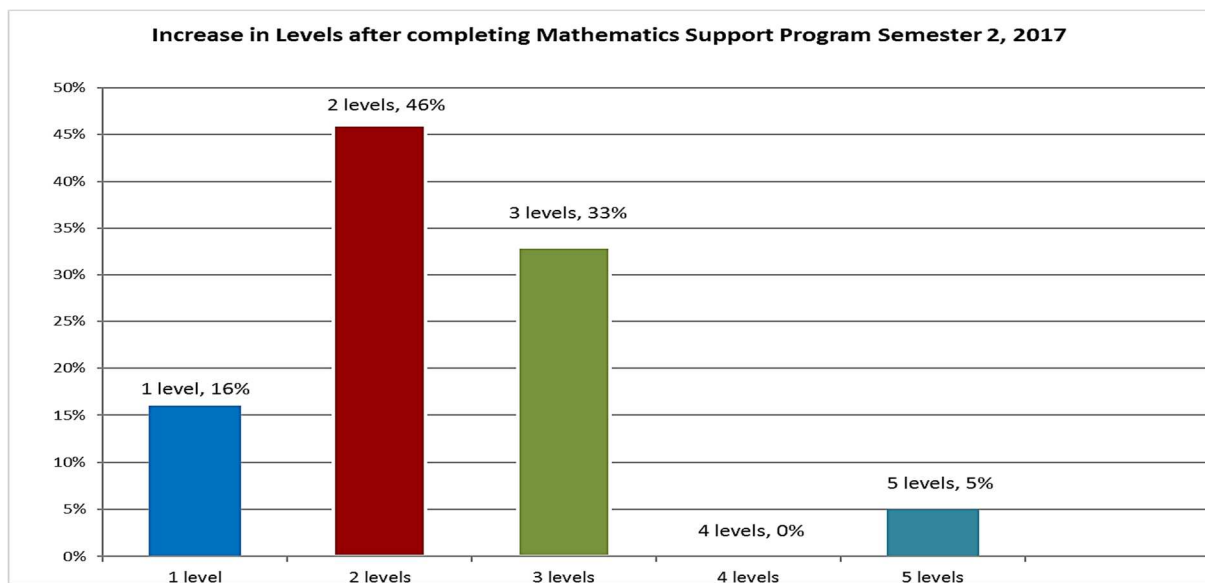
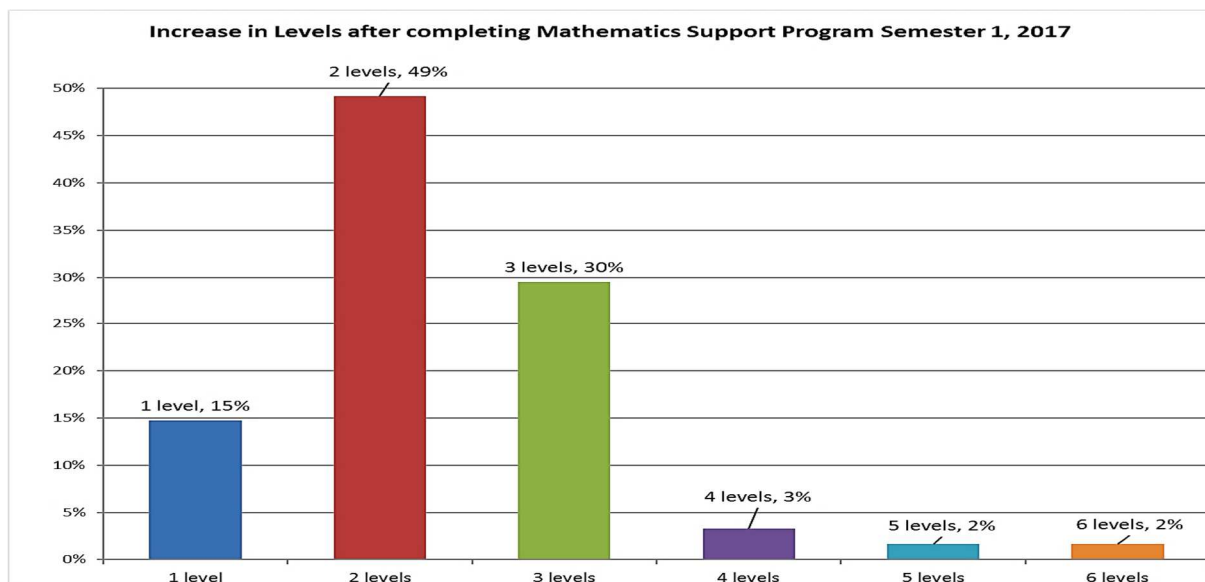


Students from some regions are disproportionately represented in the lower levels on the chart. Many of these students have experienced little or interrupted schooling in refugee camps. These students have also experienced dislocation and may be affected by trauma which impacts on their ability to learn.

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. 61 students completed the program during Semester 1, and 39 students completed the program in Semester 2 2017. The average improvement was 2.3 levels. The average time spent in the program was 11.3 weeks in Semester 1 and 10.5 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 at the completion of the Maths Support Program.



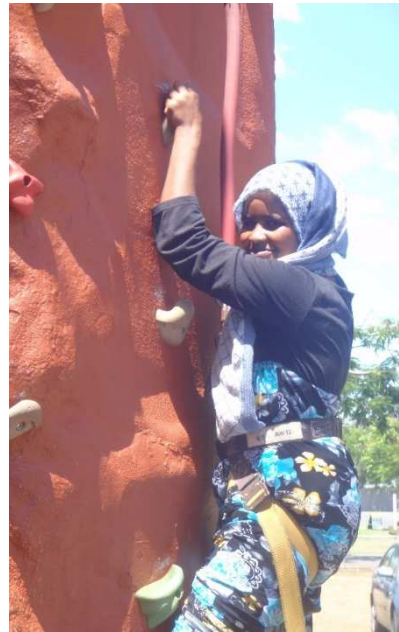
Number Intervention

24 students completed Number Intervention in Semester 1 and 18 in Semester 2 2017.

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 program often have difficulties developing both literacy and numeracy skills.

As a consequence of Number Intervention, there has been an increase in the number of students able to meaningfully engage in the Maths Support Program and progress to higher levels. 37% of students in the Maths Support Program increased their levels by 3 or more in Semester 1 and 38% in Semester 2. This improvement is significantly higher than achieved prior to the implementation of Number Intervention.

High levels of engagement by students in Maths Support continue to be reported. Teachers in the Number Intervention Program find the students motivated and developing confidence through their success. The students are keen to attend their lessons and enjoy the benefits of specific, targeted and individualised teaching and learning and immediate feedback. The social and settlement gains cannot be underestimated in the journey of these students.



Student Destinations

Post Milpera destination information

The following table shows the destinations of student exiting Milpera during 2017.

Destination School	Semester 1			Semester 2		
	Exit - Term 1	Exit - Term 2	Total	Exit - Term 3	Exit - Term 4	Total
Aspley State High School	3	2	5	4	2	6
Aviation High	0	0	0	2	0	2
Bremer State High School	0	0	0	0	1	1
Bremer State High School	0	0	0	0	1	1
Bundamba State Secondary College	6	4	10	2	1	3
Capalaba State College	0	0	0	0	1	1
Catholic Schools	5	4	9	7	7	14
Centenary State High School	0	0	0	0	2	2
Coorparoo Secondary College	0	0	0	0	1	1
Corinda State High School	0	0	0	0	1	1
Corinda State School	0	0	0	1	0	1
Dakabin State High School	0	5	5	0	0	0
Everton Park State High School	0	1	1	0	0	0
Forest Lake State High School	0	0	0	1	2	3
Glenala State High School	0	0	0	4	2	6
Indooroopilly State High School	4	3	7	7	1	8
Independent Schools	0	0	0	2	1	3
Interstate	0	4	4	0	0	0
Ipswich State High School	0	1	1	0	0	0
Islamic College	0	2	2	0	0	0
Junction Park State School	0	0	0	1	0	1
Kedron State High School	2	0	2	0	1	1
Kelvin Grove State College	0	0	0	0	1	1
Kenmore State High School	1	0	1	0	0	0
MacGregor State High School	3	1	4	5	2	7
Mitchelton State High School	0	0	0	2	0	2
Overseas	0	4	4	2	0	2
Redbank Plains State High School	0	5	5	6	2	8
Runcorn State High School	0	0	0	1	1	2
Stretton State College	0	1	1	0	0	0
Sunnybank State High School	10	14	24	8	11	19
TAFE	2	2	4	6	4	10
The Gap State High School	0	0	0	0	1	1
Unknown Destination	0	2	2	0	0	0
Wavell State High School	0	0	0	1	1	2
Whites Hill State College	0	0	0	0	2	2
Woodridge State High School	2	2	4	0	0	0
Yeronga State High School	18	22	40	10	3	13
	56	79	135	72	52	124

Conclusion

Milpera is a dynamic school that continues to cater to the diverse and changing needs of newly arrived students of migrant and refugee backgrounds. Funding arrangements enable the development of specific programs to meet the needs of the ever-changing cultural groups. The depth of teaching experience and EAL/D expertise, the cultural knowledge of our Bilingual teacher aides, the commitment of our volunteers and valued partnerships beyond Milpera, enable our students to achieve excellent outcomes in language acquisition and settlement.