



Milpera State High School

School annual report

Queensland state school reporting

2020



Every student succeeding

State Schools Improvement Strategy
Department of Education



**Queensland
Government**



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School Overview

Milpera State High School is an Intensive English language 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. The school prepares students for further education in mainstream schools or the TAFE sector. On enrolment, students are placed in 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 school teaches English as an Additional Language or Dialect (EAL/D) through language, literacy and literature, humanities topics, Mathematics, Science and Health and Physical Education. The students also enjoy Art for relaxation and develop Coding skills. Student achievement in English is reported using the Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners. Milpera provides specialised support programs including Support-A-Reader (SAR), Help Our Writing (HOW), Maths Support and Number Intervention. These programs are delivered by teachers, teacher aides and more than one hundred and forty volunteers.

The school has students from more than 50 countries and even more cultural and linguistic groups. Typically, two thirds of the students come from refugee backgrounds; 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 is staffed by experienced Teachers of English to Speakers of Other Languages (TESOL), bilingual teacher aides, a large number of volunteers and an extensive student services team including the Guidance Officer, Art and Music Therapists (HEAL), Home Liaison Teacher, Youth Support Worker, School Health Nurse, Community Liaison Officer and representatives of many community support organisations.

The HEAL (Home of Expressive Arts and Learning) program is a unique school-based mental health program which uses Art Therapy and Music Therapy via the creative arts to support students facing grief, trauma and loss. HEAL has been recognised for its best practice and innovation. Milpera Music is a movement and music program that supports students to feel joyous at school, whilst challenging students cognitively and creatively.

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.

In 2020 the student numbers at Milpera decreased due to the impact of COVID-19 and border closures. During 2020 planning for the program Milpera Stepping Out and Milpera Live began. These programs will support schools to deliver high quality EAL/D teaching and learning to students.

Out School at a glance

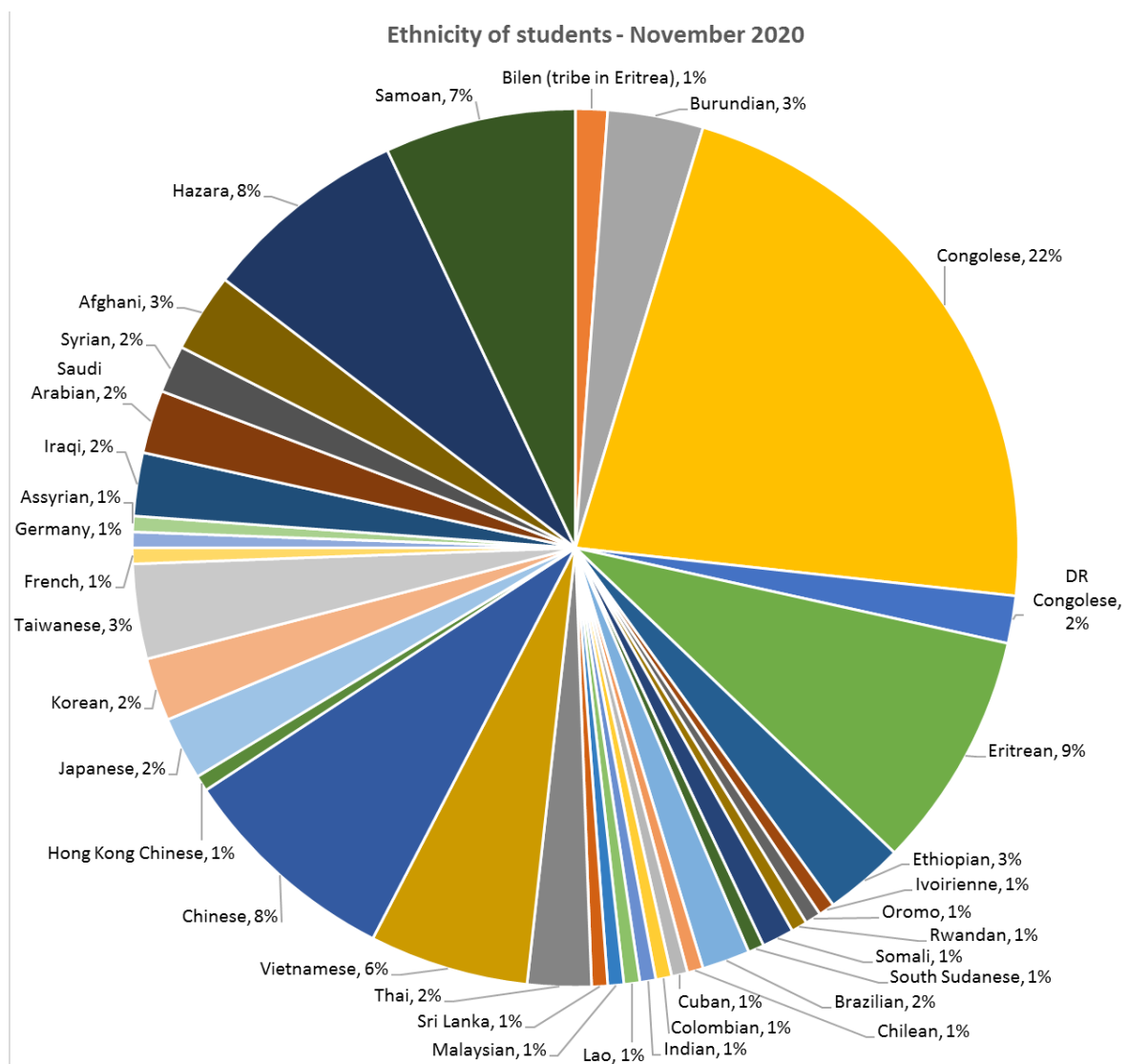
School profile

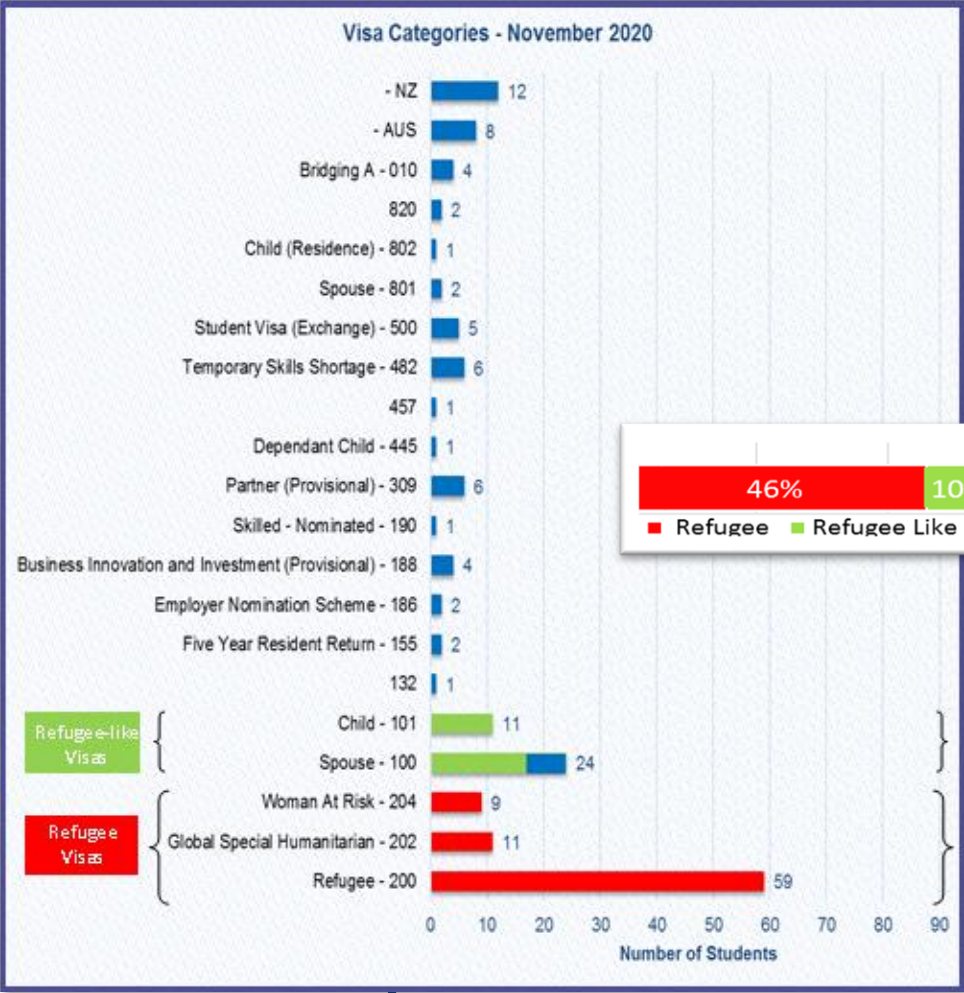
Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2020	Year 5 - Year 12 age students attend Milpera SHS

Characteristics of the student body

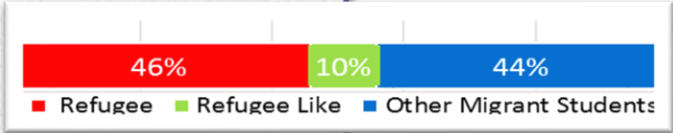
Overview

All Milpera students are newly arrived in Australia from a migrant or refugee background, and all are preparing for further study in English. All come from backgrounds where a language other than English is spoken. The following chart shows the cultural identity of Milpera students in November 2020.

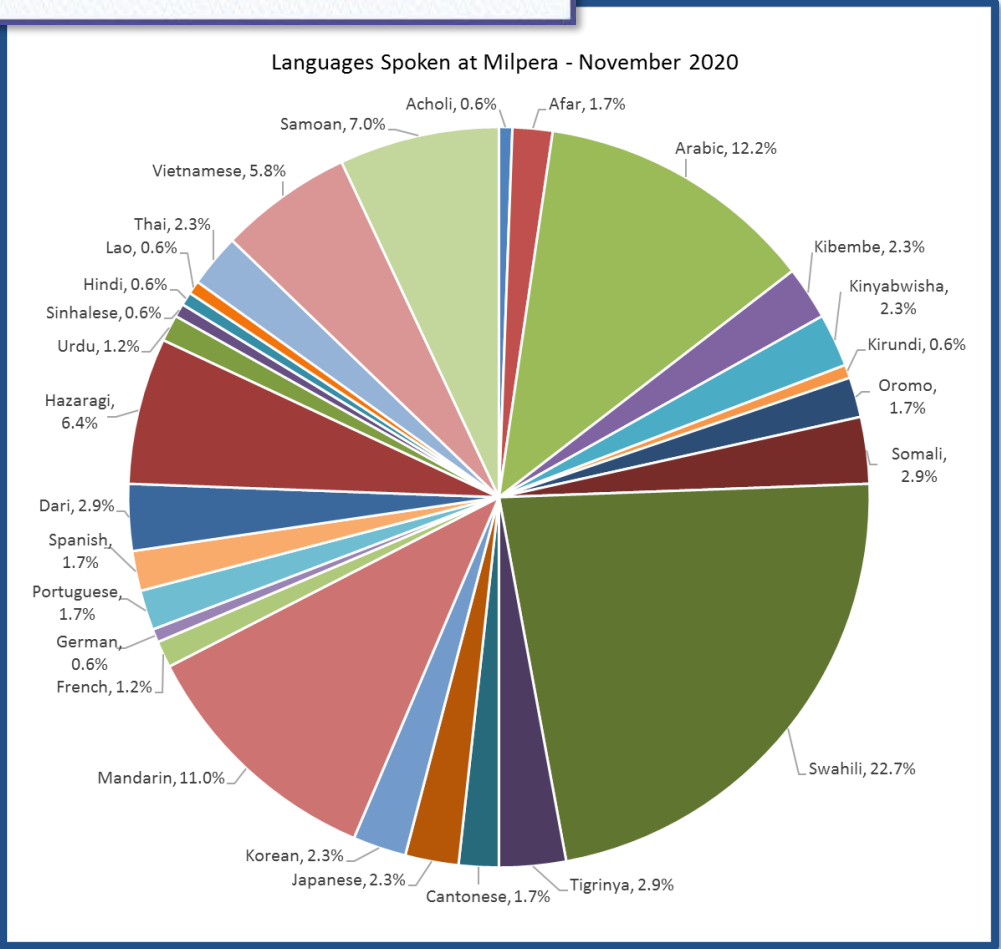




Students at Milpera in November 2020 arrived in Australia with the following visa sub-classes:-



Students at Milpera in November 2020 arrived in Australia with the following languages:-



Movement of students through Milpera SHS per week:

During 2020 Milpera enrolled a total of 134 students and exited 183 to mainstream schools and TAFE. Enrolment and exit data is shown below.

Movement of Students through Milpera per week - 2020

	Week Beginning	Enrolled	Re-enrolled	Exiting	Students at Milpera
Term 1	Commencement Term 1 Enrolments				193
Week 1	28-Jan-20	18	0	0	211
Week 2	3-Feb-20	17	0	0	228
Week 3	10-Feb-20	8	0	2	234
Week 4	17-Feb-20	10	0	0	244
Week 5	24-Feb-20	5	0	0	249
Week 6	2-Mar-20	5	0	0	254
Week 7	9-Mar-20	9	0	0	263
Week 8	16-Mar-20	7	2	1	271
Week 9	23-Mar-20	0	0	0	271
Week 10	30-Mar-20	0	0	0	271
		End of Term 1 exit		33	
	Total for term	79	2	36	
Term 2	Commencement Term 2 Enrolments				238
Week 1	20-Apr-20	5	0	3	240
Week 2	27-Apr-20	7	0	0	247
Week 3	4-May-20	8	0	0	255
Week 4	11-May-20	3	0	1	257
Week 5	18-May-20	0	0	32	225
Week 6	25-May-20	3	0	3	225
Week 7	1-Jun-20	0	1	1	225
Week 8	8-Jun-20	2	0	0	227
Week 9	15-Jun-20	0	0	0	227
Week 10	22-Jun-20	0	0	0	227
		End of Term 2 exit		9	
	Total for term	28	1	49	
Term 3	Commencement Term 3 Enrolments				218
Week 1	13-Jul-20	4		2	220
Week 2	20-Jul-20	1		1	220
Week 3	27-Jul-20	3		0	223
Week 4	3-Aug-20	4		1	226
Week 5	10-Aug-20	0		0	226
Week 6	17-Aug-20	2		0	228
Week 7	24-Aug-20	0		0	228
Week 8	31-Aug-20	0		0	228
Week 9	7-Sep-20	1		0	229
Week 10	14-Sep-20	0		0	229
		End of Term 3 exit		66	
	Total for term	15	0	70	
Term 4	Commencement Term 4 Enrolments				163
Week 1	5-Oct-20	4	0	0	167
Week 2	12-Oct-20	3	0	0	170
Week 3	19-Oct-20	0	0	0	170
Week 4	26-Oct-20	1	0	0	171
Week 5	2-Nov-20	1	0	0	172
Week 6	9-Nov-20	1	0	0	173
Week 7	16-Nov-20	1	0	0	174
Week 8	23-Nov-20	1	0	0	175
Week 9	30-Nov-20	0	0	0	175
Week 10	7-Dec-20	0	0	0	175
		End of Term 4 exit		64	
	Total for term	12	0	64	
Total		134	3	219	111
Commencement Term 1, 2021 Enrolments					111

School context

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2020: Year 5 – Year 12

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Average class sizes

Table 2: Average class size information for each phase of schooling

AVERAGE CLASS SIZES			
Phase	2018	2019	2020
Foundation (special learning needs)	4.93	7.7	1.5
Beginner and Post Beginner	13.19	15.10	12.56
Junior and Senior Secondary Preparation	13.45	15.30	13.2



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.



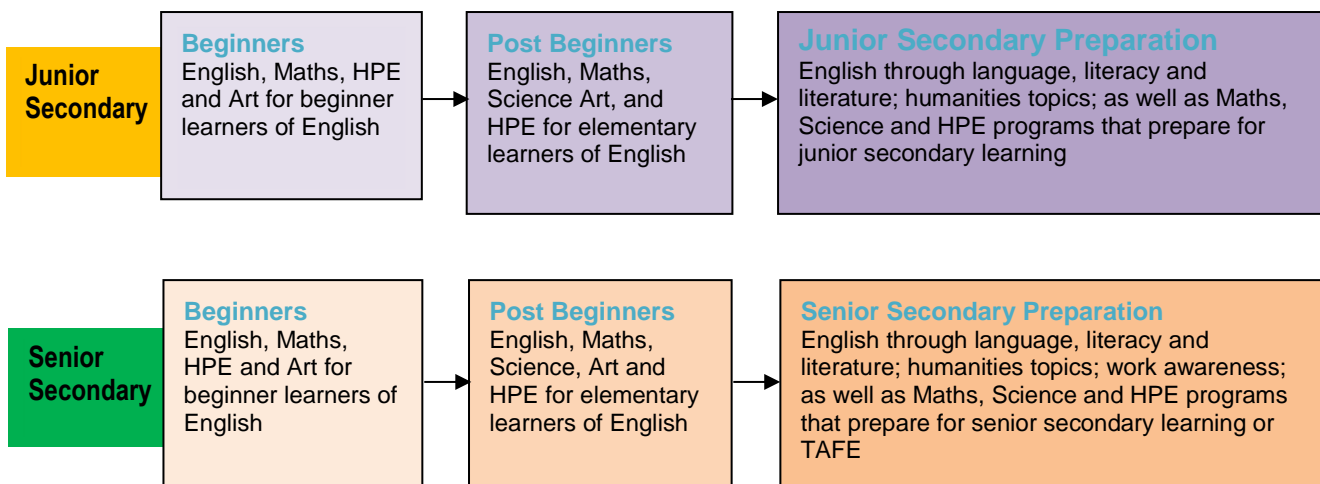
Milpera's Intensive English Language Program is underpinned by the whole-school belief that, although individual students are at different stages in their learning, every student is capable of learning and making progress beyond their current level of proficiency. Improvement occurs when students are 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 2020, 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: 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 Toohey Forest
- Three day outdoor or environmental education camps to Stanley River EEC
- Queensland Rail Safety Education using a decommissioned train at Roma Street Station every term for new students

Transition and school partnerships

- Curriculum work, focussing on future work pathways as part of school's career education program
- Work experience at Indooroopilly Montessori Children's House
- Senior School information sessions with input from TAFE and Metro EAL/D Team
- Junior and Senior School information sessions for parents/carers of exiting students each term
- Our new processes now include Destination School Lunches (enabling students to meet representatives from the new schools), Destination School Meetings, Transition Days, EAL/D Open Days and Destination School visits by the Principal, Deputy Principal, Guidance Officer and Transitions Teacher
- We have worked with Metropolitan Region to host Interns who come to Milpera for a five-day EAL/D experience
- Continuation of Transitions Teacher role to support our student transitions into more than 20 high schools and TAFE
- Visiting groups from Yeronga Social Network and Aspley Social Network in conjunction with MA informing our students of high school pathways and social connections
- Visits from QPASST team (Youth Enterprise and Innovation) regarding support available to students after leaving Milpera
- Visits to Skills Tech Acacia Ridge to explore post school training and education
- Service Learning relationships with Gregory Terrace, Ambrose Tracey, St Aidan's, Brigidine College, Nudgee College and Stuartholme School were put on hold due to COVID 19

- Guidance Officer to support students with complex transitions
- Engagement with Regional AVT Post-school Options to support transition for students that have additional learning needs
- Support students to engage with agencies that can link students to School Leaver Employment Supports (SLES)
- Co-ordination of gradual transition program to destination high schools for students who have complex learning needs.

School culture

- Exit assemblies every term to congratulate graduating students and showcase student work in class programs, Milpera Music 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, NAIDOC week, World Refugee Day etc., that promote school community values and celebrate diversity. Some days were unable to take place this year due to COVID 19.
- Student Leader Group meet every week to promote school improvement and student wellbeing



Student wellbeing and community connection

- Family link days, connecting with Thai, Chinese and Samoan families and community members
- CARE classes in first language groups, for example Samoan, Chinese and Thai
- After school programs including Bike Program (in conjunction with PCYC), Cooking Club,
- Mental Health Week activities
- Breakfast Club – healthy free breakfast provided for students through support of Milpera SHS P & C Association, Foodbank with ISee support in collection of food, and Second Bite.
- Homework club before school each morning
- ISee church group provide food hampers fortnightly for families
- Pushing Barriers supporting students to connect ie: transport and financial support with sporting clubs and associations through Home Liaison Teacher Referrals
- Multicultural Australia Lantern Parade creation of lanterns, student, family and staff participation in parade
- Continuation of Karibu after school program with Brigidine College for female students
- Partnerships with Pharmaceutical Companies to provide hygiene products to vulnerable students

Projects, programs and presentations

- Funding of a music teacher using I4S Funds to provide music sessions in classrooms and to upskill Milpera teachers in the delivery of music to classes
- 'Learning about culture, country and connections' led by Benarrawa Community Association
- RAILS (Refugee and Immigration Legal Service) program
- Presentations by Surfing Scientist Ruben Meerman
- Science Week, teacher led lunchtime activities.



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
- use an online programming environment (Scratch) to create their own interactive games and animations on laptops
- apply simple coding and learn the basics of working with a Micro:bit and Makey Makey devices.
- use LEGO WeDo 2.0 and ScratchJr with iPads to develop computational thinking techniques in a collaborative setting.

In 2020, we further developed the program by trialing the use of OneNote for students and teachers across all levels but in particular, in their final terms at Milpera. During Home Learning period, students are given opportunities to use this platform to be in contact with their teachers and learn remotely. In addition, most of the teacher developed materials were converted into the audio files too for student's use and the development of listening and speaking skills.

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

Throughout 2020, 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. We have also enabled students in lower levels who did not have a personal device to borrow a school laptop for the duration of the state lockdown due to COVID-19. For this purpose, 30 new laptops were purchased.

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.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2020	2020
My child is getting a good education at this school.	94.1%	100.0%	
This is a good school.	100.0%	100.0%	
My child likes being at this school. ²	100.0%	95.9%	
My child feels safe at this school. ²	100.0%	98.0%	
My child's learning needs are being met at this school. ²	100.0%	100.0%	
My child is making good progress at this school. ²	100.0%	98.0%	
Teachers at this school expect my child to do his or her best. ²	93.8%	100.0%	
Teachers at this school provide my child with useful feedback about his or her schoolwork. ²	93.8%	97.8%	
Teachers at this school motivate my child to learn. ²	100.0%	100.0%	
Teachers at this school treat students fairly. ²	100.0%	97.8%	
I can talk to my child's teachers about my concerns. ²	93.3%	97.9%	
This school works with me to support my child's learning. ²	88.2%	97.9%	
This school takes parents' opinions seriously. ²	92.9%	97.8%	
Student behaviour is well managed at this school. ²	94.1%	97.8%	
This school looks for ways to improve. ²	100.0%	100.0%	
This school is well maintained. ²	100.0%	100.0%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	100.0%	94.6%	
I like being at my school. ²	100.0%	94.6%	
I feel safe at my school. ²	98.7%	89.7%	
My teachers motivate me to learn. ²	97.4%	97.4%	
My teachers expect me to do my best. ²	100.0%	97.2%	
My teachers provide me with useful feedback about my school work. ²	100.0%	89.5%	
Teachers at my school treat students fairly. ²	93.7%	91.9%	
I can talk to my teachers about my concerns. ²	98.7%	89.2%	
My school takes students' opinions seriously. ²	98.6%	91.9%	
Student behaviour is well managed at my school. ²	96.1%	82.1%	
My school looks for ways to improve. ²	98.6%	91.4%	
My school is well maintained. ²	97.4%	91.9%	
My school gives me opportunities to do interesting things. ²	97.5%	94.7%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2020	2020
I enjoy working at this school.	98.4%	97.7%	
I feel this school is a safe place in which to work.	96.7%	95.5%	
I receive useful feedback about my work at this school.	95.1%	88.6%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	96.4%	95.0%	
Students are treated fairly at this school.	100.0%	97.6%	
Student behaviour is well managed at this school.	96.6%	97.6%	
Staff are well supported at this school.	98.3%	95.5%	
This school takes staff opinions seriously.	96.6%	95.3%	
This school looks for ways to improve.	96.7%	95.3%	
This school is well maintained.	98.4%	95.3%	
This school gives me opportunities to do interesting things.	94.8%	90.9%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

School disciplinary absences**Table 6: Count of school disciplinary absences at this school**

Type of school disciplinary absence	2018	2019	2020
Short Suspension	4	1	3
Long Suspension	0	0	0
Exclusion	0	0	0
Cancellation	0	0	0
Total	4	1	3

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

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. Newly emerging cultural groups have been welcomed to the school to promote parental engagement.

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
- printed information has been translated and provided to families where appropriate

This communication is also embedded in school procedures:

On Arrival

- Interpreters are involved in the enrolment process to gather and give information and to provide an orientation to the school

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

- Employment of Transitions Teacher to facilitate exit and transition for our students who now exit to more than 20 destination schools and 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 Officer advises on educational placement and the Transition Teacher 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. A School Advisory Group meeting is held each term, with school administration and Agency staff in attendance. 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.

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 drink containers, 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 continues to successfully reduced printing and paper costs.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on *View School Profile* to access the school's profile.



4. Click on *Finances* and select the appropriate year to view school financial information.



Staff profile

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Qualification of all teachers

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	5
Graduate Diploma etc.*	18
Bachelor degree	8
Diploma	0
Certificate	3

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2020	2020	2018	2019	2020	2018	2020	2020
Headcount	37	41	45	35	36	37	<5	<5	<5
FTE	29	31	33	19	19	19	<5	<5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent



Student Performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	94%	93%	91%

Notes

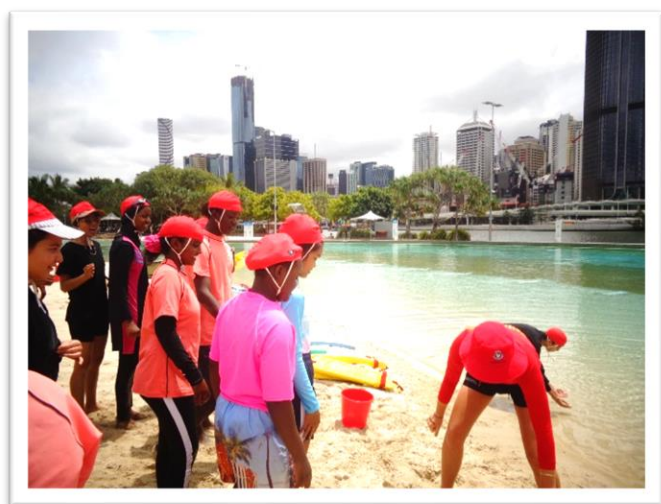
1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2020	2020
Year 8	95%	94%	91%
Year 10	93%	93%	90%

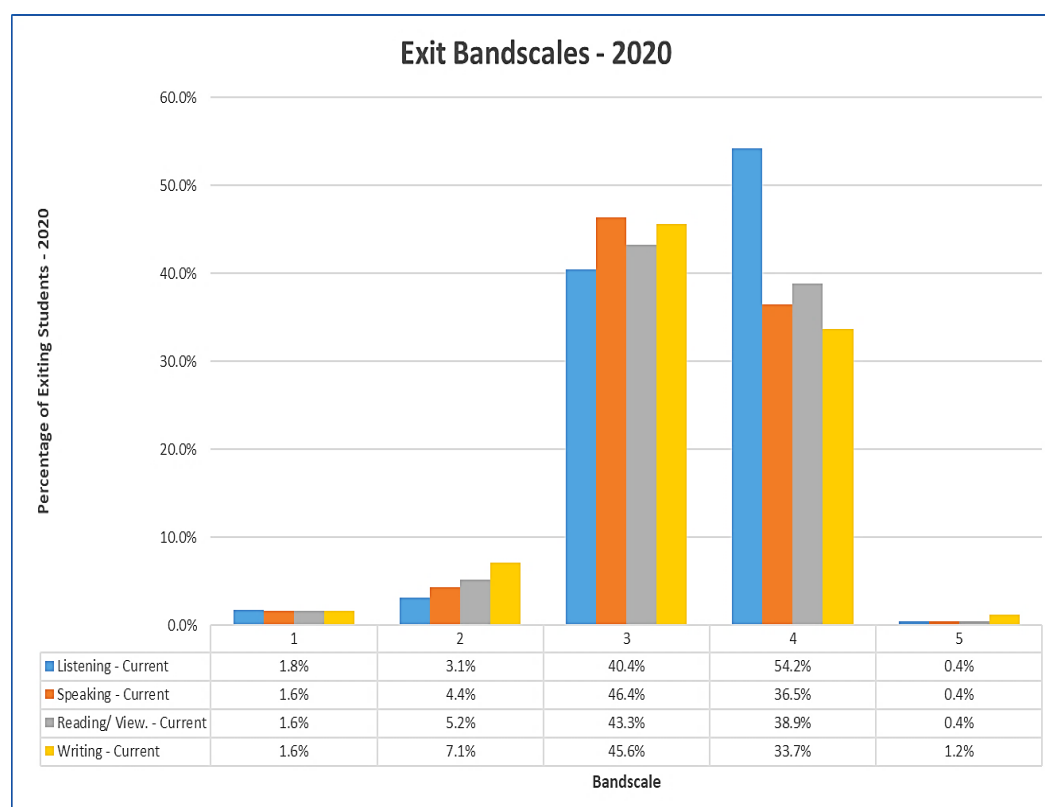
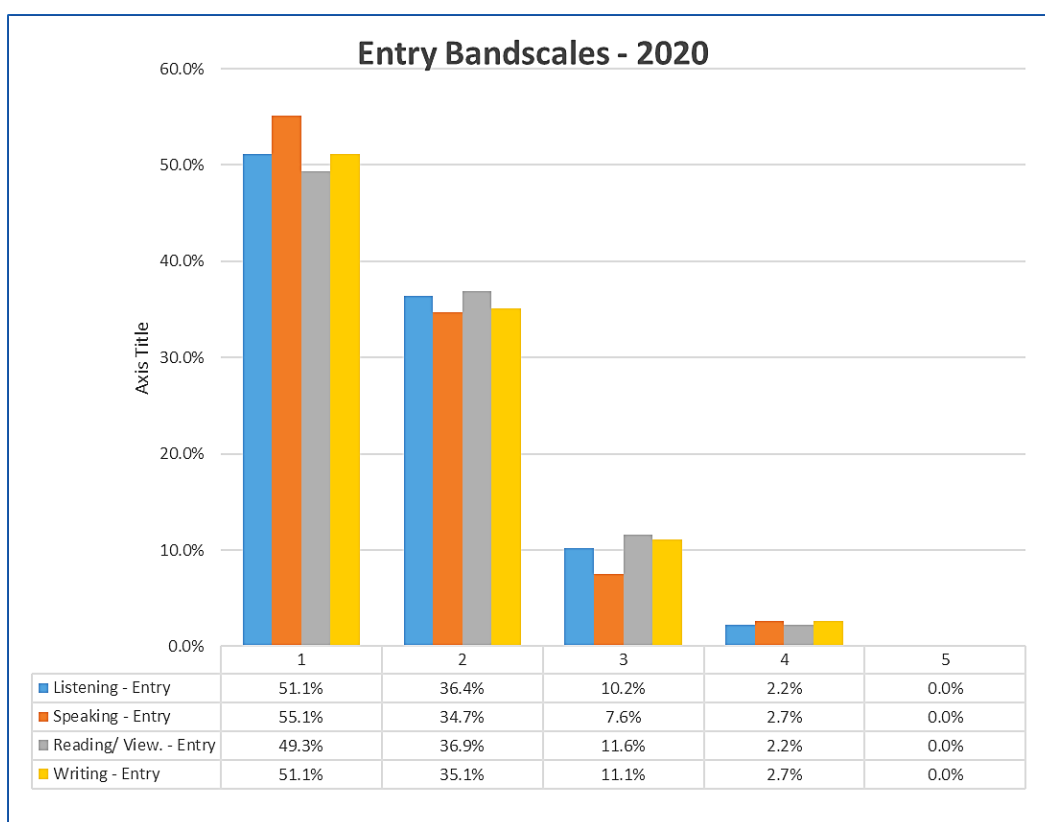
Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality



English as an Additional Language (EAL) Bandscale Data for 2020

At the end of Terms 1, 2, 3 and 4 of 2020, students exited Milpera to continue their learning in mainstream schools and TAFE. The following charts show the EAL Bandscale level on arrival and on exit, for students who exited Milpera during 2020.



Literacy Intervention Programs 2020

Note: The offering of the S.A.R. and H.O.W. programs in 2020 was impacted by COVID 19.

Support-A-Reader (S.A.R.) program

- Teacher aides and trained volunteers provided a total of 1446 individual reading sessions (twenty minutes per session) supporting the reading development of Junior and Senior School students.

2020	Total S.A.R. sessions per day					Total sessions per term	Average/ week/term
	Monday	Tuesday	Wednesday	Thursday	Friday		
Term 1 Weeks 2-7	165	207	111	204	129	816	144
Due to COVID 19, S.A.R. was not offered from Week 8 Term 1 through to Week 3 Term 3 inclusive.							
Term 3 Weeks 4-10	147	156	S.A.R. was not offered Wednesday, Thursday or Friday.			303	43
Term 4 Weeks 2-9	153	174	S.A.R. was not offered Wednesday, Thursday or Friday.			327	41
Average number of S.A.R. sessions per week over Terms 1, 3 and 4 in 2020 = 76							

Help-Our-Writing (H.O.W.) program

- Teacher aides and trained volunteers provided a total of 1270 thirty minute H.O.W. sessions for Junior and Senior School students identified as needing additional writing support.
- In 2020, 56 students were provided with an extended program of individual writing support.

2020	Total H.O.W. sessions per day					Total sessions per term	Average/ week/term
	Monday	Tuesday	Wednesday	Thursday	Friday		
Term 1 Weeks 2-7	75	62	47	71	49	304	56
Term 2 Weeks 6-10	Due to COVID 19, H.O.W. was not offered from Week 8 Term 1 through to 26 th May Term 2 inclusive.						
	25	53	61	29	0	168	39
Term 3	66	95	103	83	40	387	45
Term 4 Weeks 2-9	106	107	72	80	46	411	50
Average number of H.O.W. sessions per week over Terms 1, 2, 3 and 4 in 2020 = 48							

- On average, students attended three H.O.W. sessions each week and were supported in the program for a varying number of weeks depending on need.
- The H.O.W. program reported on the progress of 39 students as they completed the program. The number of weeks those students were supported by the H.O.W. program is indicated below.

1–5 weeks	6–10 weeks	11–15 weeks	16–20 weeks	21–25 weeks	26–30 weeks	31–35 weeks
4 students	8 students	10 students	6 students	6 students	1 students	4 students

EAL/D Mathematics and Support Programs

The following table shows the numbers and percentages of students arriving at Milpera from overseas countries with a given level of Maths during 2020. The assigned levels are based on a diagnostic Maths test which was administered to 135 newly arrived students during 2020.

Diagnostic Mathematics Test Results Semester 1, 2020

		<3	3 to <4	4 to <6	6 to 7	≤ 8	≤ 9	≤10	Total
js	number	9	11	30	12	4	0	2	68
	%	8%	10 %	28%	11%	4%	0%	2%	62%
ss	number	2	1	23	8	3	2	2	41
	%	2%	1%	21%	7%	3%	2%	2%	38%

Table 1 Diagnostic Test results-Junior and Senior School, Semester 1, 2020

Diagnostic Mathematics Test Results Semester 2, 2020

		<3	3 to <4	4 to <6	6 to 7	≤ 8	≤ 9	≤10	Total
js	number	0	4	11	2	2	1	0	
	%	0%	15 %	42%	8%	8%	4%	0%	77%
ss	number	0	0	4	0	0	2	0	
	%	0%	0%	15%	0%	0%	8%	0%	23%

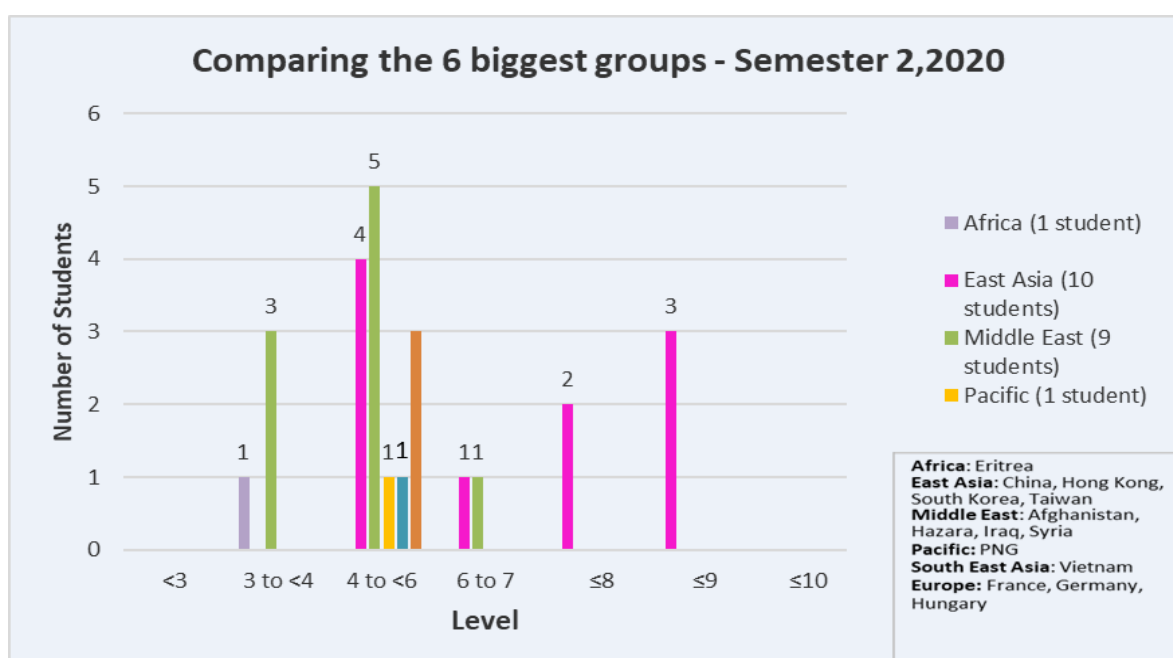
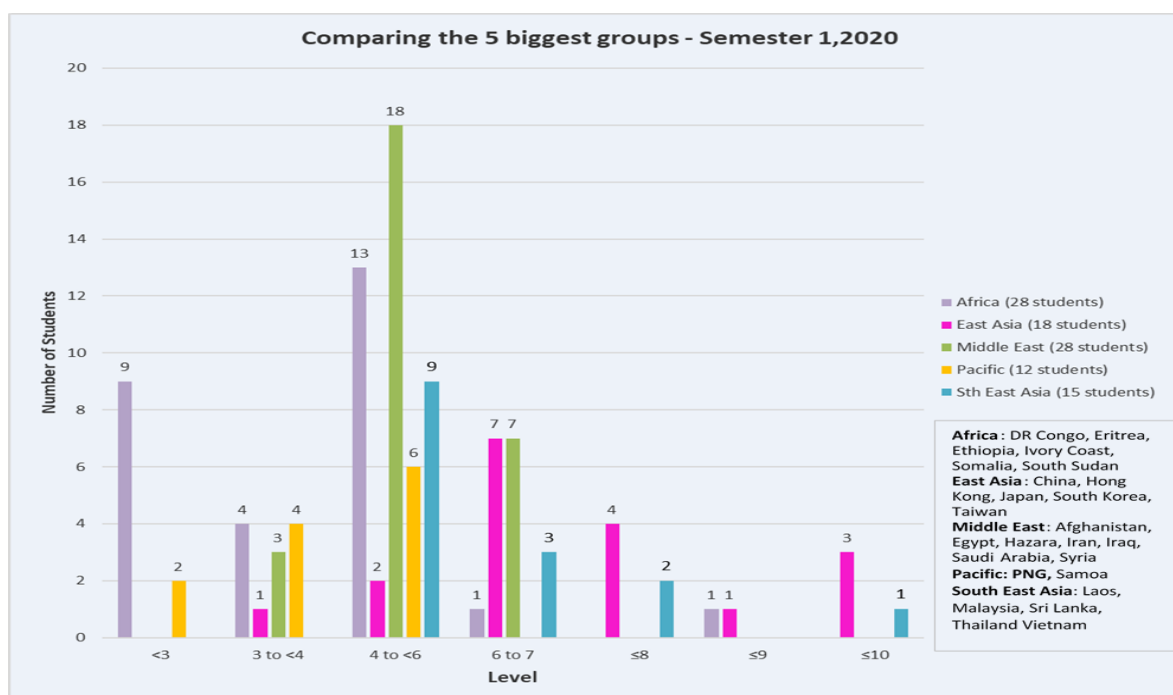
Table 1 Diagnostic Test results-Junior and Senior School, Semester 2, 2020

Two different referrals are made to distinguish between those students in need of basic number understanding through an intervention and those students with sufficient number understanding to gain further skills from the Mathematics Support program.

In semester 1, the rate of referral to the Number Intervention Program is 10% (11 students) and to the Mathematics Support Program 47% (51 students). In total, 57% of enrolling students have been referred to one of the two Mathematic Programs. The percentage of students referred to Number Intervention has increased from 6% to 10% of enrolments this Semester. There has been an increase from 38% to 47% for Maths Support referrals. There has also been a decrease of students achieving ≤8 and above on the diagnostic test from 23% to 13% which reflects the decrease of enrolments from East Asia. Refugee and refugee-like visas have remained steady as a percentage of enrolment, approximately 46% this Semester.

In semester 2, the rate of referral to the Mathematics Support Program is 38% (10 students). There were no referrals to Number Intervention this Semester, which is the first time we have had no referrals since the program began. There has been a decrease from 47% to 38% for Maths Support referrals.

In semester 1, Students in the African, Middle East and Pacific groups are disproportionately represented in the lower levels on the chart. 2 of the 28 students from African countries, 7 of the 28 students from Middle Eastern countries and none of the students from Pacific countries achieved a result higher than level 6. Students from South East Asia were represented in levels 4 to 10.

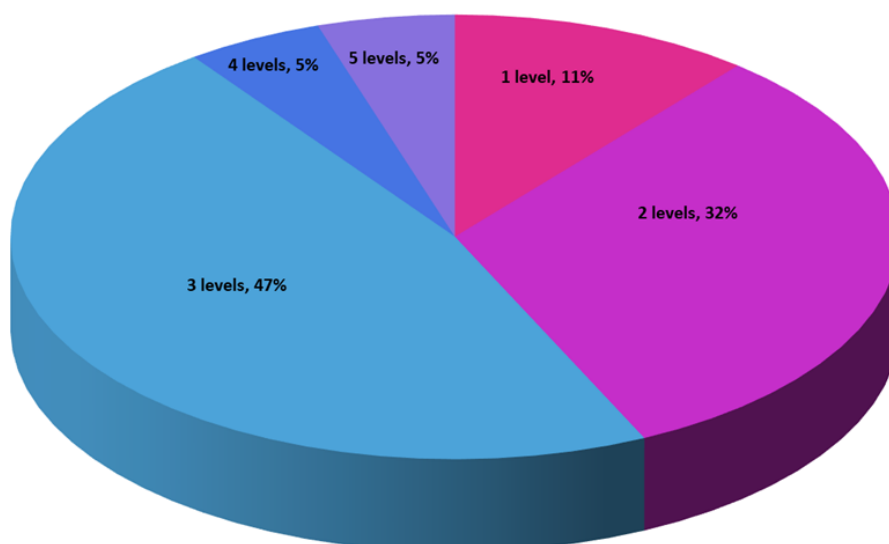


This semester students from East Asia are represented in levels less than 4 to less than 10. Of 11 students who have been referred to the Number Intervention Program 7 were from are from DR Congo, 2 each from Somalia and Samoa and 1 from Ethiopia. Students from DR Congo, Somalia and Ethiopia are likely to have experienced little or interrupted schooling in refugee camps.

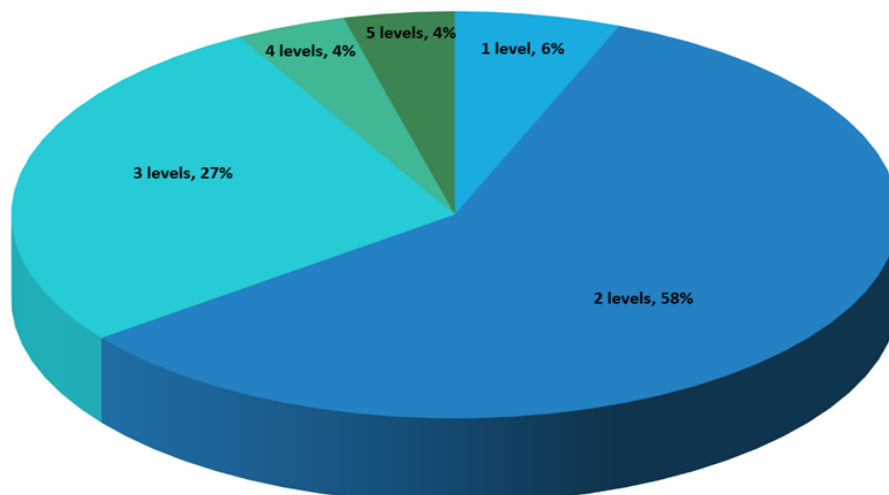
In semester 2, the students are grouped in regions as Africa (Eritrea), Middle East (Afghanistan, Hazara, Iraq, Syria), East Asia (China, Hong Kong, South Korea, Taiwan), Europe (France, Germany, Hungary), South East Asia (Vietnam) and Pacific (PNG). Consequently, Milpera Maths programs, which have a 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. The charts over show the increase in Maths levels at the completion of the Maths Support Program.

Increase in Levels after completing Mathematics Support Program Semester 1, 2020



Increase in Levels after completing Mathematics Support Program Semester 2, 2020



Number Intervention Program

24 students have been involved in this program during Semester 1 and 20 students in Semester 2 in 2020. Junior school students comprise over 80% of the program participants. This has remained consistent over the last three years. Most students have made significant progress across all areas of assessment.

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.

High levels of engagement by students in Maths Support continue to be reported. Teachers in the Number Intervention Program find the students motivated and more confident learners 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on *View School Profile* of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on *NAPLAN* and select a year to view school NAPLAN information.



Notes

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

Year 12 outcomes information are also available via the [My School](#) website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

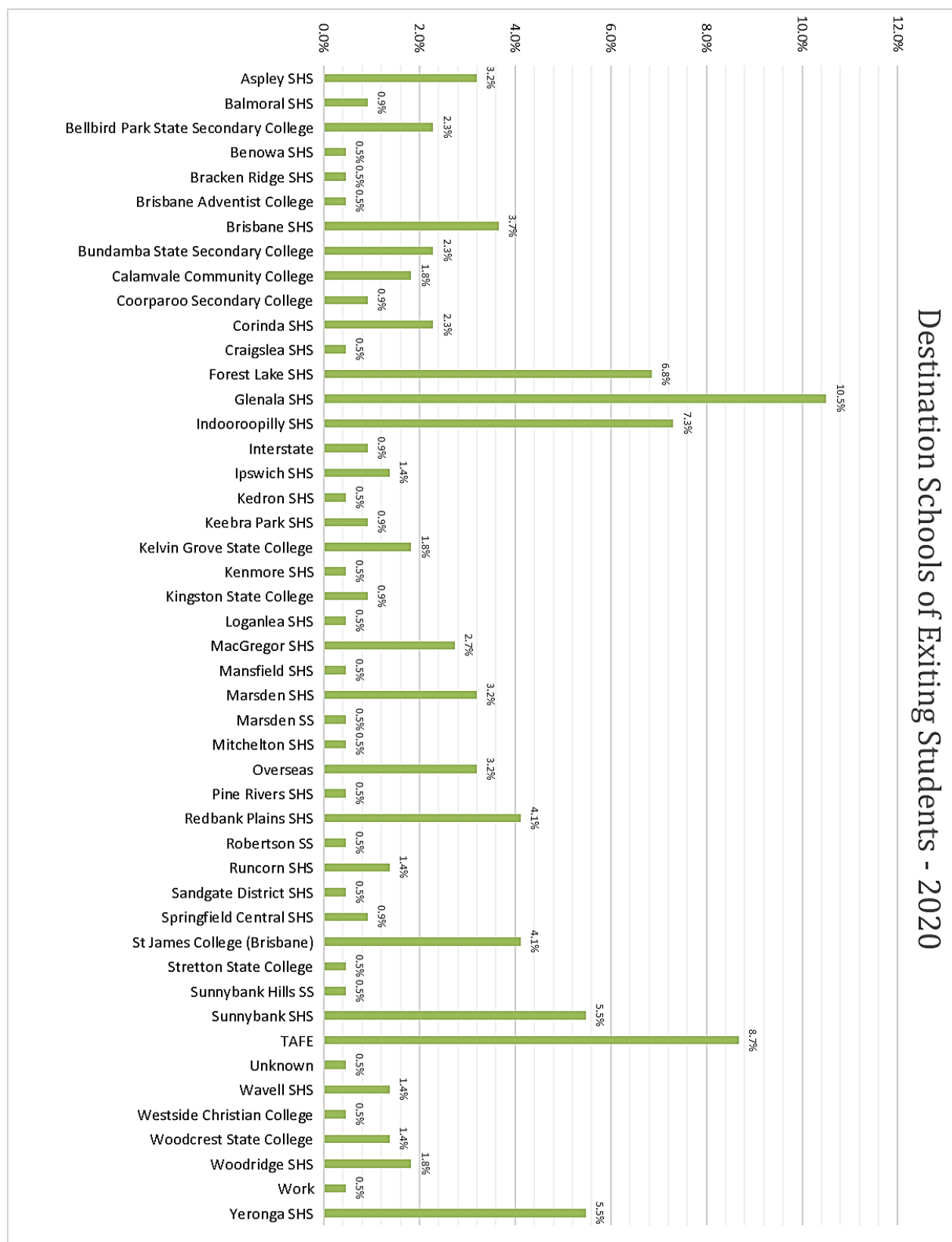
Table 10: Year 12 Outcomes

Milpera does not offer a senior program, as it is an Intensive English Language Centre.

Student destinations

Post Milpera destination information

The following table shows the destinations of students exiting Milpera during 2020.



The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early schoolleavers and Year 12 leavers from school to further study and employment.

Early school leavers

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step – Post-school destinations

The results of the 2021 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available. This school's report will be available at <https://milperashs.eq.edu.au>.

Post-school destinations information is also available via the [My School](#) website.

