Milpera State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	Parker Street Chelmer 4068
Phone	(07) 3270 3222
Fax	(07) 3379 3200
Email	principal@milperashs.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Ian Miller Principal

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. In 2018 student numbers ranged from 129 to 199. 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, humaniities 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. The school's partnership with the Song Room supports the delivery of creative arts in the school

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.

School progress towards its goals in 2018

Milpera's attainment of the goals outlined in its 2018 AIP are tabulated below.

Strategy	Goals	Outcomes
Completion of curriculum overviews.	Completion of all curriculum overviews.	Curriculum overviews completed for English and HPE. Science and Maths overviews in final draft version.
Development of the Milpera SHS Whole School Curriculum Plan and investigate use of whole-school targets for student improvement.	Development of whole school curriculum plan.	Curriculum plan is in development. Investigation of targets in process.
Implement scheduled moderation (assessment and reporting) meetings each term to ensure consistency of teacher judgements.	Moderation to take place across all Secondary Preparation 2 classes.	By term 4 2018 moderation meetings taking place in 75% Secondary Preparation 2 classes.
Use curriculum meetings to develop consistency of practice between curriculum, assessment, reporting and feedback eg during term meetings, Twilight PD sessions.	100% staff demonstrate consistency in assessment and reporting judgements of student work.	100% of teaching staff attended meetings for: Development of reading assessment items Bandscaling PD delivered at twilight PD.
Continue to implement a consistent model of collegial observation, feedback and reflection to support EALD pedagogy.	All teaching staff engaged in formal coaching and mentoring in three out of four terms.	100% of teaching staff involved in coaching and mentoring Activities delivered on pupil free days.
EAL/D Pedagogies	HOD Junior and Senior secondary become trained facilitators in "How Language Works".	HOD Senior Secondary and Junior Secondary have completed facilitators' course.
Continue implementing Joyous Classroom Pedagogical Practices eg Ways we are together.	Sustain Joyous Classrooms across Milpera through twilight PD delivery.	Joyous Classroom PD delivered.
Provide further professional development to teachers, teacher aides and/or volunteers of working with traumatised students.	Deliver professional development session for staff and document practices. Document Milpera strategies for working with traumatised students.	PD delivered. Documentation of practices completed.
Continue development of staff cultural understandings and increase parent engagement with the school.	Teacher aides present at twilight PD. Increase parent engagement.	Presentations on Congolese, Somali and Afghan Hazaraghi practices during twilight PD.

Future outlook

In 2019 the school's focus is on improvement in pedagogical practices, learning and thriving and consistency of moderation and assessment. By June 2019 the teaching staff completed professional development in how to build empathy in students. This PD was delivered by a Professional Learning Community focussed on learning and thriving. 25% of the teaching staff will have completed the LexisEducation course, "How Language Works" at the end of Semester One. A further 25% of teachers is timetabled to complete "Teaching ESL in the Mainstream Classrooms" in Semester Two. A review of the assessment processes within the school and development of common listening assessment tasks commenced at the beginning of 2019. Moderation processes for English teachers of exiting classes are embedded and Secondary Preparation 1 classes will be included in Semester Two. The school's Coaching and Mentoring Program continues to include 100% of staff.

In 2019 we have continued to grow Coding across the school. As of the beginning of Semester Two 2019 all Secondary Preparation 1 and 2 classes will undertake Coding. Our partnership with Song Room remains strong and music is offered in six classes each term. We have continued to provide sporting opportunities through a charity called Pushing Barriers. This enables our students to build deeper connections with families who have established lives in Australia.

Transitions from Milpera have become increasingly challenging. Our students now exit to more than fifteen schools each term. We have implemented a new destination school event to provide the necessary support for schools and our transitioning students. We have continued to grow the collaborative work across the system and have hosted schools from Toowoomba and Brisbane, providing EAL/D professional support. In Semester One, in collaboration with the Regional EAL/D team, we have offered internships to teachers from other schools. Ten internships per term will be provided over the next two terms.

In 2019 the tool kit for managing behaviours has been used across the school and shared with visiting staff. The tool kit maps Milpera strategies to Foundation House (Victoria) strategies. A program for Teacher Aide development began in 2018 and by the end of Semester One 2019 Professional Development in Reading, Functional Grammar and Using Fractions in classes has taken place. In Term 3 2019 the staff is preparing an induction package for teacher aides.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Students of Year 6 - Year 12 age attend Milpera

Student enrolments

| Enrolment category	2016	2017	2018
Total	253	191	163
Girls	119	82	83
Boys	134	109	80
Indigenous	0	0	
Enrolment continuity (Feb. – Nov.)	27%	20%	25%

Notes:
1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

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 December 2018.

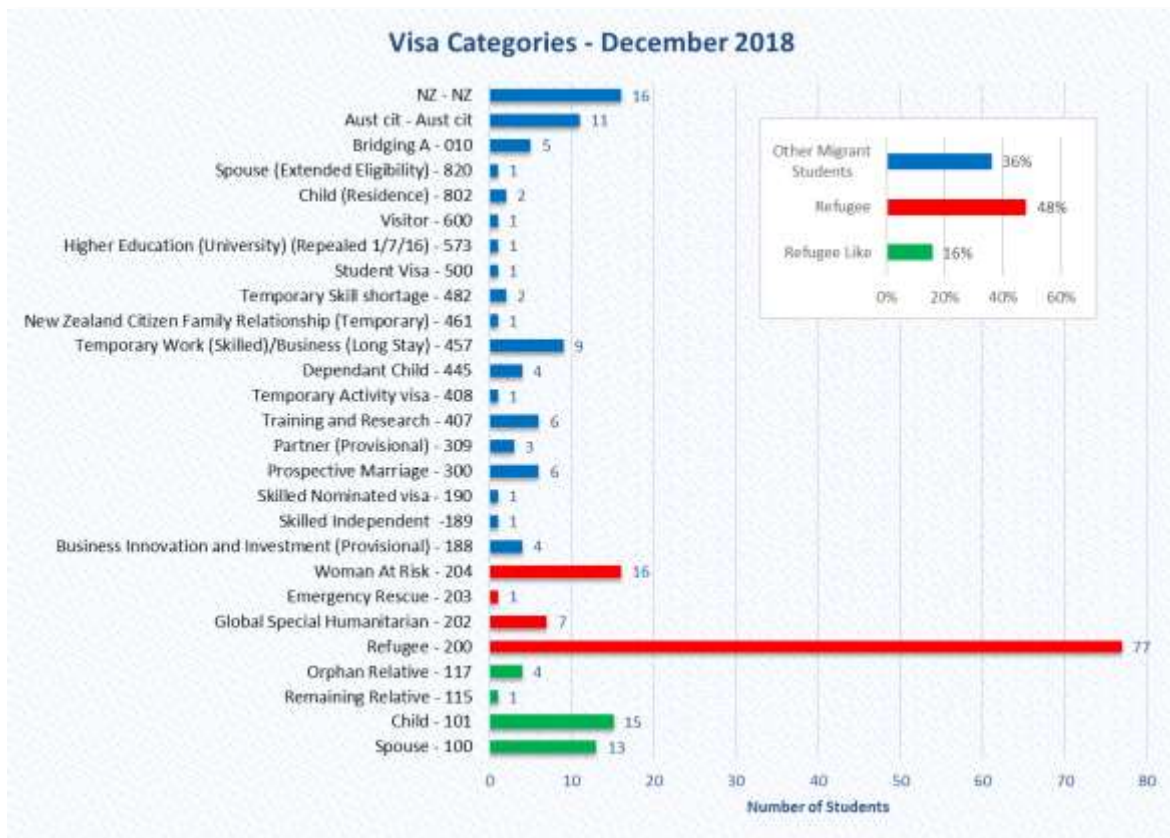Milpera SHS Ethnicity Summary - December 2018
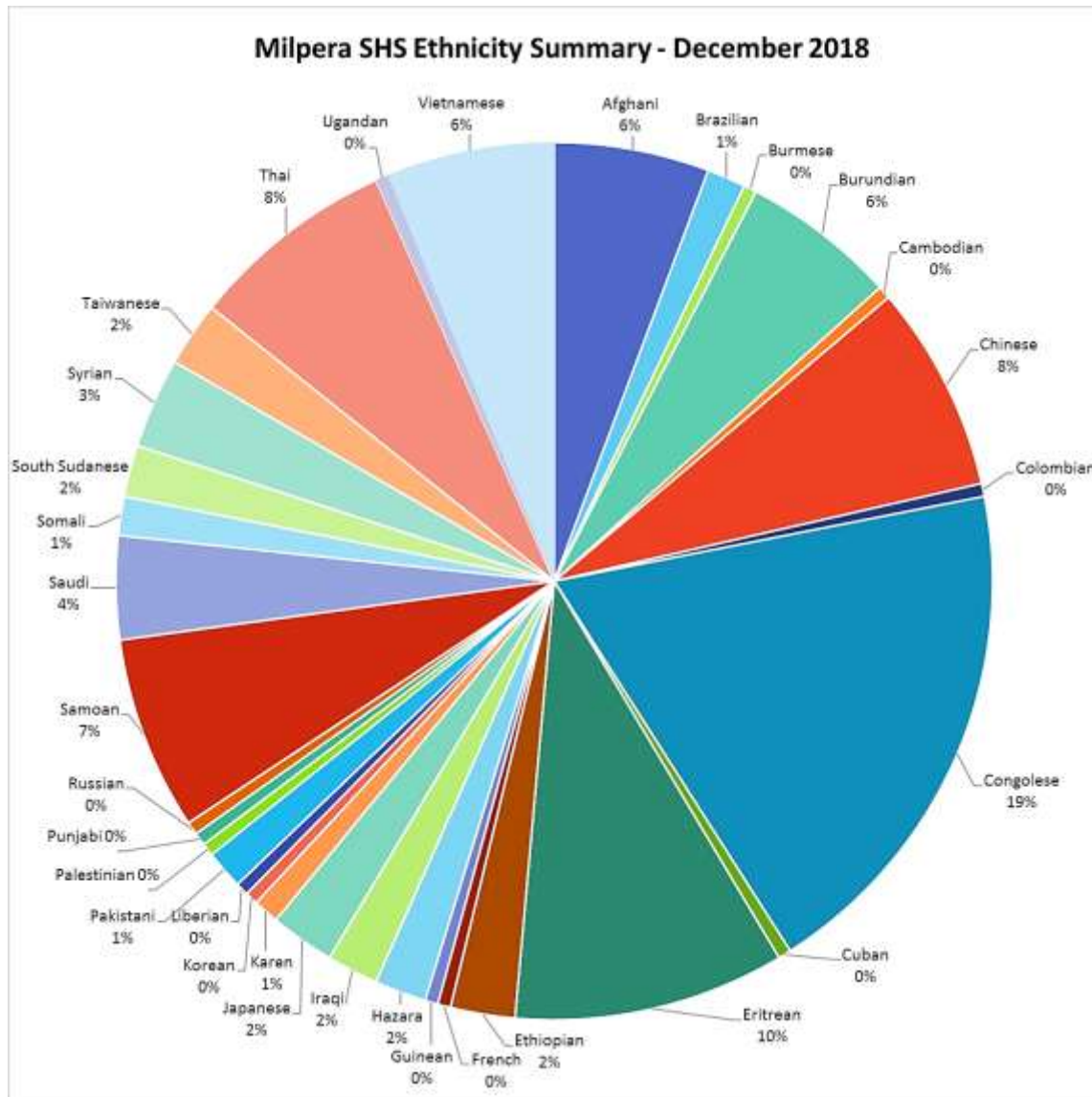
Movement of Students through Milpera SHS per week:

During 2018 Milpera enrolled a total of 217 new students, and exited 192 to mainstream schools and TAFE. Enrolment and exit data is shown below.

	Week Ended	Enrolled	Re-enrolled	Exiting	Students
Movement of Students through Milpera per week - 2018					
					129
Week 1	26-Jan-18	25	0	0	154
Week 2	2-Feb-18	5	0	1	158
Week 3	9-Feb-18	8	0	0	166
Week 4	16-Feb-18	5	0	2	169
Week 5	23-Feb-18	2	0	0	171
Week 6	2-Mar-18	3	0	2	172
Week 7	9-Mar-18	6	0	0	178
Week 8	16-Mar-18	0	0	0	178
Week 9	23-Mar-18	0	0	0	178
Week 10	30-Mar-18	0	0	48	130
Total		**54**	**0**	**53**	**130**
TERM 1 BREAK					
					130
Week 1	20-Apr-18	13	0	0	143
Week 2	27-Apr-18	1	0	0	144
Week 3	4-May-18	6	0	0	150
Week 4	11-May-18	4	0	1	153
Week 5	18-May-18	3	0	0	156
Week 6	25-May-18	4	0	0	160
Week 7	1-Jun-18	7	0	0	167
Week 8	8-Jun-18	9	0	0	176
Week 9	15-Jun-18	5	0	0	181
Week 10	22-Jun-18	2	0	0	183
Week 11	29-Jun-18	4	0	42	144
Total		**58**	**0**	**43**	**145**
TERM 2 BREAK					
					145
Week 1	20-Jul-18	8	0	0	152
Week 2	27-Jul-18	6	0	0	158
Week 3	3-Aug-18	7	0	0	165
Week 4	10-Aug-18	3	0	0	168
Week 5	17-Aug-18	3	0	1	170
Week 6	24-Aug-18	3	0	0	173
Week 7	31-Aug-18	6	0	2	177
Week 8	7-Sep-18	6	0	1	182
Week 9	14-Sep-18	10	0	0	192
Week 10	21-Sep-18	0	0	46	146
Total		**52**	**0**	**50**	**147**
TERM 3 BREAK					
					147
Week 1	12-Oct-18	8	4	2	156
Week 2	19-Oct-18	6	0	0	162
Week 3	26-Oct-18	10	0	1	171
Week 4	2-Nov-18	7	0	0	178
Week 5	9-Nov-18	8	0	0	186
Week 6	16-Nov-18	1	0	0	187
Week 7	23-Nov-18	8	0	1	194
Week 8	30-Nov-18	3	0	0	197
Week 9	7-Dec-18	2	0	0	199
Week 10	14-Dec-18	0	0	42	158
Total		**53**	**4**	**46**	**158**
Total		**217**	**4**	**192**	**158**
TERM 4 BREAK					

Students at Milpera in December 2018 arrived in Australia with the following visa sub-classes:-

Visa Categories - December 2018

Visa Category	Number of Students
NZ - NZ	16
Aust cit - Aust cit	11
Bridging A - 010	5
Spouse (Extended Eligibility) - 820	1
Child (Residence) - 802	2
Visitor - 600	1
Higher Education (University) (Repealed 1/7/16) - 573	1
Student Visa - 500	1
Temporary Skill shortage - 482	2
New Zealand Citizen Family Relationship (Temporary) - 461	1
Temporary Work (Skilled)/Business (Long Stay) - 457	9
Dependant Child - 445	4
Temporary Activity visa - 408	1
Training and Research - 407	6
Partner (Provisional) - 309	3
Prospective Marriage - 300	6
Skilled Nominated visa - 190	1
Skilled Independent - 189	1
Business Innovation and Investment (Provisional) - 188	4
Woman At Risk - 204	16
Emergency Rescue - 203	1
Global Special Humanitarian - 202	7
Refugee - 200	77
Orphan Relative - 117	4
Remaining Relative - 115	1
Child - 101	15
Spouse - 100	13

Other Migrant Students 36%
Refugee 48%
Refugee Like 16%

Average class sizes

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

AVERAGE CLASS SIZES			
Phase	2016	2017	2018
Foundation (special learning needs) /Intermediate	7.46	6.00	4.93
Beginner and Post Beginner	12.99	12.04	12.04
Junior and Senior Secondary Preparation	15.31	14.41	13.49

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
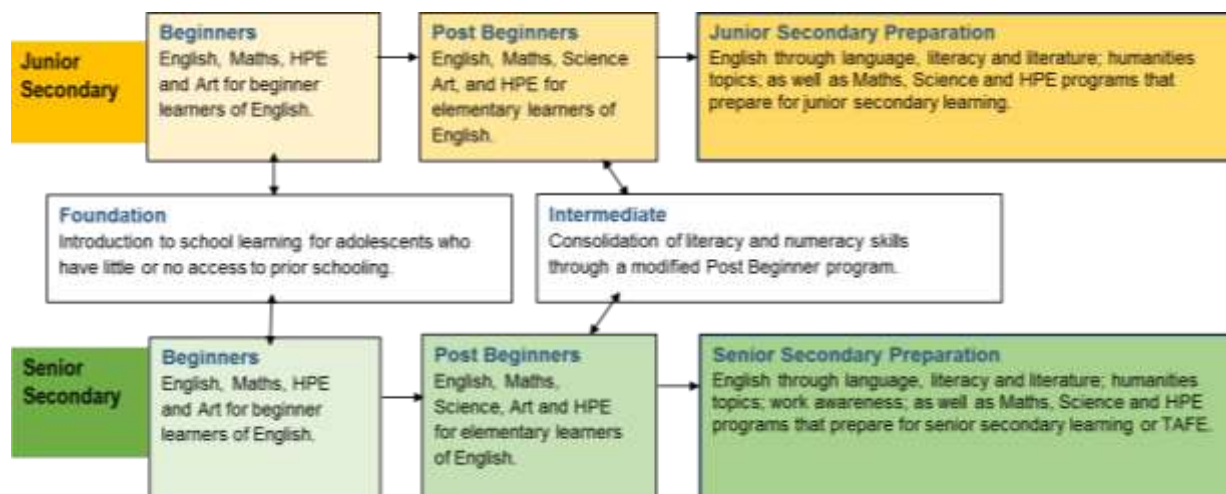
Co-curricular activities

A wide range of activities were embedded into the curriculum in order to provide meaningful contexts for learning and settlement. In 2018, 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 2018, as well as camps organised by Edmund Rice Foundation
- Participation by 2 students in the annual 'Bunya to Bay' with students from other secondary schools, focussing on Indigenous Perspectives, and incorporating canoeing and camping on the journey
- 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
- 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 schools
- Junior and Senior School information sessions for parents/carers of exiting students each term
- Visiting group from Yeronga Social Network in conjunction with MDA informing our students of high school pathways and social connections
- Junior School visits to Yeronga SHS and Sunnybank SHS to experience high school life and offer peer support during the exit/transition phase
- 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, NAIDOC week, World Refugee 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 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, Karibu (with Brigidine College for female students)
- 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 providing food hampers fortnightly for families
- Pushing Barriers helping students to connect with sporting clubs and associations through Home Liaison Teacher Referrals ie: transport and financial support
- MDA Lantern Parade – creation of lanterns, and student, family and staff participation in parade.

Projects, programs and presentations
- Creat-Ex intensive program with QUT Creative Industries, incorporating The Arts, Music and Technology alongside tertiary pathways. Final performance for a public audience
- Participation in art exhibitions, including "Our World" Art Show in partnership with Graceville Uniting Church, and Art from the Margins
- Hip-hop workshops with SongRoom, culminating in a student performance at 'Positive Schooling Conference'
- Collaboration with Save The Children working on digital technology and music
- '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
- 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 and YSC

How information and communication technologies are used to assist learning

The school provides an environment for newly arrived students of migrant and refugee backgrounds 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.

In 2018, we developed and introduced a new Coding program for students in their final term at Milpera. As they learn the basics of Coding, students are given opportunities to:

- create their own interactive games and animations by using an online programming environment (Scratch)
- apply simple coding to Micro:bit and Makey 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 2018, 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. Our parents indicate a very high level of satisfaction with Milpera as indicated in the School Opinion Survey included below.

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. Documented strategies for working with students with a trauma background support the induction of new teachers.

5. 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
   - Delivering professional development to staff to support cross cultural understandings.

6. 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.

7. Home Liaison Teacher facilitates a shared understanding of new and acceptable social /cultural norms of behaviour between the school and our families.

8. Volunteers are key to our provision of differentiated teaching and learning. Volunteers assist with classroom support, one on one and small group work, Help Our Writing (HOW), Support-A-Reader (SAR), reading groups, supplementary maths, excursions, computer support and serving breakfast.

9. 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.

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

11. 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.

12. HEAL (Home of Expressive Arts and Learning) provides Art and Music therapy to students identified by teachers and other staff as needing time in therapy to assist settlement and wellbeing and to make students available for learning. Many of the young people who are referred to HEAL have experienced traumatic circumstances in their refugee journey, and some are at risk of disengaging from school. Both music and art therapy provide creative interventions to enhance student well-being and address psychological, emotional, cognitive and social needs. The therapeutic services, research and education provided by HEAL increase the possibility of our newly arrived students of refugee background participating fully in the learning experience, and enjoying life without barriers.

Parent, student and staff satisfaction

The tables below show the results from school opinion surveys:

Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	100%	94%
• this is a good school (S2035)	95%	100%	100%
• their child likes being at this school* (S2001)	95%	100%	100%
• their child feels safe at this school* (S2002)	95%	100%	100%
• their child's learning needs are being met at this school* (S2003)	95%	96%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	95%	100%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	94%
• teachers at this school motivate their child to learn* (S2007)	94%	100%	100%
• teachers at this school treat students fairly* (S2008)	94%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	96%	93%
• this school works with them to support their child's learning* (S2010)	89%	96%	88%
• this school takes parents' opinions seriously* (S2011)	89%	100%	93%
• student behaviour is well managed at this school* (S2012)	94%	100%	94%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	89%	100%	100%

* 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.

Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	100%	100%
• they like being at their school* (S2036)	96%	93%	100%
• they feel safe at their school* (S2037)	93%	93%	99%
• their teachers motivate them to learn* (S2038)	96%	98%	97%
• their teachers expect them to do their best* (S2039)	97%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	100%
• teachers treat students fairly at their school* (S2041)	92%	95%	94%
• they can talk to their teachers about their concerns* (S2042)	90%	98%	99%
• their school takes students' opinions seriously* (S2043)	96%	96%	99%
• student behaviour is well managed at their school* (S2044)	88%	93%	96%
• their school looks for ways to improve* (S2045)	97%	98%	99%
• their school is well maintained* (S2046)	96%	96%	97%
• their school gives them opportunities to do interesting things* (S2047)	96%	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.

Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	97%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	97%
• they receive useful feedback about their work at their school (S2071)	94%	97%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	100%	96%
• students are encouraged to do their best at their school (S2072)	98%	98%	100%
• students are treated fairly at their school (S2073)	100%	98%	100%
• student behaviour is well managed at their school (S2074)	100%	98%	97%
• staff are well supported at their school (S2075)	100%	98%	98%
• their school takes staff opinions seriously (S2076)	100%	91%	97%
• their school looks for ways to improve (S2077)	98%	97%	97%
• their school is well maintained (S2078)	98%	97%	98%
• their school gives them opportunities to do interesting things (S2079)	98%	97%	95%

* 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. 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
- 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/carers receive Exit Reports in the subjects of English, Maths, Science and HPE.
- The English teacher conducts an interpreted exit interview with parents/carers and students 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. 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 140 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 education 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, Respectful and Kind", support the students in the development of appropriate relationships.

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.

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	7	17	4
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 continues to successfully reduced printing and paper costs.

Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		43,240	119,805
Water (kL)	999	664	1,129

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
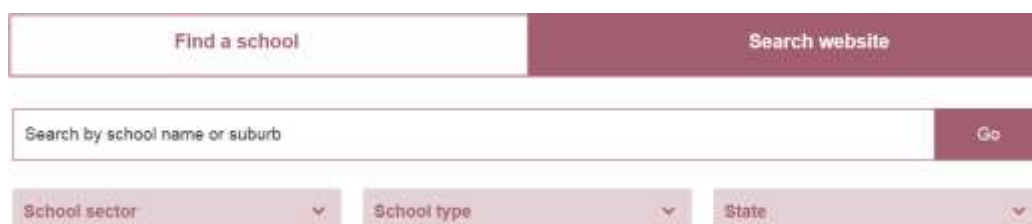
School funding

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.

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.

Find a school		Search website
Search by school name or suburb		Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	37	35	<5
Full-time equivalents	29	19	<5

*Teaching staff includes School Leaders.
** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	8
Graduate Diploma etc.*	22
Bachelor degree	8
Diploma	0
Certificate	0

*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 2018 were $23,500.

The major professional development initiatives are as follows:

Priority Area (identified in 2018 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
EALD Pedagogies	Facilitator Training for Heads of Department (Senior and Junior Secondary) - How Language Works
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 – Gen Next Trauma Aware Schooling Conference
Coaching and Mentoring	Giving and receiving feedback, coaching and mentoring strategies – delivery by Dr Lisa Ehrich Formal timetabled
Assessment and Reporting	Curriculum meetings, twilight PD
Curriculum implementation	Coaching and Mentoring

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	N/A	N/A	N/A

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student attendance distribution

Proportion of students by attendance rate
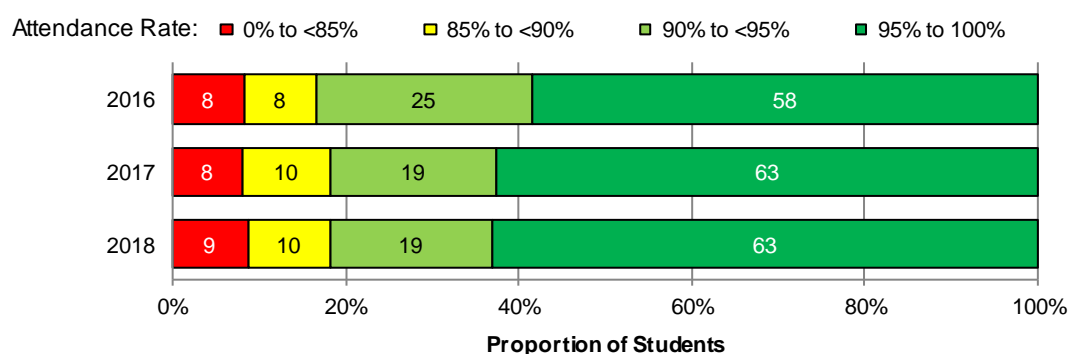
### Description of how this school manages non-attendance

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.

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 or Dialect (EAL/D) Bandscale Data for 2018

At the end of Terms 1, 2, 3 and 4 of 2018, 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 the 175 students who exited Milpera during 2018.

Entry Bandscales - 2018

Exit Bandscales, 2018
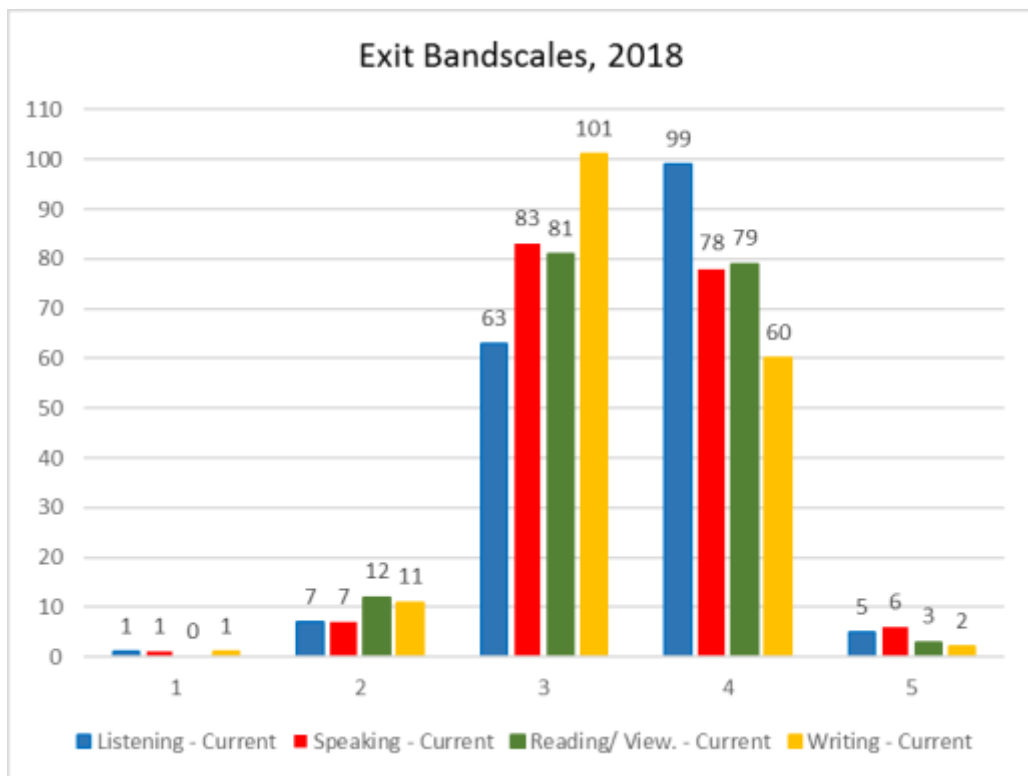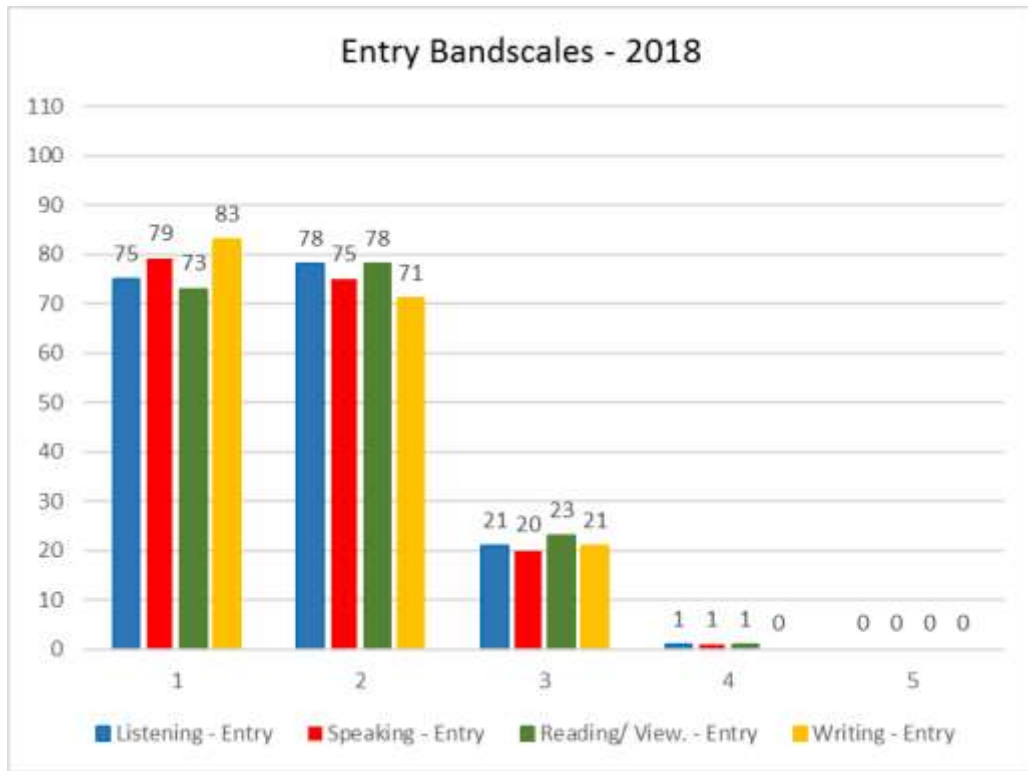
Literacy Intervention Programs

Support A Reader (SAR) program

- In 2018, an average of 122 individual reading sessions (twenty minutes per session) were provided each week, supporting the reading development of students from 15 Post Beginner classes from both the Junior and Senior school.
- 55 volunteers regularly contributed to SAR in 2018.

2018	Total SAR sessions					Total per term	Average/ week/term
	Monday	Tuesday	Wednesday	Thursday	Friday		
Term 1	204	152	198	195	189	938	116
Term 2	168	297	210	282	219	1176	125
Term 3	288	228	198	204	219	1137	127
Term 4	177	228	240	171	228	1044	121
					Average number of SAR sessions per week in 2018 = 122		

Help Our Writing (HOW) program

- In 2018, 61 students were provided with an extended program of individual writing support.
- 23 trained volunteers provided a total of 1,854 thirty minute HOW sessions for students identified as needing additional writing support.

2018	Total HOW sessions per day					Total per term	Average/ week/term
	Monday	Tuesday	Wednesday	Thursday	Friday		
Term 1	125	123	78	65	107	498	61
Term 2	124	150	99	121	85	579	62
Term 3	103	83	65	59	104	414	46
Term 4	62	119	43	79	60	363	43
					Average number of HOW sessions per week in 2018 = 53		

- On average, students attended three HOW sessions each week and were supported in the program for a varying number of weeks depending on need.
- In 2018, the HOW program reported on the progress of 36 students as they exited the program. The number of weeks those students were supported by the HOW program is indicated below.

1–5 weeks	6–10 weeks	11–15 weeks	16–20 weeks	21–25 weeks	26-30 weeks	30-40 weeks
0 students	7 students	3 students	13 students	8 students	3 students	2 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 2018. The assigned levels are based on a diagnostic Maths test which was administered to 217 newly arrived students during 2018.

**Diagnostic Mathematics Test Results Semester 1, 2018**

Maths levels - Semester 1, 2018		<3	3 to <4	4 to <6	6 to 7	≤8	≤9	≤10	Total
Junior School	Number	4	6	34	9	5	1	0	59
	%	4%	5 %	30%	8%	5%	1%	0%	53%
Senior School	Number	3	9	24	10	5	1	1	53
	%	3%	8%	21%	9%	5%	1%	1%	47%

Diagnostic Mathematics Test Results Semester 2, 2018

Maths Levels – Semester 2, 2018		<3	3 to <4	4 to <6	6 to 7	≤8	≤9	≤10	Total
Junior School	Number	10	8	17	7	9	4	1	56
	%	9%	8 %	16%	7%	8%	4%	1%	53%
Senior School	Number	3	5	23	10	5	1	2	49
	%	3%	5%	22%	9%	5%	1%	2%	47%

The percentage of students arriving without early numeracy skills continued to be significant in 2018 with 9% of junior school students, and 11% of senior school students arriving with less than 4 on the diagnostic test in Semester 1. In semester 2 those numbers were 17% and 8% 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.

Comparing the 5 biggest groups - Semester 1, 2018



Comparing the 5 biggest groups - Semester 2, 2018
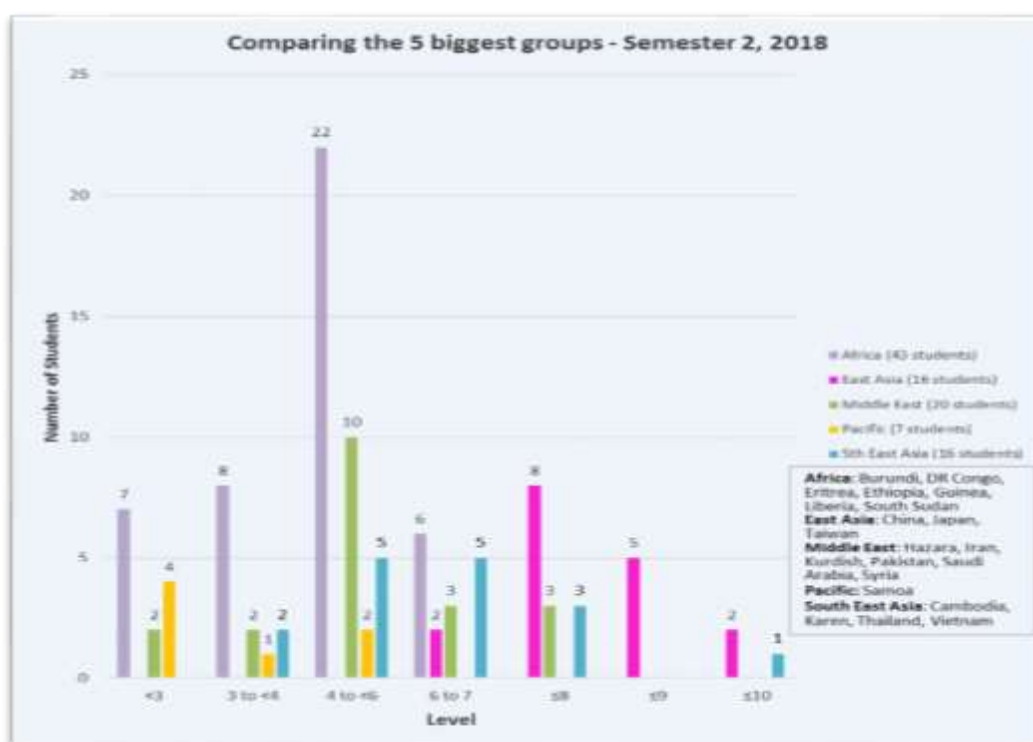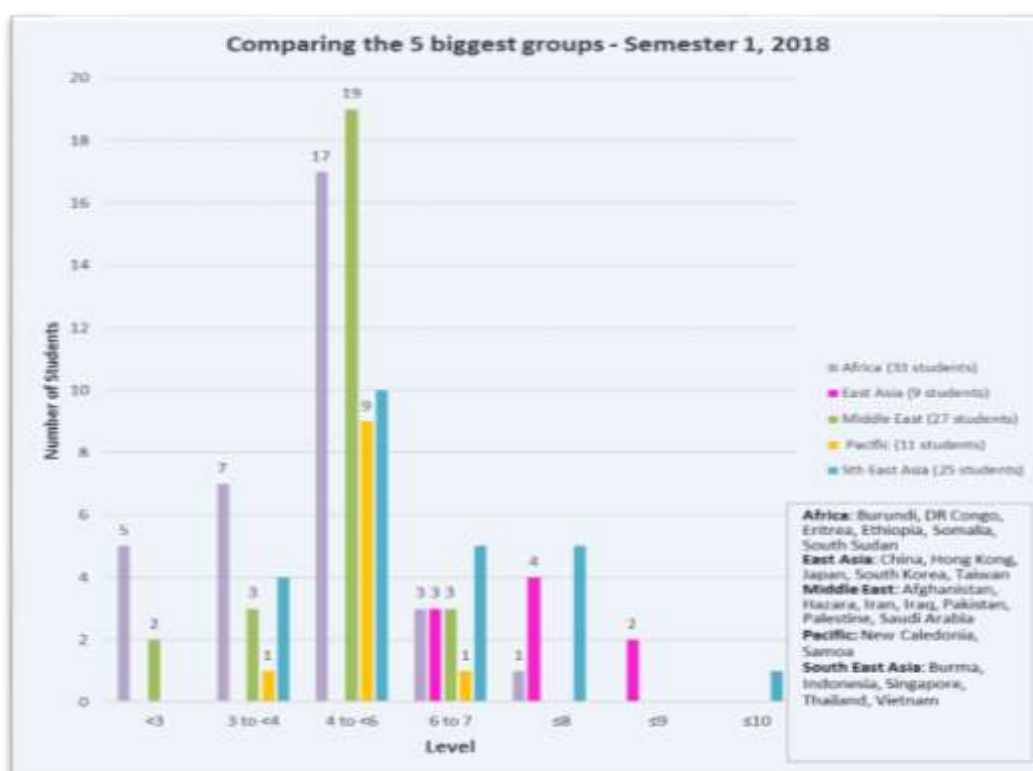
Students from some regions are disproportionately represented in the lower levels on the chart. Many of these students have experienced little or interrupted schooling in refugee camps. These students have also experienced dislocation and may be affected by trauma which impacts on their ability to learn.

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.

Mathematics Support Program

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. 55 students completed the program during Semester 1, and 45 students completed the program in Semester 2, 2018. The average improvement was 2.3 levels. The average time spent in the program was 9.8 weeks in Semester 1 and 11.6 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.
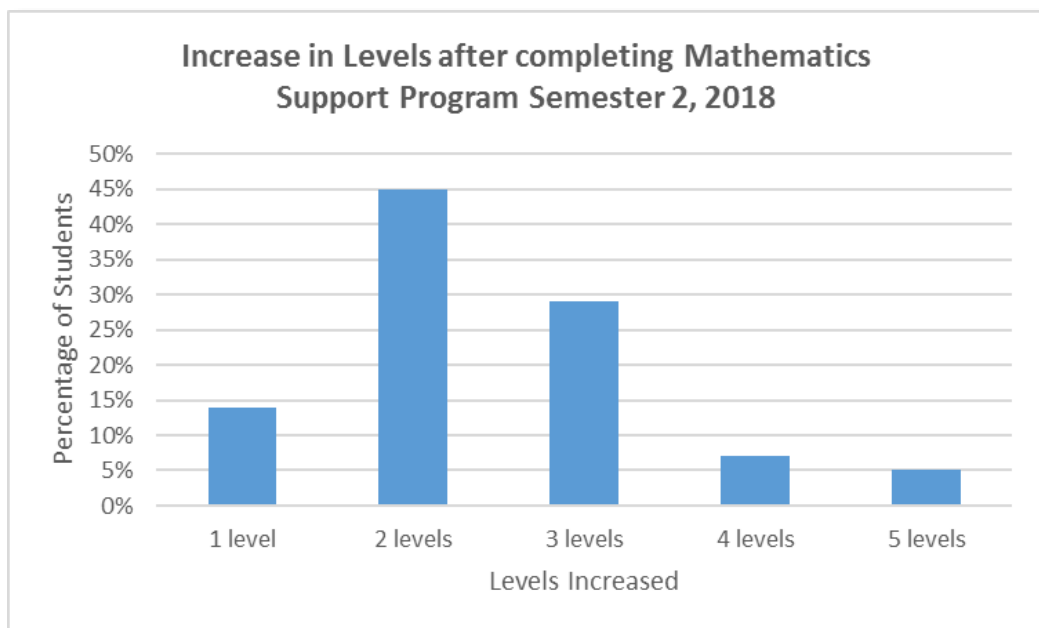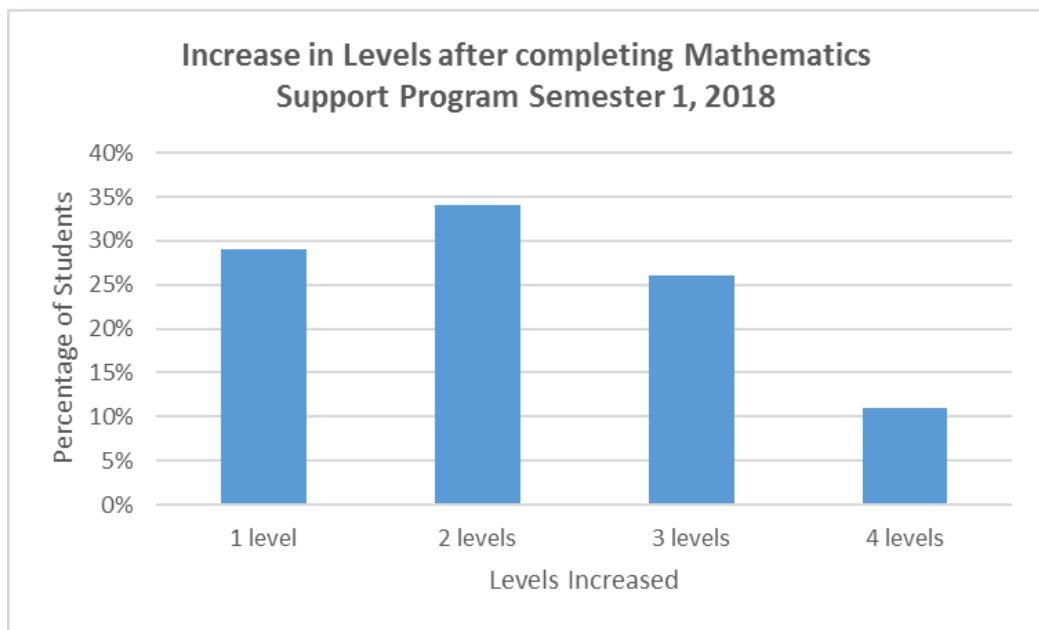
Number Intervention

10 students completed Number Intervention in Semester 1 and 14 in Semester 2 2018.

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 41% 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 2018.

Destination Schools - 2018

School	Count
Yeronga State High School	39
Sunnybank Hills State School	20
Glenala State High School	15
Overseas	13
Redbank Plains State High School	12
Corinda State High School	10
Aspley State High School	10
AEMP Program	8
Kelvin Grove State College	6
MacGregor State High School	5
Interstate	5
Indooroopilly State High School	5
Forest Lake State High School	5
Kedron State High School	4
Woodridge State High School	3
Mansfield State High School	3
Dakabin State High School	3
Whites Hill State College	2
Rochedale State High School	2
Mt Maria College - Petrie	2
Calamvale Community College	2
Brisbane Adventist College	2
Western Suburbs State Special School	1
The Gap State School	1
Stretton State College	1
Runcorn State High School	1
Kenmore State High School	1
Ipswich State High School	1
Corinda State School	1
Coorparoo Secondary College	1
Chancellor State College	1
Centenary State High School	1
Cavendish Road State High School	1
Bremer State High School	1
Bellbird Park State Secondary College	1
Balmoral State High School	1
Aviation High	1
Aspley State School	1

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 the contribution of valued partners beyond Milpera, enable our students to achieve excellent outcomes in language acquisition and settlement.

Our endeavour to represent our students' identities and origins through artwork in the Milpera school grounds has been a focus over the last few years. The completion of the "Moving Mural" in 2018 was of great significance. The narratives of the students and their experiences are represented in clay on the wall of the Helen Byrne Building. The artwork reflects the diversity, joy and optimism for the future that the students bring to our school.