Mitcham Girls High School

2021 annual report to the community

Mitcham Girls High School Number: 0903

Partnership: Mitcham Plains

	Signature
School principal:	Ms Linda Richardson
Governing council chair:	Lesley Parker
Date of endorsement:	**28 February 2022**

Government of South Australia
Department for Education

Context and highlights

Mitcham Girls High School is a progressive learning community dedicated to providing outstanding educational opportunities for girls. Through focus on inquiry, research, innovation and student leadership, Mitcham Girls High School aspires to develop independent, resilient and globally responsive students. Our school values are Respect, Excellence and Global Citizenship.

We are passionate about providing a rich, challenging and secure learning environment to help every girl reach her potential. We follow all research on girls' education and reflect on our own practice to ensure our teaching pedagogies are engaging and relevant. Enquiry-based learning is gaining momentum at Mitcham thus maintaining curiosity, collaborative approaches and positive risk taking. We offer a broad and innovative curriculum and leadership programs that empower students to become strong and compassionate leaders now and in the future.

The school population includes 1.4% Aboriginal & Torres Strait Island students, 2.2% students with disabilities, 16% students from non-English speaking backgrounds, 10% children/young people in care and 25% of students eligible for School Card assistance.

The school has high quality teaching and learning spaces. The new East Wing was completed in 2021 with eight new classrooms and the new administration/reception area has made good progress and is scheduled for opening in early 2022.

Mitcham Girls High School is the only un-zoned, public girls' school in the state of South Australia, attracting students from all suburbs across Adelaide and nearby country towns. Many students travel considerable distances to come to a school which offers them opportunities in an environment that is academically challenging with a strong focus on student voice, agency and wellbeing.

Governing council report

2021…. An interesting year to say the least. The Governing Council is an eclectic group which includes parents, students, and staff. Our SRC provided excellent updates and feedback, a vital conduit to our student population. This voice is so important for our community. We work together to make sure we focus on what is important for the Mitcham Girls community, from buildings to values; it is always an engaging discussion. If you are interested in joining, please reach out, we always welcome new contributors.

I was delighted to lead the team through a continuation of online meetings in which all members demonstrated fabulous resilience to make what was put in front of us workable. Being involved in the search and successful appointment of our delightful new principal was a highlight and I offer an absolute welcome to Linda Richardson. I acknowledge and thank the Mitcham Girls Senior Leadership Team, in particular Nathan Cini, stepping in repeatedly as we faced some extraordinary challenges. From a parent and council point of view, the ship kept sailing breezily, focused on providing quality learning foci and environments. Congratulations team, you steadied the ship through some interesting times.

We were able to ratify some new policies and bring our attention to our uniform as we debated all sorts of implications with many viewpoints shared; the result being an opportunity for the whole community to provide feedback prior to our uniform policy decisions.

New buildings were opened, a wonderful achievement. We reclaimed outdoor sports and learning spaces. Areas for our young people to connect and gather were a focus with chief instigator to all this and complete magician (I think) in some instances, Chris Stone, Business Manager, a gem! Thank you, Chris for all the extra knots you untangle.

All of this was achieved with focus and determination to reach the goal. From coming back to school, wearing masks, new terminology, and understandings, to mini lockdowns, to reengaging with our environment. This was all done in our MGHS community with a focus on our young people's learning. The results speak for themselves. We expanded each of our high-end grade rankings for the entire school population, what a remarkable achievement.

Quality improvement planning

Analyse and prioritise:

The school has prioritised improvement in English Writing, Reading Comprehension and Numeracy in the 2019-2021 Site Improvement Plan. The targets related to the percentage of students who retain achievement in the top two bands from year 7-9 NAPLAN testing. The school has used a range of data including NAPLAN, PAT R and M, and A– E data to determine the improvement in student outcomes.

We have also prioritised the engagement of students in their learning by creating a whole school agreement on classroom expectations centred around four areas; be brave and take risks, be active learners, be respectful and responsible use of devices.

Determine challenge of practice:

We continued our challenge of practice for staff to use data to effect change. We focussed on a consistent approach to planning and programming through the development of a Framework for Active Learning that guided staff on effective classroom practice and pedagogy. Consistent Year 7 assessments were also agreed upon, with the development of Year 7 LAPs that assisted students with their understanding of their learning requirements.

Plan actions for improvement:

In 2021, we had particular success in Literacy improvement through the work of Professional Learning Community (PLC), and Professional Development opportunities. All staff were involved in trialling new teaching methodologies and shared their new learning with other staff, hence building capacity. We will continue with our Literacy priority as a whole school, together with High Impact Teaching Strategies. Numeracy improvement will be focussed within the faculty during 2022. A narrow and deeper approach to improvement has been targeted in our SIP for the next three years.

Improve practice and monitor impact:

This year has seen a continuation in the increased faculty participation in the school improvement work. The work undertaken by faculties in using data to improve practice has been showcased with the whole staff together with teachers sharing their learning through the Sprints. Leadership capacity has been built through PLCs and regular action plan and data analysis sessions. A Data Leader will be employed in 2022 to support staff in their analyses of data to improve practice and monitor the impact.

Review and evaluate:

The SIP has been regularly reviewed with the senior and middle leadership teams. Faculties have written comprehensive evaluation reports detailing the work and achievements they have made at a faculty level. This year we developed a one-page SIP which clearly identified Leaders and Teachers' actions. This will continue in 2022 which the addition of Literacy and Numeracy Coaches to our improvement agenda.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading
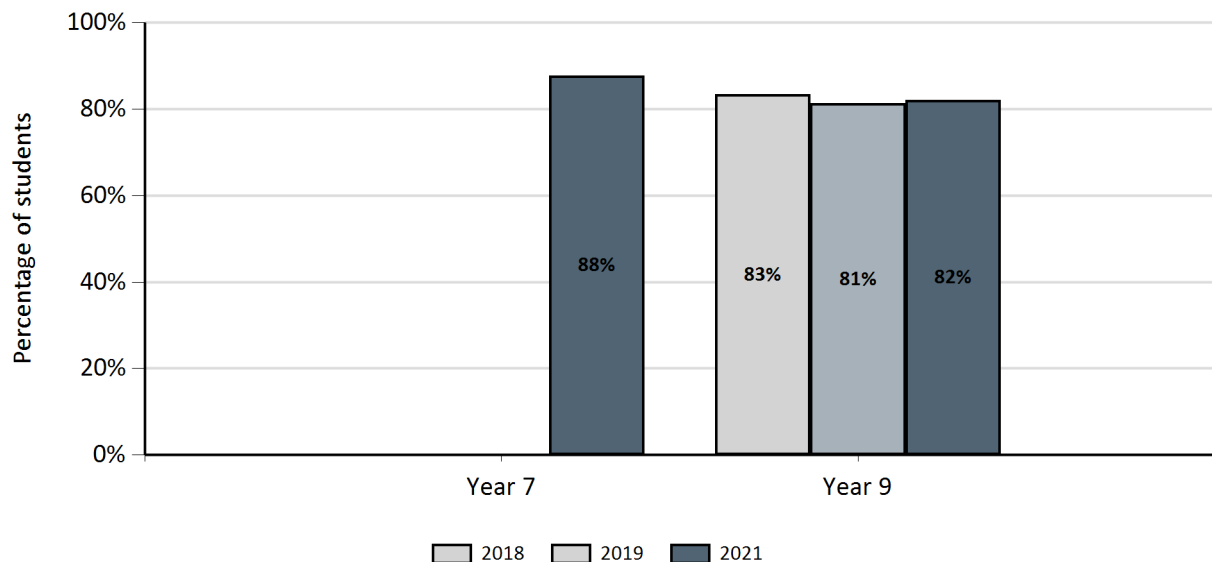
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six acros all cohorts.
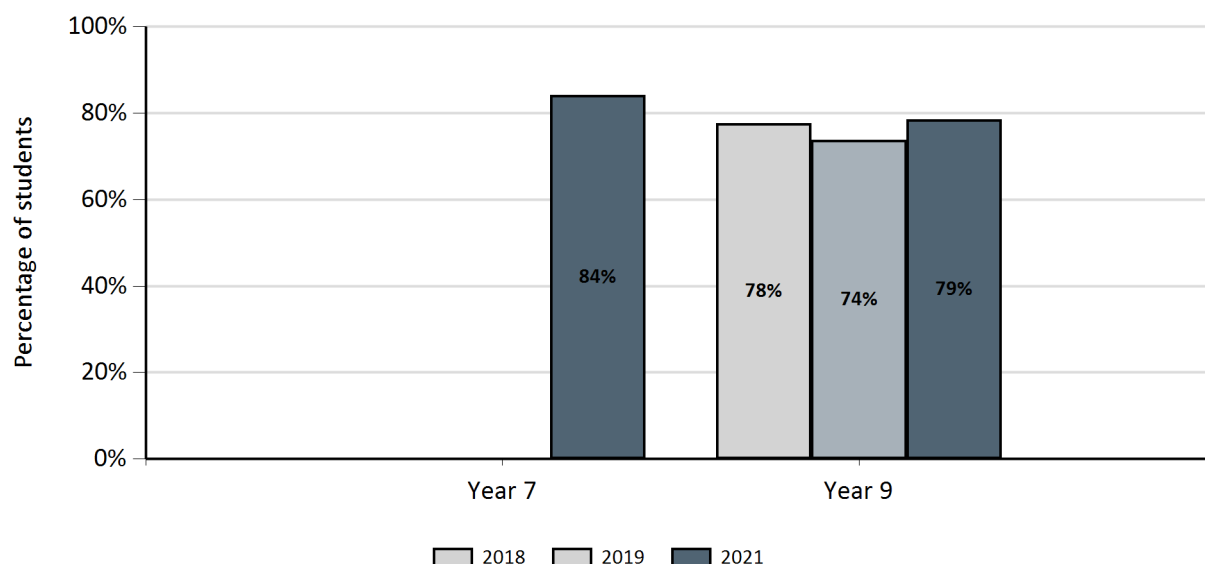
Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 7-9	State (average)
Upper progress group	31%	39%	34%
Middle progress group	51%	49%	48%
Lower progress group	18%	12%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 5-7	Year 7-9	State (average)
Upper progress group	38%	41%	34%
Middle progress group	43%	41%	48%
Lower progress group	19%	18%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	114	114	45	36	39%	32%
Year 7 2019-2021 Average	57.0	57.0	22.5	18.0	39%	32%
Year 9 2021	168	168	54	33	32%	20%
Year 9 2019-2021 Average	143.0	143.0	41.0	27.5	29%	19%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2021.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
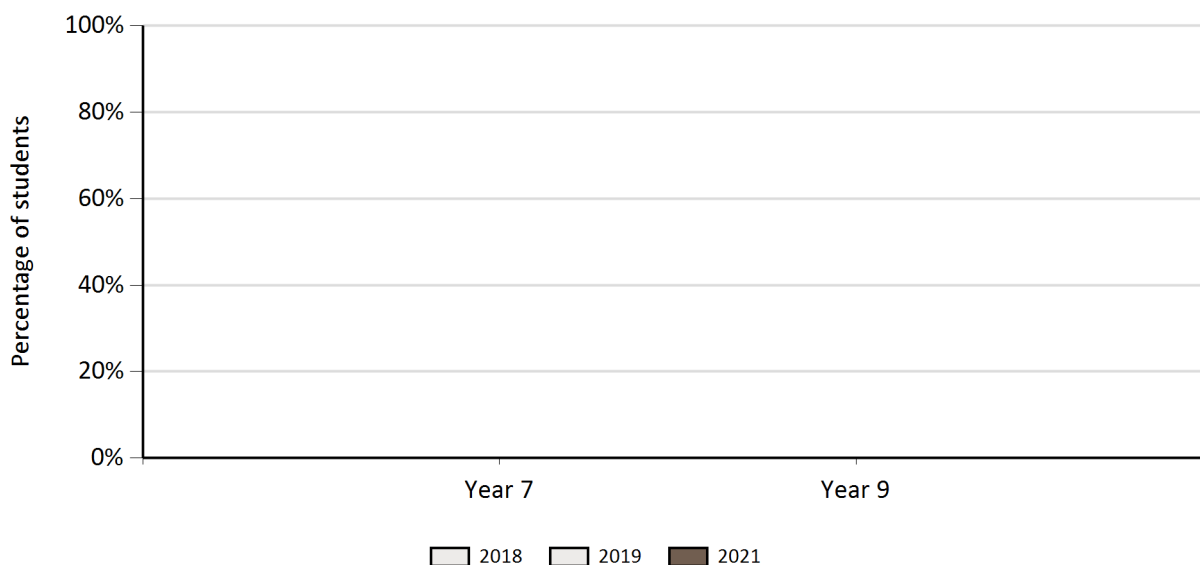Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
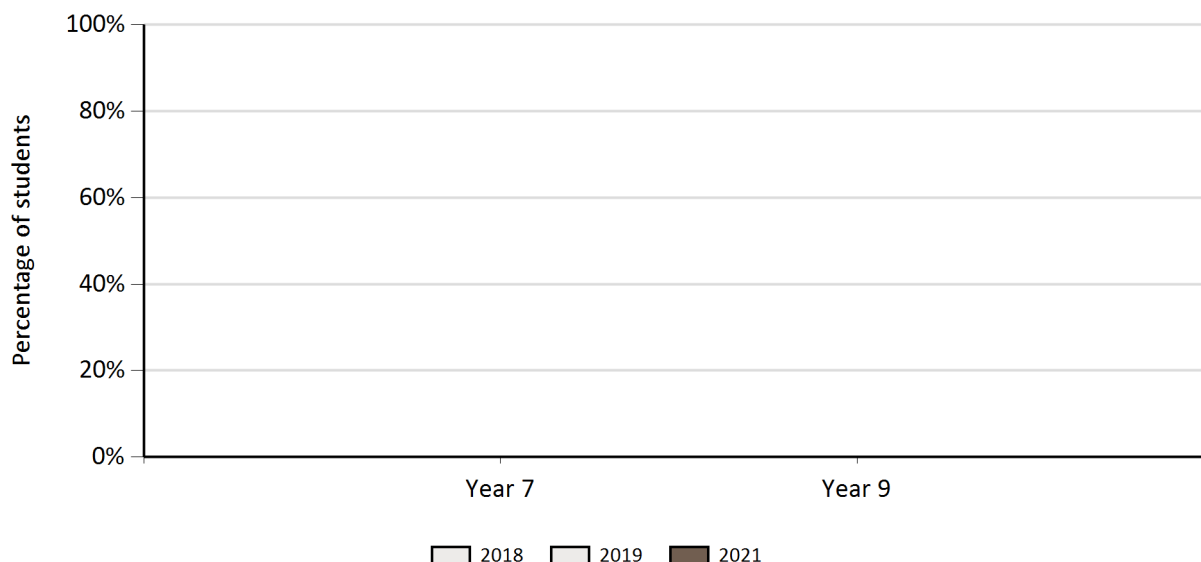Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	30%
Middle progress group	*	*	46%
Lower progress group	*	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2021.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.
Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	31%
Middle progress group	*	*	46%
Lower progress group	*	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2021.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.
Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2021.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

We have 8 students (1.4%) who identify as Aboriginal.   Evidence based information and data were used to develop individual learning plans.

The Aboriginal Learner Achievement Quality Matrix was completed in 2021 that showed how we are tracking against the 6 key elements of Data informed planning; tracking and monitoring growth & achievement; high quality classroom practice; applying evidence based learning interventions; engaging families as partners in literacy and numeracy learning and promoting the continuity of learning. During the year, staff focused on Key Element 3 which assured consistent high quality classroom practice. Professional Development sessions and PLCs assisted in this work. Through focusing on Key Element 2 we tracked and monitored growth and achievement. Data shows that attendance with one student has impacted the overall attendance rate for ATSI students which was 81.4%. The Wellbeing Leader and Aboriginal Worker conducted a number of home visits to connect with the family.

The overall GPA for ATSI students was a C grade in semester 1 and C- in semester 2. The PAT R and PAT M data indicated that 4 students had an upward trend, 3 students remained the same and 1 student decreased. The NAPLAN results sh

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

A number of strategies and improvement actions were implemented, including SSO and ASETO worker support. The Literacy and Numeracy PLC will be identifying a number of High Impact Teaching strategies that will relate to Aboriginal learning needs as per our Site Improvement goals.

In 2022 we will be also focusing on Key Element 4 by applying evidence-learning interventions and Key Element 6 by promoting the continuity of learning and sharing the information about each Aboriginal learner amongst staff.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2018	2019	2020	2021
97%	98%	97%	99%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	3%	3%	4%	6%
A	9%	10%	13%	14%
A-	16%	17%	16%	18%
B+	17%	19%	14%	0%
B	17%	16%	14%	15%
B-	14%	14%	15%	14%
C+	9%	7%	9%	0%
C	8%	6%	8%	9%
C-	3%	6%	5%	3%
D+	2%	1%	2%	0%
D	0%	0%	0%	1%
D-	0%	0%	1%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2018	2019	2020	2021
99%	99%	98%	100%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	97%	98%	98%	97%
Percentage of year 12 students undertaking vocational training or trade training	36%	27%	33%	25%

2021
100%
22%

School performance comment

In 2020, Mitcham Girls High School's Site Improvement Plan was in its final year. Goals were to increase student achievement in Numeracy and Literacy, specifically reading comprehension and writing. All teachers have been involved in identifying challenges of practices and sharing their work through professional learning communities (PLCs) and Learning Sprints. Data was collected and analysed to help set direction in all curriculum areas. Students have provided valuable input into the most effective ways of learning and engagement strategies. This has helped us develop a Framework for Active Learning to guide teachers in their planning and assessment.

SACE Results
Year 11 Stage 1 results show that 84% of our Stage 1 students received A and B grades compared to the state average of 62%. We aim to reduce the number of lower D and E grades which in 2021 were at 4.9% compared to a state average of 8.1%. We will continue to focus on improvement in this area with a number of intervention strategies.
Year 12 Stage 2 results were impressive, showing continued improvement over the past five years. We had 100% SACE Completion with a significant increase of A and B grades, from 63% in 2017 to 80% in 2021.

23% of Year 12 students received an ATAR over 90 with 8 students receiving merits. The 2021 Millhouse Dux Award was awarded to Sahithya Paramasivam, who obtained an ATAR of 99.15.

76 out of 83 students have obtained university offers with a high proportion in Health, Science, Arts, Law, Journalism and Business fields.

NAPL□N results
Year 7 NAPLAN reading results show that 88% of students achieved the Standard of Educational Achievement (SEA) with 39% in the higher bands. In Numeracy, 84% achieved the Standard of Educational Achievement (SEA) with 32% in the higher bands.
Year 9 NAPLAN reading results show continued improvement with 82% students achieved Standard of Educational Achievement (SEA) with 32% in the higher bands. In Numeracy, 79% of student achieved the Standard of Educational Achievement (SEA) with 20% in the higher bands.

We will continue to focus on Literacy and Numeracy improvement, through the implementation of new intervention programs and high impact teaching strategies.

A – E School results
In 2021, we saw more students achieving success in the higher-grade bands. Our overall achievement in the A band was consistent with 2020 maintaining the 4% growth from 2019.

In 2021 36% of grades in The Arts were an 'A,' this was the highest of any learning area, followed by Languages with 32% of grades being an 'A'.

English has increased the number of students achieving an 'A' grade, and reduced the number of C, D and E band grades by 7% on the previous year. This has improved the overall Grade Point Average from previous years.

Mathematics remains an area of growth and improvement for MGHS, with 89% of students achieving a C grade or above.

Science is making incremental gains on previous years with a 3% increase in A grades and has improved their overall GPA for the fourth consecutive year. Languages had 99% of students achieve a C Grade and above. Health and Physical Education had over 75% of student grades in the A and B band.

Pleasingly MGHS recorded its lowest level or 'D' and 'E' grad

Attendance

Year level	2018	2019	2020	2021
Year 7	N/A	N/A	89.8%	92.9%
Year 8	93.7%	93.6%	88.3%	92.3%
Year 9	91.6%	93.6%	86.1%	88.8%
Year 10	92.1%	92.6%	87.9%	90.5%
Year 11	93.4%	93.3%	90.1%	91.8%
Year 12	95.0%	93.9%	91.3%	93.1%
Secondary Other	100.0%	100.0%	100.0%	97.5%
Total	93.1%	93.4%	88.9%	91.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

In 2021, the overall rate of attendance was 90.6 with the highest of 9.19% in year 7 and the lowest in year 9 with 88.2%. The COVID-19 Pandemic has had an impact, however we have implemented a number of strategies to improve the attendance rate to reach the DfE target of 95%. Care group teachers will continue to follow up the unexplained absences and will refer students to the wellbeing leaders where necessary.

Behaviour support comment

In 2021 Mitcham Girls High School saw an increase in the number of suspensions. This increase is in line with the growth of student numbers at Mitcham Girls High School and the number of suspensions are still well below state average. A small number of students have found it difficult to meet the new classroom expectations that were agreed upon by staff, students and parents during the year. A Refocus Room at lunch time has been introduced for students to reflect and catch up on work missed. There has not been an exclusion at Mitcham Girls High School in recent years. Mitcham Girls High School has a team of proactive Year Level Managers who work with teachers and leaders to put into place support strategies to mitigate the escalation of incidents that may arise. Our pastoral care program continues to develop and aims to foster positive relationships, resilience and engagement.

Parent opinion survey summary

The Parent Engagement Survey results showed that 393 (49%) parents responded in 2021 in five areas of school climate, communication channels, learning at school, learning at home and future plans & pathways.

75% of parent strongly agree/agree that teachers and students respect each other at school
63% of parents strongly agree/agree that they know the standard of work

63% of parents strongly agree/agree that the school provides an opportunity to have input into their child's learning

60% of parents strongly agree/agree that they feel equipped to help their children to plan what they will do after school

56% of parents strongly agree/agree that the school communicates effectively with them

55% of parents strongly agree/agree that teachers at the school provide my child with useful feedback

In 2022 we will continue to make improvements in our communication channels, especially in the use of Daymap and will review our Assessment and Reporting Policy so that all feedback to students and parents is purposeful.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	20	12.6%
OV - LEFT SA FOR OVERSEAS	2	1.3%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	1	0.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	36	22.6%
U - UNKNOWN	94	59.1%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	2	1.3%
VI - LEFT SA FOR VIC	4	2.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Staff and volunteers are required to hold a DHS Screening Unit Clearance. Volunteers without the relevant DHS clearance are not permitted on site. Volunteers who do not hold a DHS Clearance are supported to lodge an application with the Business Manager. Details are entered onto the school data base and an application is lodged online. Once applications have been approved the school receives notification via email from the DHS Screening Unit. The notification date(s) are entered into EDSAS and a copy is placed in the personnel file.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	103
Post Graduate Qualifications	52

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	60.2	0.0	13.9
Persons	0	68	0	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	$9,140,037
Grants: Commonwealth	$0
Parent Contributions	$528,415
Fund Raising	$6,386
Other	$35,661

Data Source: Education Department School Administration System (EDSAS).

2021 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	The school identified students at risk and developed intervention strategies and support.	WEC Data showed improvement in many areas.
	Improved outcomes for students with an additional language or dialect	Provision of intensive English as a Additional Language (EAL) classes at Year 7 – 12	All students achieving at SEA levels and high number of A and B grades at SACE
	Inclusive Education Support Program	All SWD students received in-class support and One Plans were developed and implemented.	Progress evident and goals of One Plan achieved.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Data analysed and students identified that need additional support through differentiation. ATSI students supported by ASETO and Wellbeing Leadership staff. FLO funding supporting students via off-site programs through a number of external providers.	Curriculum differentiated according to student needs. Improved attendance VET courses completed.
Program funding for all students	Australian Curriculum	Collaborative planning undertaken to implement DfE Units of Work and Year 7 Learning Assessment Plans.	Consistent approach between classes and other schools.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funds supported students who had low levels of literacy through MacLit program.	Improved PAT-R results.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Opportunities provided to students to compete in competitions and programs.	Increased numbers in STEM subjects and pathways.