



# 2008 ANNUAL REPORT

## 1 HIGHLIGHTS

The 2008 Governing Council was formed on 25 March 2008. John Sandham was elected as Chair, Stuart McIntyre as Deputy Chair, Debbie George as Secretary and Tony Lemish as Treasurer.

The Governing Council continued its work to address the reputation of the school and in particular bring the school into the 21<sup>st</sup> Century. A small committee of parents, students and staff developed new positioning statements for the schools and approved a new logo (see above) and motto.

### **Our Purpose.**

*An internationally accredited school inspiring respect for people, community and tradition, positioning our students for achievement in the global community.*

### **Our Values**

*Respect for the potential, dignity and worth of each individual.*

*Academic excellence as the basis for developing individual potential, and achievement.*

*Cultural diversity is welcomed, embraced, understood and respected.*

*Respect and concern for the environment.*

*Active citizenship for a better world.*

### **Our Aims**

*To inspire and engage students to be all that they can be, to set demanding goals for themselves and make a positive difference in our world.*

*To assist each student to develop as a well balanced, open-minded, caring and principled human being.*

*To educate students so that they understand the need for environmental sustainability and inspire them to take action.*

*To enrich the learning experiences of our students through partnerships with the wider community.*

*To encourage our students to take pride in themselves and their school.*

As well, the council oversaw and approved the new strategic directions of the school as part of renewing the directions and priorities of the school.

- Engage students in a contemporary curriculum to prepare them for their 21st century world.
- Personalise learning to ensure that our students' interests and needs are met.
- Build our students' understanding of and commitment to practices that will sustain our world.
- Build our students' understanding of and commitment to global citizenship.

The council also approved the school's ICT strategy, prepared for the Digital Education Revolution funding, including the broad vision for the integration of ICT's into the teaching and learning of the

school. The council agreed that this will be more effective if all students have their own personal computer. Thus in preparation for the 2009 year 8 class, the school promoted the PDL classes which were successfully trialled in 2008. As a result, 4 PDL classes were formed in 2009.

The council also approved the school's application for the South Adelaide Trade Training Centre to refurbish the technology facilities to improve the school's ability to develop accredited vocational training for our students. That application has now been successful and will bring \$1.3M to the school.

The Governing Council was also involved in the Mitcham Hills College Governing Forum which hosted Professor Martin Westwell to talk about the effect of the digital technology on our children's learning, to over 100 people from across the college schools.

In 2007 and the early part of 2008, the staff prepared for the evaluation of the IBMYP held in March 2008. As a result, the Mitcham Hills College schools were successfully reaccredited as IB World Schools. The comments made by the IB team were reported in Newsletter 4, 2008. In particular BHS was commended for the excellent document of the curriculum, the engagement of students and teachers and the learning support for students and wellbeing programs. The evaluation team also left the school with several goals for improvement in the areas of Language B, community service and a sequence of learning for the Areas of Interaction.

2007 saw the inaugural class International Baccalaureate Diploma Program and another 23 students were selected for the 2008 class. Unfortunately, the department declined to award the school extra funds to support the program and the program has been abandoned for 2009.

The school community hosted two groups of students from Japan. We appreciate the support of the families who had one of these young people to stay in their home. Coordinated by Karyn Jones, Language B and International Education Coordinator, and assisted by Veronica Lowe, the international student program grew to 35 full time students in 2008.

Our students were involved in many extra curricular activities during the year and these were reported regularly in the school newsletter and the 2008 Cambium.

Worthy of mention is the school's first entry into the Rock Eisteddfod Challenge, culminating in 3<sup>rd</sup> place in the competition and a number of awards. Dance teacher, Katrina Constantopoulos led a team of 18 staff and 80 students in this exciting and creative performance.

In the Arts, Jono Sickerdick competed in the Australian Percussion Eisteddfod and came 2<sup>nd</sup> for snare drum and 4<sup>th</sup> for drum kit from a field of 120 competitors, and Meg Beatty who competed in the state Irish dancing team.

Sport, organised by the Sports Coordinator Janet Bradley, has also been a popular option for students with over 60 teams involving nearly 400 students playing in the zone and state competitions. Some of our students excel in their sports, with 27 students selected in state teams and 7 students who excelled at state or national level (some at individual sports such as golf and orienteering). Of note are Abbey Holmes and Tamzin Petzer, state netball, Ross Hamilton in the National Junior Lacrosse team, Sam Gava who won the A grade Individual State Golf Championship, Frances Collette, state Touch Football, Eddie Chittleborough, who played in the state hockey team at the Pacific School Games, Alex Mills who was awarded a SASI scholarship for the state soccer squad in 2009, and Paul Cahill in Australian Rules Football Under 18 team and who subsequently has been selected for the AFL Saint Kilda squad.. In athletics, 15 students won their individual events in our division.

All of year 10 students completed their Personal Projects and over 80 students in year 8, 9 & 10 were involved in the Premier's Reading Challenge.

For overall achievement, Sam Lowe, President of the SRC was awarded the Student Citizenship Award from the SA Branch of the Order of Australia Association in October 2008.

## **2. STRATEGIC DIRECTIONS AND TARGETS**

Strategic planning to redirect the school's improvement agenda for 2008 - 2011 occurred in 2008 in consultation with Governing Council and staff. Four strategic directions were identified.

1. Engage students in a contemporary curriculum to prepare them for their 21st century world.
2. Personalise learning to ensure that our students' interests and needs are met.
3. Build our students' understanding of and commitment to practices that will sustain our world.
4. Build our students' understanding of and commitment to global citizenship.

Each strategic direction identifies targets to measure improvement, learning targets that describe outcomes that we could achieve to address the strategic direction, and strategic actions of teams and individuals working to achieve the outcomes described.

As the new plan was developed and approved during 2008, the targets of the plan are designed to be measured over three years with 2008/9 being the base line. Strategic Direction 3 & 4 cannot be measured by the existing surveys and will take some research to find a suitable measure.

### **2.1 Strategic Direction 1. Engage students in a contemporary curriculum to prepare them for their 21st century world.**

During 2008 staff undertook a curriculum mapping exercise to identify areas for interdisciplinary learning. This curriculum has been used to develop a plan to improve literacy skills and in 2009 the ICT skills will be mapped to provide a base line for improvement.

Research shows that if learning is interesting to students then they will achieve better.

Target. *Increase, over the next three years, the number of students reporting that their lessons and class activities are interesting.*

	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2008</b>
Enjoyment of school work	2.28	2.3	2.21	2.31
Quality of instruction	2.53	2.66	2.65	2.65
Teacher make learning interesting	2.31	2.38	2.3	2.38

These categories are made up of several different questions and are rated on a scale of 1 (strongly disagree) to 4 (strongly agree)

Students reporting enjoyment at school, how students view the quality of teaching and teachers making the work interesting has remained stable for the last 3 or 4 years.

Strategic actions to engage students in a contemporary curriculum to prepare them for their 21st century world in 2009 are

- Full curriculum review of subject patterns, offerings and timetable. *In progress and will be addressed in the 5 June 2009 staff conference.*
- Curriculum mapping identifies areas for interdisciplinary curriculum development that moves teaching and learning from content to concept driven, using the AOI in the MYP. *The curriculum map has been completed and interdisciplinary learning has been developed in the year 8 PDL classes as a model for the middle school curriculum.*
- Develop and implement an ICT skills continuum to ensure that all students learn basic and subject specific ICT skills.
- Develop explicit ICT teaching strategies in each curriculum department. *Curriculum departments have extra meeting time in 2009 to pursue this goal. Specific targets are being developed after an initial skills audit.*
- Develop a professional learning program to update pedagogy to incorporate the digital learning technologies. *Coaches have been identified and collaboration time established to assist teachers to develop at their own rate with help from their colleagues.*
- Facilitate the uptake of personal laptops for students. *100% increase in uptake at year 8 and ongoing uptake in years 9-12.*
- Establish more PDL classes each year. *2 classes of PDL in 2008, 4 in 2009.*

## **2.2 Strategic Direction 2. Personalise learning to ensure that our students' interests and needs are met.**

The analysis of the Student Opinion Survey over the past 4 years shows that they feel positively about their acceptance from their peers but less positively about enjoying school. They also report less positively about whether teachers understand their feelings and point of view.

### *Target*

*The student survey reports higher levels of positive feelings about their relationships with teachers.*

	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2008</b>
empathy	2.37	2.51	2.38	2.44
Fairness/Firmness	2.31	2.49	2.38	2.58

These categories are made up of several different questions and are rated on a scale of 1 (strongly disagree) to 4 (strongly agree)

These results show that in 2006 students felt less positively about their relationships with teachers than they did in 2005, and about the same as they did in 2004. In 2007 the school trialled a new version of the student opinion survey and the results, generated online, do not equate to our base line data below. In 2008 students report more positive feelings about their relationships with teachers.

Other feedback from students shows that about 70% feel that their teachers help them and hold high expectations for their achievement.

	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2008</b>
Teachers help me	2.73	2.72	2.71	2.77
Teacher has high expectations	2.92	2.82	2.81	2.88

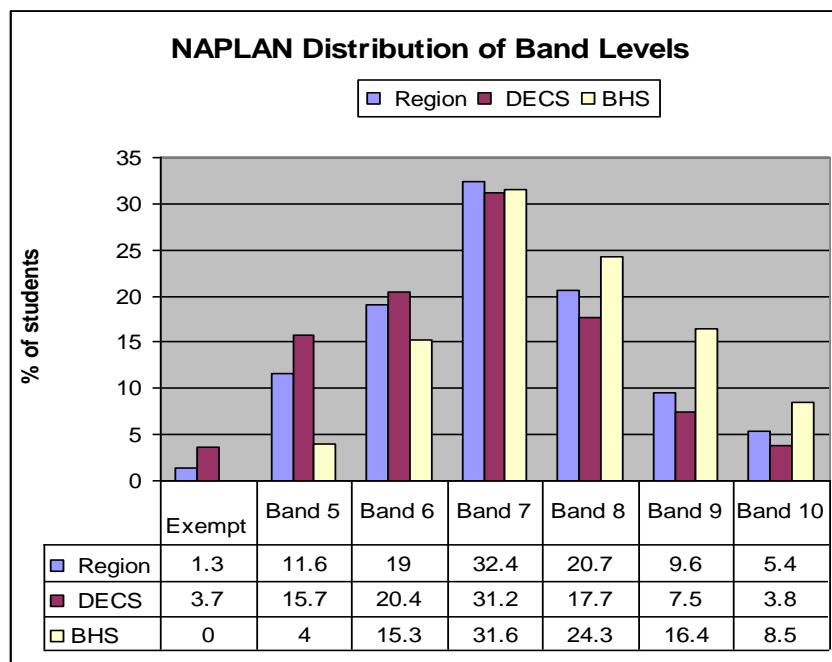
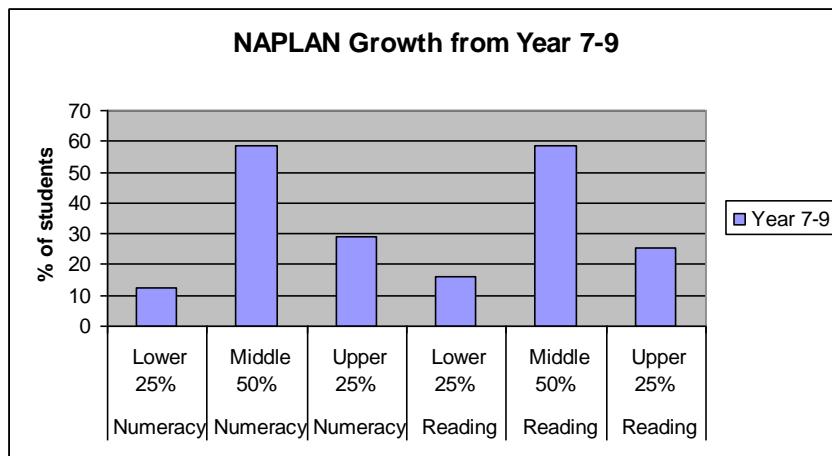
These categories are made up of several different questions and are rated on a scale of 1 (strongly disagree) to 4 (strongly agree)

### *Target*

*The attendance and achievement of identified students improves and supported by an integrated identification system and evidence of differentiated and personalised curriculum for students at risk*

An example of the schools' ability to meet the needs of students is seen in the growth that 2008 year 9 students make in the literacy and numeracy skills tested by the NAPLAN (National Assessment Program Literacy and Numeracy.)

The following graphs show that the students achieved better than the state average and that the literacy and numeracy skills have improved since year 7. This indicates that the school's programs contribute, as they should, to the development of our students' basic skills. Students identified below the benchmarks were provided with tutoring at the school. Those just above benchmarks were assisted by the individual attention of English and Mathematics teachers who had access to the information about the skills that needed attention.

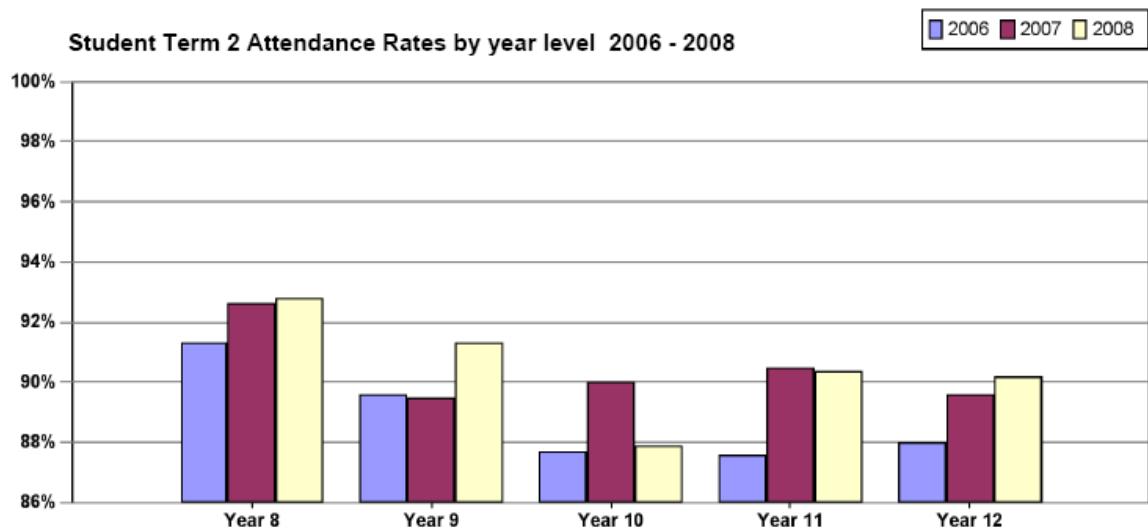


The Student Services Team oversees the case management of the students at risk and is focusing on reviewing these procedures in 2009.

#### *Target*

*The attendance rate of the school improves.*

Attendance at school is fundamental to achievement and a significant improvement was achieved in 2007. The data over four years shows that the school's attendance rate has increased. The target for 2008 was 90.5%.



NB Lower attendance rates in the year 10 cohort was influenced by the continued absence of 2 students.

Year	2005		2006		2007		2008		Change 05-06	Change 06-07	Change 07-08
	School	DECS	School	DECS	School	DECS	School	DECS			
8	90.0	89.2	91.3	90.2	92.6	90.2	92.8	89.8	1.3	1.3	0.2
9	87.5	87.4	89.6	88.0	89.5	88.0	91.3	87.9	2.1	-0.1	1.8
10	87.8	86.5	87.7	86.8	90.0	86.8	87.9	86.5	-0.1	2.3	-2.1
11	91.0	88.2	87.6	88.0	90.5	88.0	90.4	87.7	-3.4	2.9	-0.1
12	89.7	88.6	88.0	88.3	89.6	88.6	90.2	88.8	-1.7	1.6	0.6
Total	<b>89.1</b>	<b>87.9</b>	<b>88.9</b>	<b>88.3</b>	<b>90.5</b>	<b>88.4</b>	<b>90.5</b>	<b>88.1</b>	-0.2	1.6	0

#### Absence, Authorised and Unauthorised Rates, Term 2 by Year Level 2007 - 2008

Year Level	2007			2008			Change 2007 - 2008		
	Absence	Auth.	Unauth.	Absence	Auth.	Unauth.	Absence	Auth.	Unauth.
Year 08	7.4	6.4	0.9	7.2	5.9	1.3	-0.2	-0.5	0.4
Year 09	10.5	8.3	2.3	8.7	7.0	1.8	-1.8	-1.3	-0.5
Year 10	10.0	8.0	2.0	12.1	6.8	5.4	2.1	-1.2	3.4
Year 11	9.5	7.2	2.3	9.6	6.0	3.7	0.1	-1.2	1.4
Year 12	10.4	4.7	5.7	9.8	4.4	5.4	-0.6	-0.3	-0.3
TOTAL	9.5	7.0	2.5	9.5	6.1	3.4	0.0	-0.9	0.9

Source: Term 3 census of schools, Data Management & Accountability. Calculated on Term 2 whole day absences, full time students enrolled in one school for the entire term.

Strategic actions to personalise learning to ensure that our students' interests and needs are met are

- Develop useful data sets about students' skills and interests for teachers to use when personalising learning.
- Design and implement an integrated system to identify and support students at risk and those with different learning needs through personalised and differentiated learning programs.
- Coordinate services through the case management system.
- Train and support teachers to deliver the Personal Learning Plan for 2009 year 10 student.
- Make the PLP available online through StudyWiz.
- Put in place ongoing evaluation to inform further development.

*The Student Services Team is working on these issues.*

## **2.3 Strategic Direction 3. Build our students' understanding of and commitment to practices that will sustain our world.**

Three year targets

- Student engagement indicators improve.
- A plan to improve the school's environmental sustainability is developed and in progress.  
(to be referred to the Governing Council's Facilities Committee. )
- The school's energy and water usage reduces.

These targets will be supported by the strategic action reported in the strategic plan

- The curriculum is audited to identify opportunities for students to learn about environmental sustainability. (*in progress*)

We are seeking a survey to measure our students' commitment to environmental sustainability to be used as base line data.

## **2.4 Strategic Direction 4 Build our students' understanding of and commitment to global citizenship.**

Three year targets

- Base line data about students' tolerance and intercultural understanding is established and improves. *We are seeking a survey that can do this.*
- *Student opinion data about their relationships with others improves. The feelings of the students about this issue has been stable over the last 4 years. The survey tool that we use does not track different backgrounds of students.*

	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2008</b>
Perceived social acceptance	2.97	2.92	2.98	2.98

These categories are made up of several different questions and are rated on a scale of 1 (strongly disagree) to 4 (strongly agree)

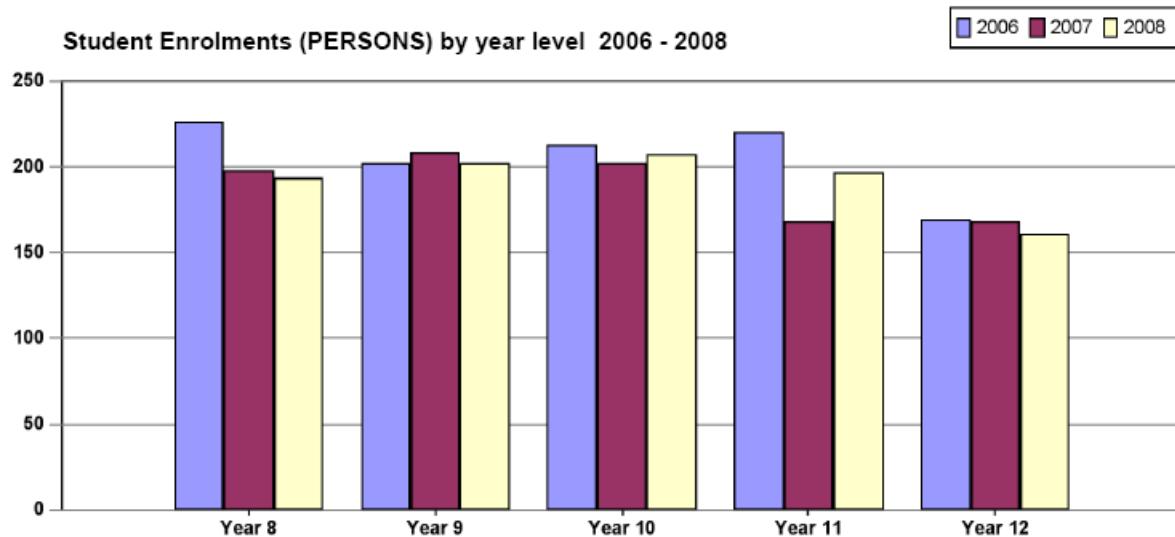
- Number and participation of students involved in international programs is tracked. (*in progress*)
- Community and Service participation and reflection is recorded. (*in progress*)

These targets will be supported by the strategic action reported in the strategic plan

- Map the international focus in the curriculum.
- Develop a continuum of intercultural understanding.
- Identify opportunities to strengthen the Studies of Asia.
- Identify opportunities for students to participate in Community and Service learning.
- Develop a system to record student's participation in Community and Service.
- Record and track student involvement in the international programs.

### 3 SCHOOL CHARACTERISTICS

#### 3.1 ENROLMENT



Year Level	2006			2007			2008			Change	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	2006 - 2007	2007 - 2008
Year 8	118	109	227	107	91	198	96	98	194	-29	-4
Year 9	92	110	202	111	97	208	107	95	202	6	-6
Year 10	112	101	213	86	116	202	110	97	207	-11	5
Year 11	124	96	220	87	81	168	74	123	197	-52	29
Year 12	76	93	169	80	88	168	79	82	161	-1	-7
Total	522	509	1031	471	473	944	466	495	961	-87	17

Source: Term 3 census of schools, Data Management & Accountability.

Mid year census from 2000 shows the longer term trends

2001	2002	2003	2004	2005	2006	2007	2008	2009 predicted
1038	1002	971	1031	1018	1031	944	961	930

Maintaining enrolment share is a challenge for our school. Our destination survey has shown that students increasingly move to the ASMS from year 9 to 10, and to private senior secondary schools for year 11 and 12. A significant number of students left the year 11 cohort in 2006 to take up apprenticeships, traineeships and vocational training courses, a good outcome for many of those students. This trend seems to have stabilised for 2007-2008.

The destination data below shows the picture from 2005 to 2007. It shows the movement of students out of the school, however, it does not show students who enrolled in the school from other schools.

NB. The large number of unknown destinations includes the students who left the school at the end of year 12.

### Intended Destinations by Reason 2005 - 2007

Exit Reason	2005		2006		2007	
	Number	% of Tot.	Number	% of Tot.	Number	% of Tot.
Employment	10	3.2%	17	5.9%	12	4.1%
Interstate/Overseas	23	7.3%	27	9.4%	23	7.8%
Other	2	0.6%	5	1.7%	1	0.3%
Seeking Employment	30	9.5%	22	7.6%	13	4.4%
Tertiary/TAFE/Training	15	4.7%	14	4.9%	22	7.5%
Transfer to Non-Govt Schl	22	6.9%	20	6.9%	12	4.1%
Transfer to SA Govt Schl	67	21.1%	37	12.8%	41	13.9%
Unknown	148	46.7%	146	50.7%	171	58.0%
Total for School	317	100.0%	288	100.0%	295	100.0%

Source: Term 1 census of schools, Data Management & Accountability

Note: For Secondary Schools, Destination Data should be considered in conjunction with Apparent Retention Rate

Data and other senior secondary data sets available at the school.

Note: Only students with FTE  $\geq 0.4$  included. Represents students who left during the calendar year.

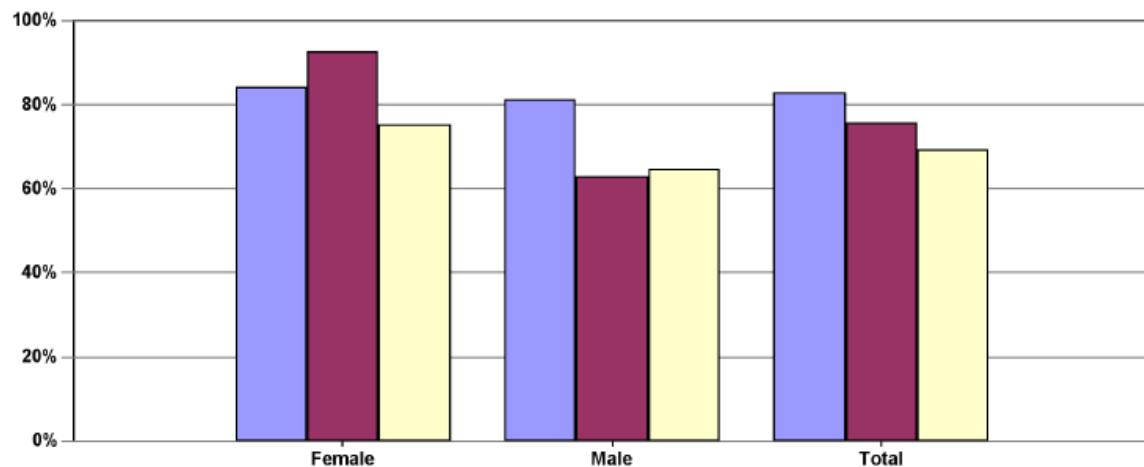
N/A = Not Available. Destination data only collected from 2004 onwards.

Includes movers and leavers from February to December in the year reported.

## 3.2 RETENTION

Student Apparent Retention 8 - 12 (FTE) by female/male/total 2006 - 2008

[ 2006 2007 2008 ]



Year 8 To 12		2006			2007			2008		
		School	District	DECS	School	District	DECS	School	District	DECS
Full-time	Female	80.4	78.5	69.2	84.8	79.7	70.7	67.6	75.3	74.6
Full-time	Male	79.6	85.3	55.4	58.0	81.1	57.8	60.5	70.8	55.7
Full-time	Total	80.0	81.7	61.9	69.7	80.4	64.0	63.8	73.1	64.7
FTE	Female	84.3	93.0	81.9	92.6	91.7	83.1	75.2	87.4	87.2
FTE	Male	81.3	97.0	63.9	62.9	93.2	66.5	64.7	84.4	64.4
FTE	Total	82.9	94.9	72.4	75.8	92.4	74.5	69.6	86.0	75.3
Persons	Female	86.9	106.1	94.1	95.7	101.3	94.1	78.1	96.9	98.7
Persons	Male	81.7	105.6	70.3	67.2	102.0	73.4	66.4	93.5	71.6
Persons	Total	84.5	105.9	81.5	79.6	101.7	83.4	71.9	95.3	84.6

Note: Care should be taken in the interpretation of apparent retention rates since a range of factors affecting the rate are not taken into account. These include repeating students, students undertaking distance education, migration from one geographical area to another (eg. Country to metro) and inter-sector movement. These factors are more significant when calculating the rate at small area levels such as district groupings. For example, districts with senior colleges may show high 8-12 retention if they attract students from other districts at the senior levels. Rates may appear as zero if there were no students in either cohort used in the calculation (ie year 8, 9, 10 or 12). Therefore caution should be used when interpreting zero values, as this may not indicate zero retention. Enrolment figures should also be used to interpret this information. Apparent Retention Rate Data should be considered in conjunction with Destination Data.

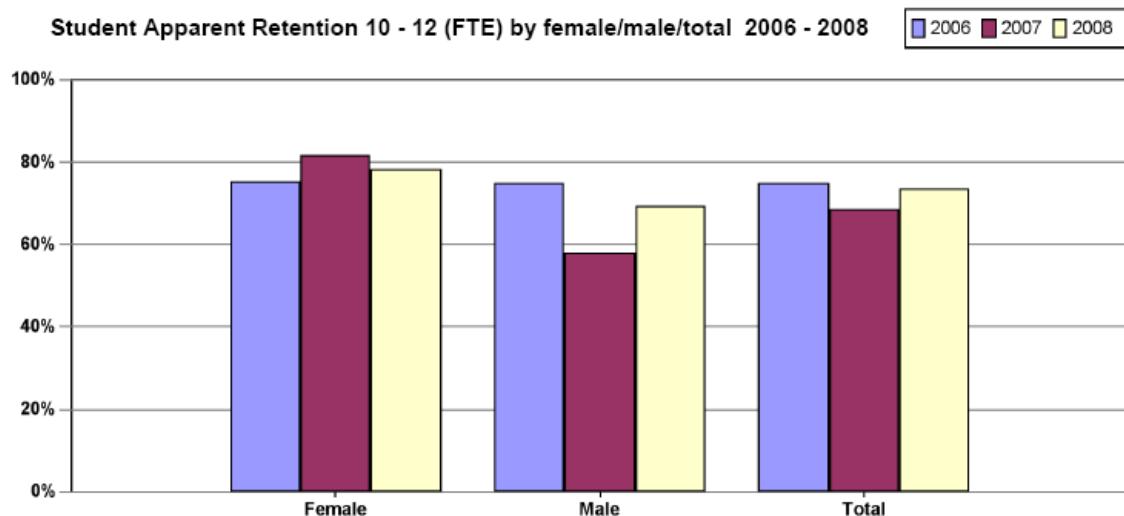
Scale may vary from graph to graph, always check the scale on the vertical (Y) axis before interpreting apparent differences.

Full-Time: Based on Full Time enrolments.

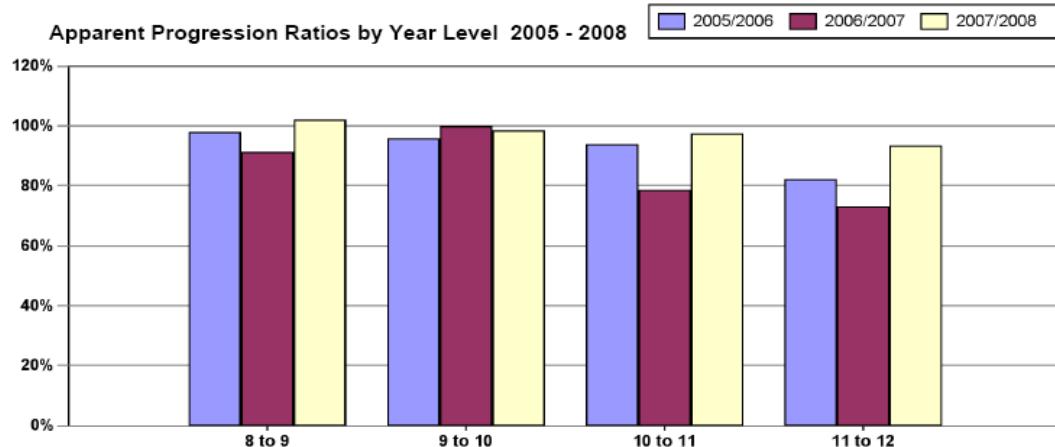
FTE: Based on Full Time Equivalent enrolments.

Source: Term 3 census of schools, Data Management & Accountability.

Retention rates show a decline over the last three years due to students taking other options available to them in the senior secondary years. This is further clarified by the progression ratios.



Year 10 To 12		2006			2007			2008		
Full-time	Female	School	District	DECS	School	District	DECS	School	District	DECS
Full-time	Female	71.7	77.3	72.0	75.0	73.6	72.9	70.3	70.4	75.6
Full-time	Male	73.3	74.6	58.1	53.9	69.2	59.1	64.9	66.6	57.1
Full-time	Total	72.4	76.0	64.6	63.4	71.4	65.7	67.5	68.6	66.0
FTE	Female	75.2	91.1	84.8	81.5	84.5	85.3	78.2	81.7	88.4
FTE	Male	74.9	84.9	66.8	58.1	79.3	67.6	69.2	79.1	65.9
FTE	Total	75.0	88.1	75.3	68.6	82.0	76.1	73.5	80.5	76.7
Persons	Female	77.5	103.8	97.0	83.8	93.3	96.3	81.2	90.6	99.9
Persons	Male	75.2	92.5	73.3	62.0	86.7	74.4	70.5	87.1	73.1
Persons	Total	76.5	98.2	84.5	71.8	90.0	85.0	75.6	88.9	86.0



Year Level	2005/2006			2006/2007			2007/2008		
	School	District	DECS	School	District	DECS	School	District	DECS
8 to 9	98.1	99.8	99.4	91.6	99.7	100.9	102.0	101.0	100.6
9 to 10	96.0	107.2	99.0	100.0	106.6	101.3	98.6	106.6	99.9
10 to 11	94.0	104.0	99.7	78.6	105.9	101.9	97.5	110.2	99.5
11 to 12	82.4	81.6	77.2	72.9	78.8	76.3	93.5	76.0	75.2

Based on FTE: Full Time Equivalent enrolment.

Source: Term 3 census of schools, Data Management & Accountability.

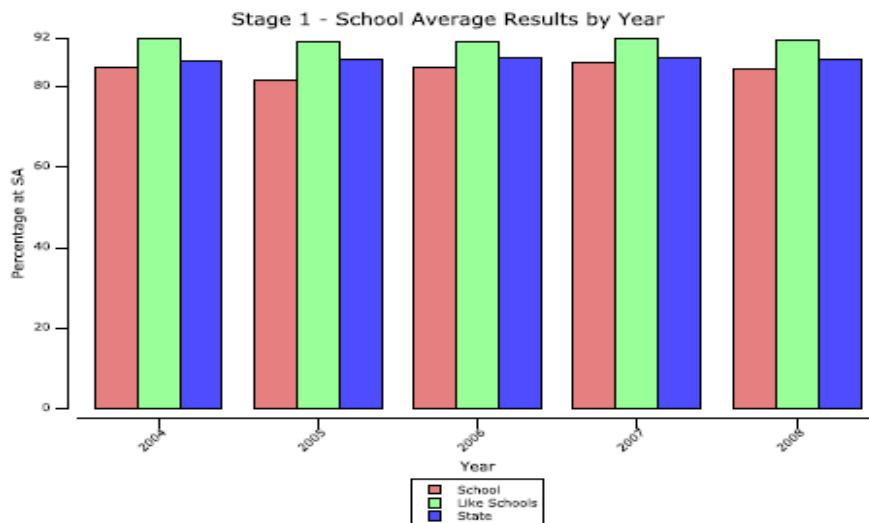
Scale may vary from graph to graph, always check the scale on the vertical (Y) axis before interpreting apparent differences

Note: Rates may appear as zero if there were no students in either cohort used in the calculation. Therefore caution should be used when interpreting zero values, as this may not indicate zero progression. Enrolment figures should also be used to interpret this information.

### 3.3 SENIOR SECONDARY STUDENT ACHIEVEMENT: SACE

#### Stage 1 - School Average Results by Year

This report provides school level information on the percentage of students who achieved satisfactory achievement totalled for all subjects.

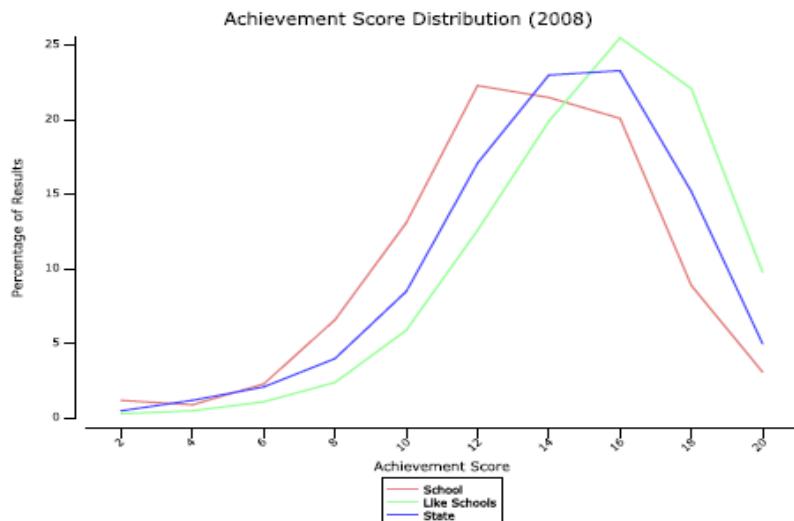


IB Diploma students are excluded from this data and may have impacted on the stage one results.

**Stage 2** results have been affected by the 16 IB Diploma Candidates of whom 6 were high achieving students. You can see the effect of this when you compare the 2007 and 2008 tables particularly in the scores from 12 and up.

### - School Average Achievement Score Distribution

This report provides school level information on the percentage of results in each achievement score band.



Achievement Score	School	Like Schools	State
2	1.2	0.3	0.5
4	0.9	0.5	1.2
6	2.3	1.1	2.1
8	6.6	2.4	4.0
10	13.1	5.9	8.5
12	22.3	12.6	17.1
14	21.5	19.9	23.0
16	20.1	25.5	23.3
18	8.9	22.1	15.2
20	3.1	9.8	5.0

Achievement Score	School	Like Schools	State
Overall	651	13375	67354

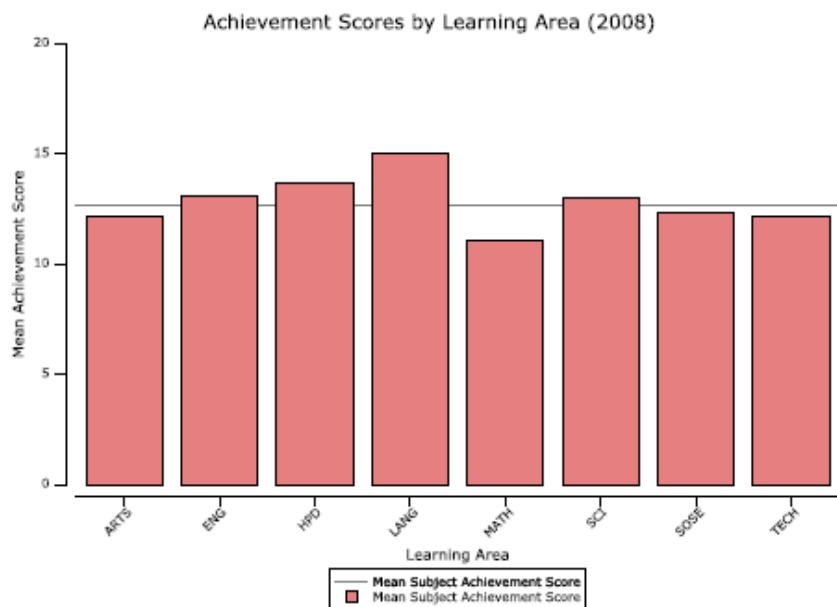
2007 table of achievement score distribution

Achievement Score	School	Like Schools	State
2	0.1	0.2	0.6
4	0.9	0.7	1.3
6	0.7	1.2	2.3
8	3.0	2.4	4.3
10	9.2	6.0	8.7
12	20.7	12.9	17.2
14	24.9	19.6	22.4
16	22.6	25.2	23.0
18	13.8	21.8	15.3
20	4.2	10.0	5.0

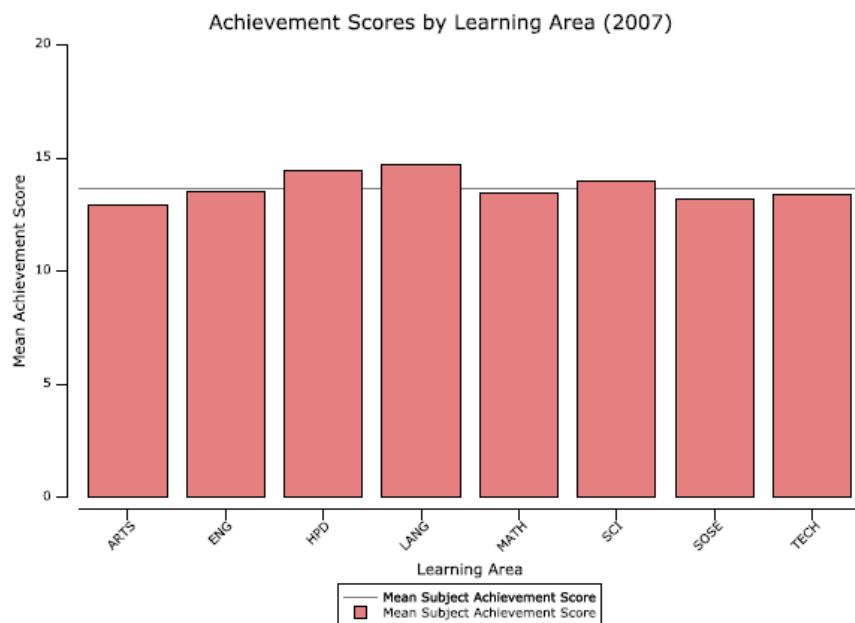
Achievement Score	School	Like Schools	State
Overall	696	13183	67159

## Stage 2      Achievement Scores by Learning Area

This influence of the IBD candidates whose scores are missing from the SACE subject is further shown in the difference between the 2007 and 2008 learning area scores.

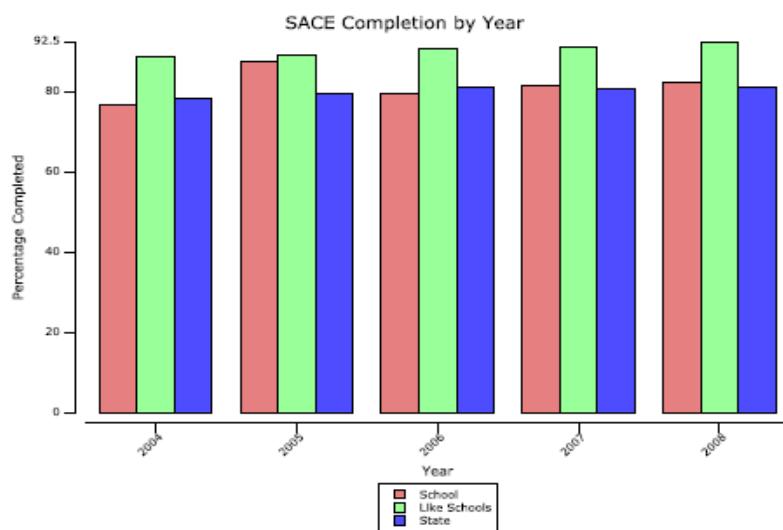


This report provides school level information on the number of students in each learning area, and the average (mean) subject achievement score for each learning area. An overall school achievement score calculated using the scores of all students who were awarded a result in any subject, is shown as a line across the graph.



## SACE Completion

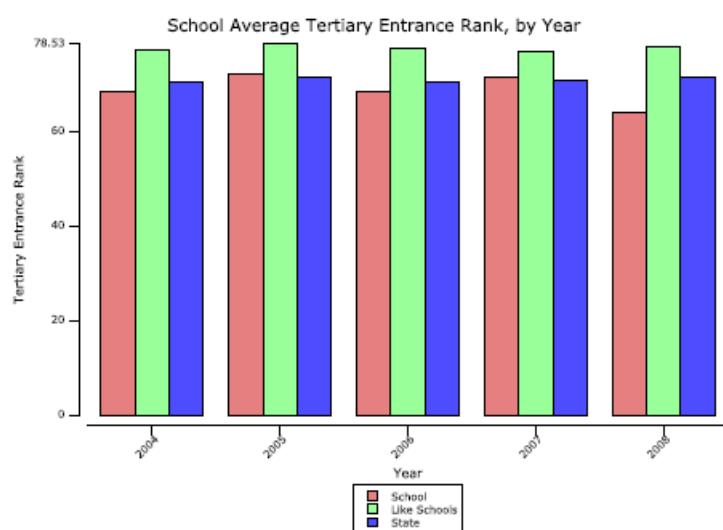
This report provides information on the percentage of students who completed the SACE in a particular year out of those identified by their enrolments as potential completers of the SACE.



### School Average Tertiary Entrance Rank, by Year

When the IBD candidates TER scores are added to the average is 68.1. Four candidates await their TER because they are re-sitting a mathematics exam in April.

This report provides school level information on the TERs of students who were eligible for a TER.



Year	School Count	School	Like Schools	State
2004	125	68.6	77.2	70.6
2005	127	72.21	78.53	71.54
2006	114	68.64	77.82	70.56
2007	108	71.72	77	70.88
2008	103	64.27	77.87	71.74

Lauren Firth was Dux of the school with a score of 99.75. 4 other students received over 95.

## Vocational Education and Training

58 students from year 9-12 (one year 9 student, 16 Year 10 students, 31 Year 11 students and 10 Year 12 students) were involved in Vocational Education and Training in 2008. These 58 students studied in 13 different VET courses involving 9 Certificate 1 courses, 3 Certificate 2 courses and 5 Partial Certificates at level 1 to IV.

31 of these students were involved in Structured Workplace Learning.

## 4 STAFF INFORMATION

### 4.1 TEACHING STAFF ATTENDANCE

Teaching staff attendance for the 2006 school year was 96.75% which include a few staff who had extended sick leave.

### 4.2 TEACHING STAFF RETENTION

**Table 1**

	<b>Perm</b>	<b>Temp</b>	<b>Total</b>
a) Total number of teaching staff employed during 2008 school year	71	13	84
b) Number of above staff employed at the school during 2007 school year	64	2	66
c) Staff retention (b / a * 100)	90.14 %	15.38 %	78.57 %
d) Number of teaching staff who left the school during 2007 school year	10	6	16
e) Number of permanent teachers who left the department during 2007	2		
By Reason -			
Retired	2		

**Table 2**

<b>Years employed at the school</b>	<b>Permanent teaching staff</b>	<b>Temporary teaching staff</b>
< 1 year	9	12
≥ 1 and < 2	6	1
≥ 2 and < 3	10	0
≥ 3 and < 4	10	0
≥ 4 and < 5	5	0
≥ 5 and < 6	2	0
≥ 6 and < 7	2	0
≥ 7 and < 8	4	0
≥ 8 and < 9	2	0
≥ 9 and < 10	4	0
≥ 10 years	17	0
<b>Total</b>	<b>71</b>	<b>13</b>

The 10 year tenure of teachers creates a cycle of years where retention is lower and then higher.

### 4.3 TEACHING STAFF QUALIFICATIONS

Teaching staff have the following qualifications.

- Diploma of Teaching 15
- Bachelors Degree 42
- Bachelors Degree with Honours 5
- Two Bachelors Degrees 9

• Post Graduate Diploma	47
• Master of Education	4

There are 8 Advanced Skills Teacher Level 1 and 5 Advanced Skills Teacher Level 2.

#### **4.4 STAFF PROFESSIONAL DEVELOPMENT**

The school budgeted \$25,000 for staff professional development in 2008. About \$10,000 was associated with general staff professional development as agreed by the Head of Department (teachers) or line manager (SSO), \$5000 for IBMYP and \$10,000 for the IB Diploma.

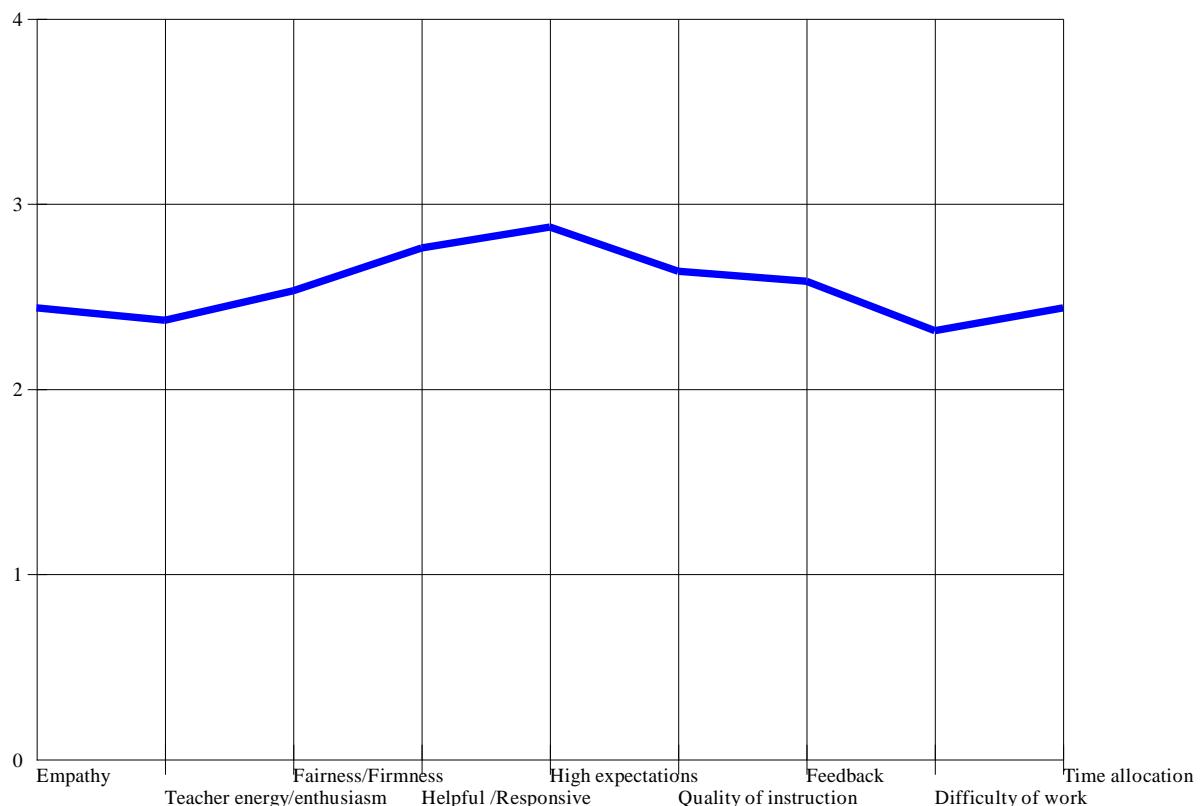
Combined professional development activities across the Mitcham Hills College schools included some of the IBMYP activities, the implementation of the DECS Child Protection Curriculum and First Aid training.

### **5 OPINION SURVEYS**

#### **5.1 STUDENT OPINION SURVEYS**

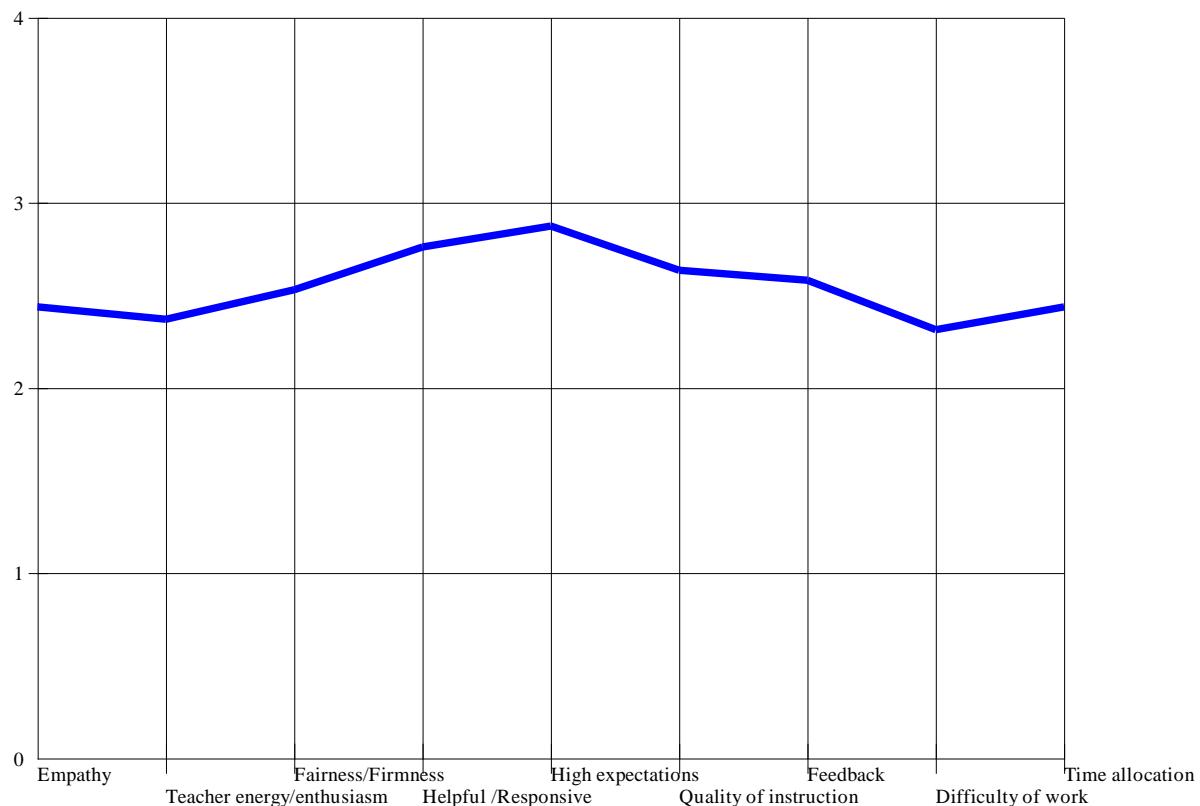
Students have reported positively about their teachers.

### **Scale Score Summary**



Students have reported positively about their feelings about their feelings about school.

## Scale Score Summary



### 5.2 PARENT OPINION SURVEY

Parents have reported positively about various aspects of the school's performance; however the trend is down in all categories compared with what was achieved in 2006. Of particular concern is the drop in the General Satisfaction category. The 2008 Governing Council conducted a phone survey about the reputation of the school ready for the new council's consideration.

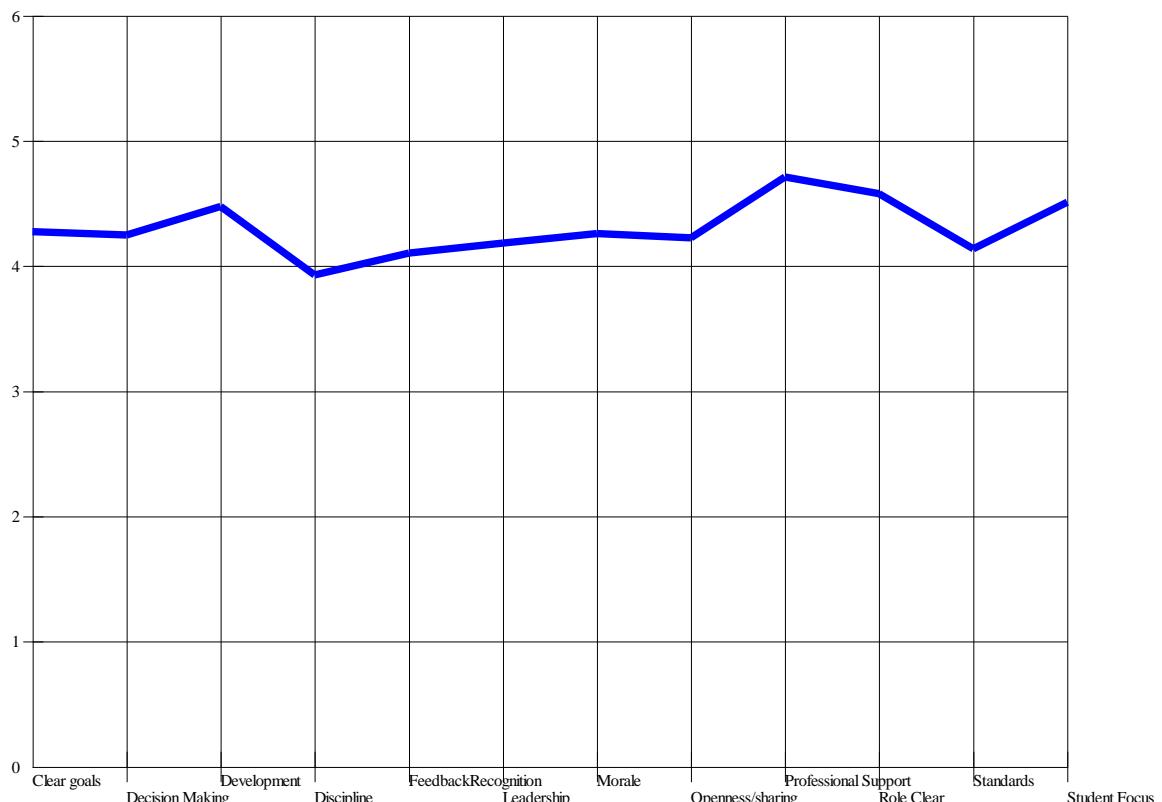
CATEGORIES	2003	2004	2005	2006	2008
<b>Quality of teaching</b>	4.2	4.09	4.29	4.31	4.01
<b>Learning outcomes</b>	4.48	4.5	4.63	4.69	4.2
<b>Student reporting</b>	4.59	4.55	4.5	4.6	4.32
<b>General environment</b>	4.77	4.72	4.79	4.74	4.49
<b>Customer responsiveness</b>	4.54	4.58	4.63	4.71	4.47
<b>General satisfaction</b>	4.44	4.41	4.46	4.51	3.94

A rating of 6 (highly agree) is the highest scale rating available of the survey with 1 (highly disagree) as the lowest. Only 17 parents responded to the online survey in 2007 thus we decided to revert to the original survey for 2008.

### **5.3 STAFF OPINION SURVEY**

Staff have reported positively about various aspects of their work.

## Scale Score Summary



The scores for the staff survey were very much the same as in previous years except for an increase in the Professional Support and Role Clear categories.