



# Milpera State High School

## School annual report Queensland state school reporting

# 2022



*Every student succeeding*  
State Schools Improvement Strategy  
Department of Education



**Queensland  
Government**

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Rotary Sausage sizzle

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### School overview

Milpera State High School is an Intensive English language school for newly arrived students of migrant and refugee backgrounds. The students come from countries and cultures where a language other than English is spoken at home and are aged between 10 and 18. The school prepares students for further education in mainstream schools or the TAFE sector. On enrolment, students are placed in Junior or Senior Secondary School classes depending on age. Placement in Foundation, Beginner, Post-Beginner or Secondary School Preparation classes is determined by English language proficiency.



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

The school has students from more than 50 countries and even more cultural and linguistic groups. In 2022 approximately half 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. In mid-2022 the numbers of students of migrant background began to steadily increase.

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), Settlement and Inclusion 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 the quality of its service and the innovation with which it is delivered. Milpera Music is a movement and music program that supports students to feel joyous at school, whilst challenging students cognitively and creatively.

In 2022 our Milpera Live programs continued to grow. This program was delivered to students from 10 different schools in 2022.

In February 2022 Milpera sustained considerable flooding. All students were moved to local school Yeronga State High School for four weeks whilst the school was recovered. The generosity of the Yeronga State High School community is acknowledged in this report.

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 context

Coeducational or single sex

Coeducational

Independent Public School

No

Year levels offered in 2022

Year 5 – Year 12

Webpages

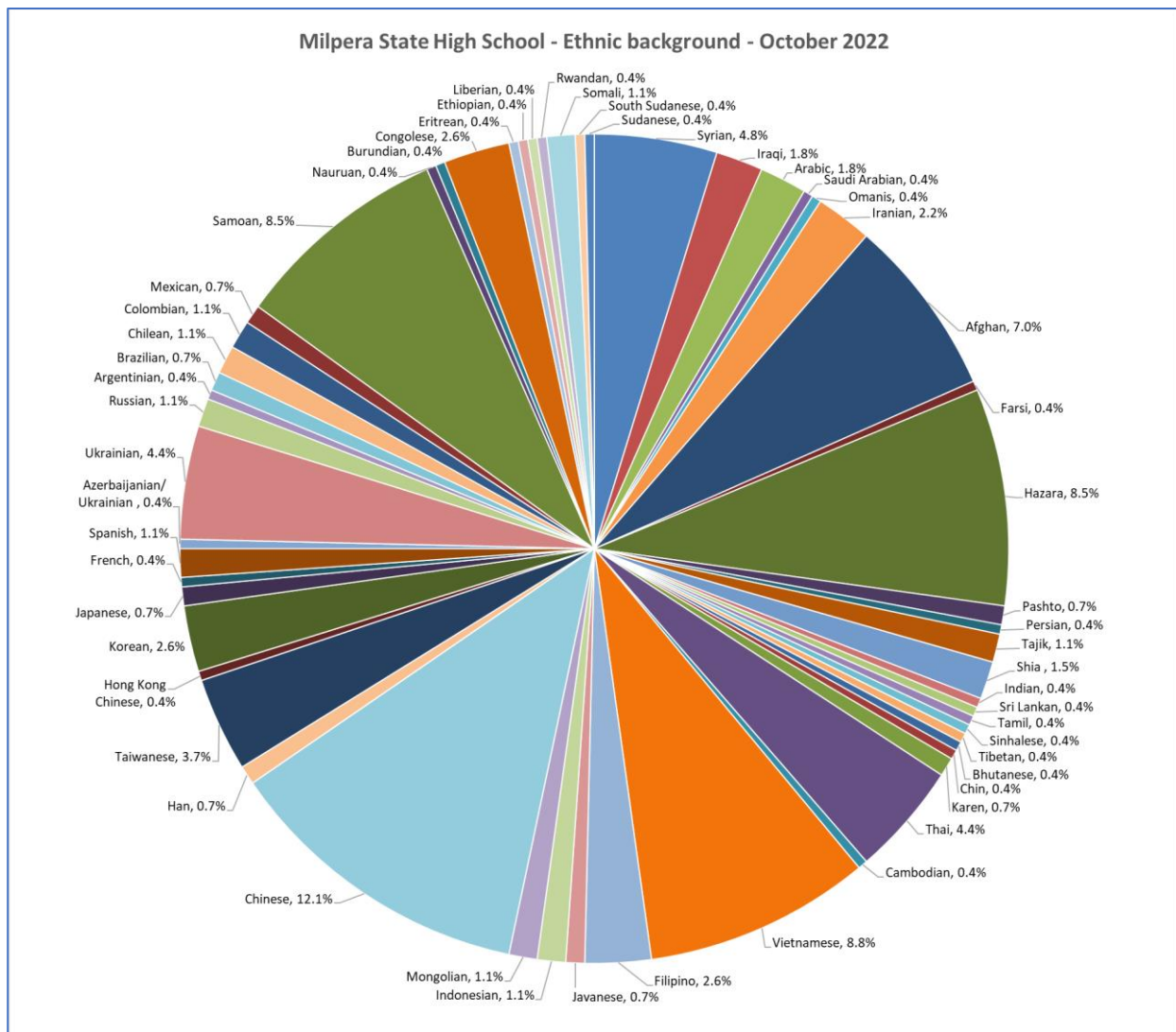
Additional information about Queensland state schools is located on the:

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

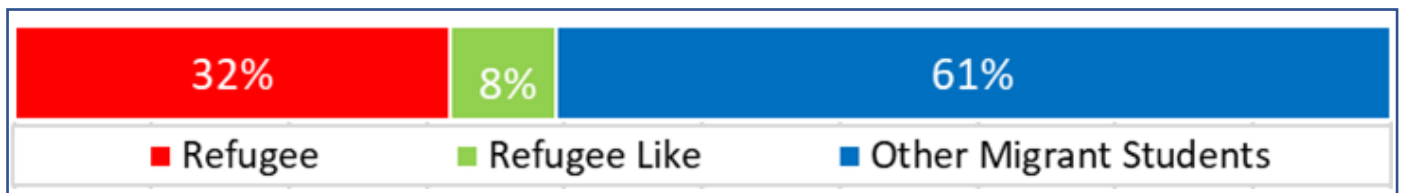
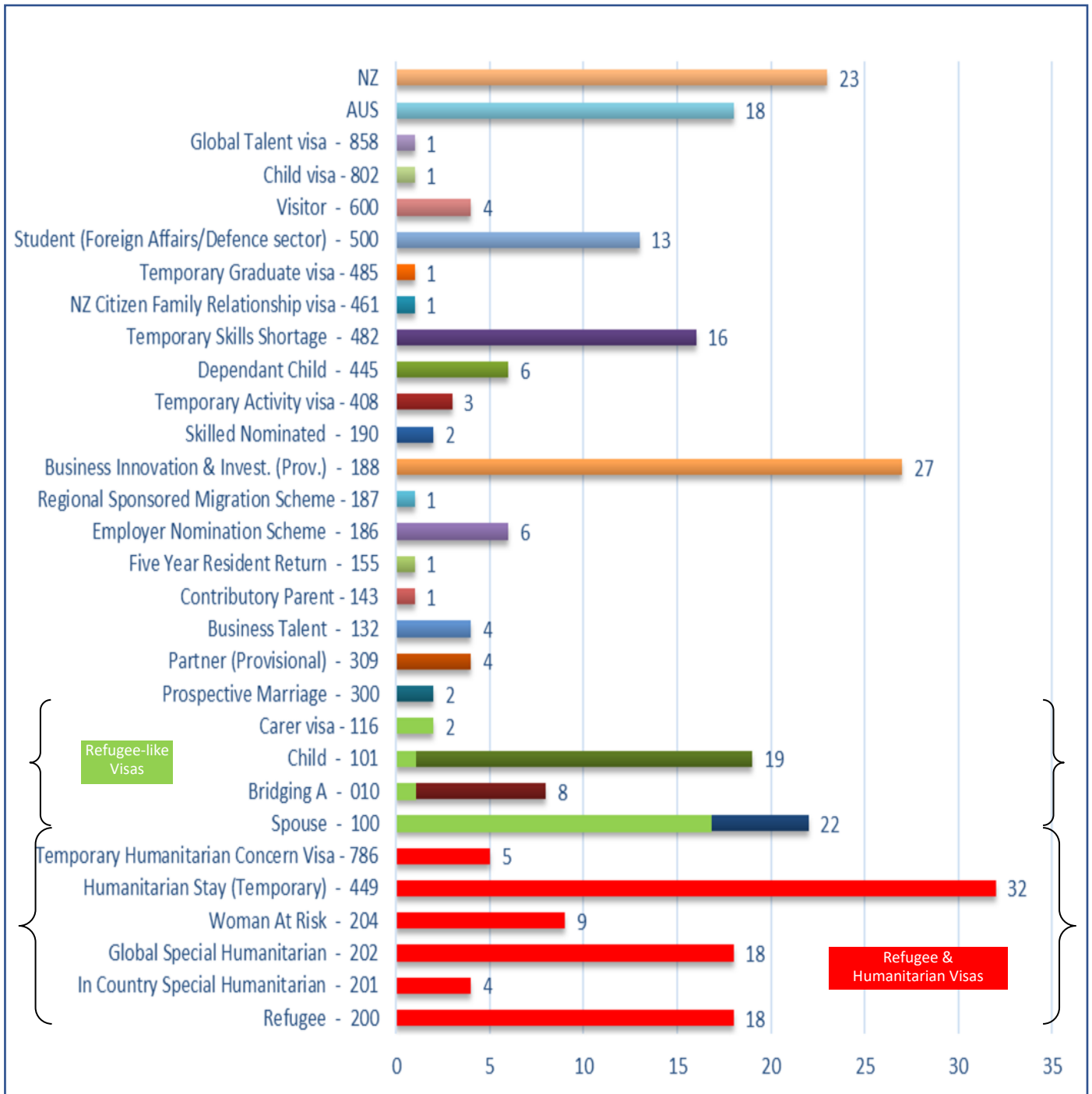
## Characteristics of the student body

### 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 October 2022.



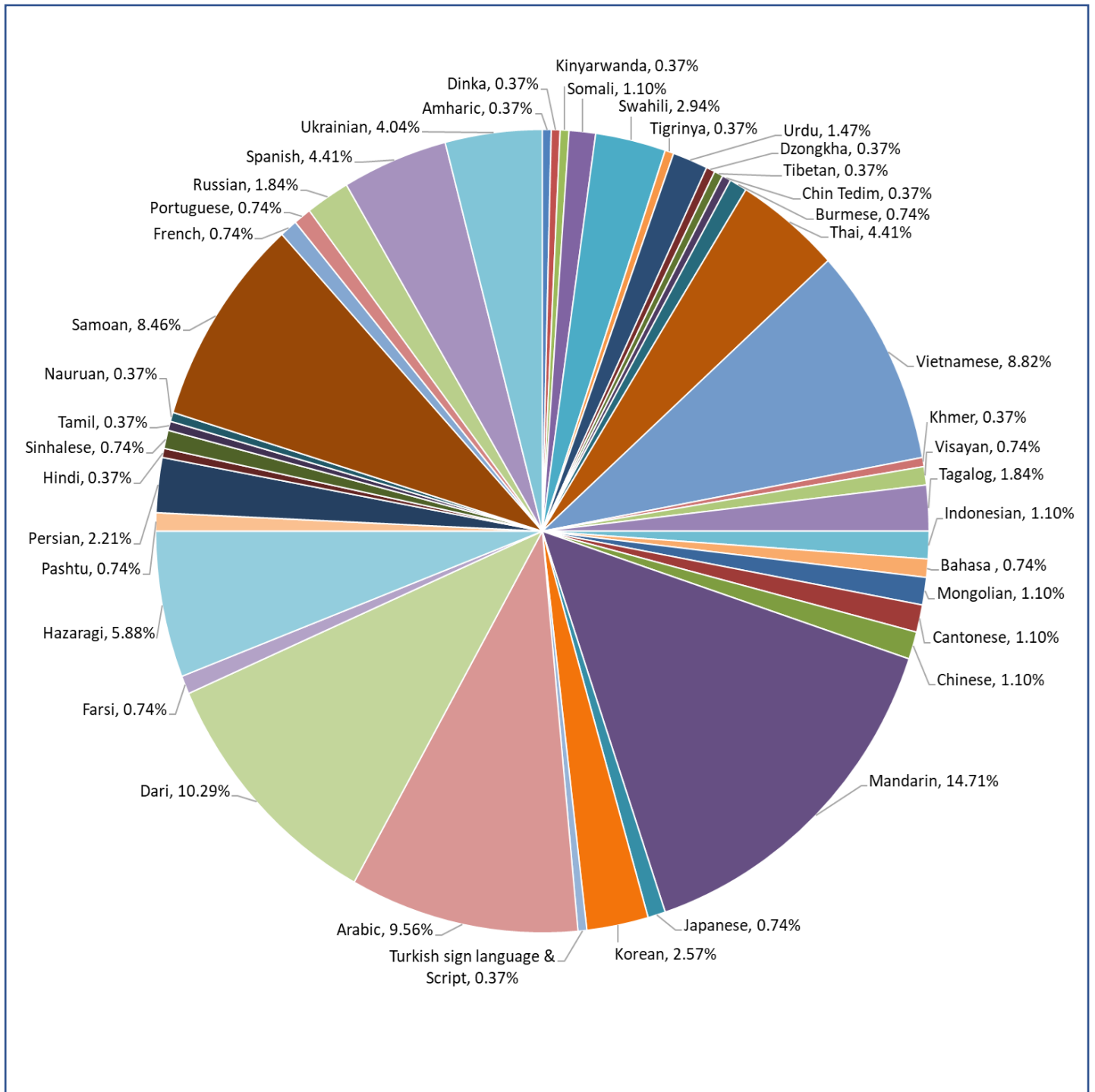
**Students at Milpera in October 2022 arrived in Australia with the following visa sub-classes:-**



**“Refugee Like” visas**

Students who have arrived on a visa type that is not part of the refugee or humanitarian categories but who have had refugee experiences.

**Students at Milpera in October 2022 spoke the following languages:**



## Movement of students through Milpera SHS per week:

During 2022 Milpera enrolled a total of 191 students, and exited 195 to mainstream schools and TAFE. Enrolment and exit data is show below.

<b>Movement of Students through Milpera per week - 2022</b>					
	<b>Week Beginning</b>	<b>Enrolled</b>	<b>Predictions</b>	<b>Exiting</b>	<b>Students at Milpera</b>
<b>Term 1</b>					<b>108</b>
Week 1	24/01/2022	0			108
Week 2	31/01/2022	0			108
Week 3	7/02/2022	45		1	152
Week 4	14/02/2022	12		1	163
Week 5	21/02/2022	6		2	167
Week 6	28/02/2022			1	166
Week 7	7/03/2022	4		4	166
Week 8	14/03/2022	7			173
Week 9	21/03/2022	15			188
Week 10	28/03/2022				188
<b>End of Term 1 exit</b>				<b>26</b>	
<b>Total for term</b>		<b>89</b>	<b>0</b>	<b>35</b>	
<b>Commencement Term 2 Enroments</b>					<b>162</b>
<b>Term 2</b>					162
Week 1	18/04/2022	7		6	163
Week 2	25/04/2022	15			178
Week 3	2/05/2022	15			193
Week 4	9/05/2022	9		2	200
Week 5	16/05/2022	9		1	208
Week 6	23/05/2022	12		1	219
Week 7	30/05/2022	9			228
Week 8	6/06/2022	6			234
Week 9	13/06/2022	0		1	233
Week 10	20/06/2022	2			235
<b>End of Term 2 exit</b>				<b>51</b>	
<b>Total for term</b>		<b>84</b>	<b>0</b>	<b>62</b>	
<b>Commencement Term 3 Enroments</b>					<b>184</b>
<b>Term 3</b>					184
Week 1	11/07/2022	13			197
Week 2	18/07/2022	8		1	204
Week 3	25/07/2022	14			218
Week 4	1/08/2022	13		2	229
Week 5	8/08/2022	7			236
Week 6	15/08/2022	3			239
Week 7	22/08/2022	7			246
Week 8	29/08/2022	10		1	255
Week 9	5/09/2022	4			259
Week 10	12/09/2022				259
<b>End of Term 3 exit</b>				<b>37</b>	
<b>Total for term</b>		<b>79</b>	<b>0</b>	<b>41</b>	
<b>Commencement Term 4 Enroments</b>					<b>222</b>
<b>Term 4</b>					<b>222</b>
Week 1	3/10/2022	21		4	239
Week 2	10/10/2022	6		2	243
Week 3	17/10/2022	14			257
Week 4	24/10/2022	11		1	267
Week 5	31/10/2022	9		1	275
Week 6	7/11/2022	12		1	286
Week 7	14/11/2022	5		1	290
Week 8	21/11/2022	7			297
Week 9	28/11/2022	13			310
Week 10	5/12/2022	9		1	318
<b>End of Term 4 exit</b>				<b>81</b>	
<b>Total for term</b>		<b>107</b>	<b>0</b>	<b>92</b>	
<b>Total</b>		<b>359</b>	<b>0</b>	<b>230</b>	
<b>Commencement Term 1, 2023 Enroments</b>					<b>237</b>

## Student enrolments

**Table 1: Student enrolments by year level**

Year Level	February			August		
	2020	2021	2022	2020	2021	2022
Year 8	155	89	93	136	81	120
Year 10	95	56	77	90	47	110
<b>Total</b>	<b>250</b>	<b>145</b>	<b>170</b>	<b>226</b>	<b>128</b>	<b>230</b>

### Notes

1. Student counts include headcount of all full- and part-time students at the school.

## Average class sizes

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

Year Levels	2020	2021	2022
Year 7 – Year 10	14	12	14
Year 11 – Year 12			

### Notes

1. Classes are measured against targets of 28 students per teacher in Years 4 to 10 and 25 students per teacher in Prep to Year 3 and Years 11 to 12. Where composite classes exist across cohorts (e.g. Year 3/4) the lower target is used.

## Curriculum Delivery

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### 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:

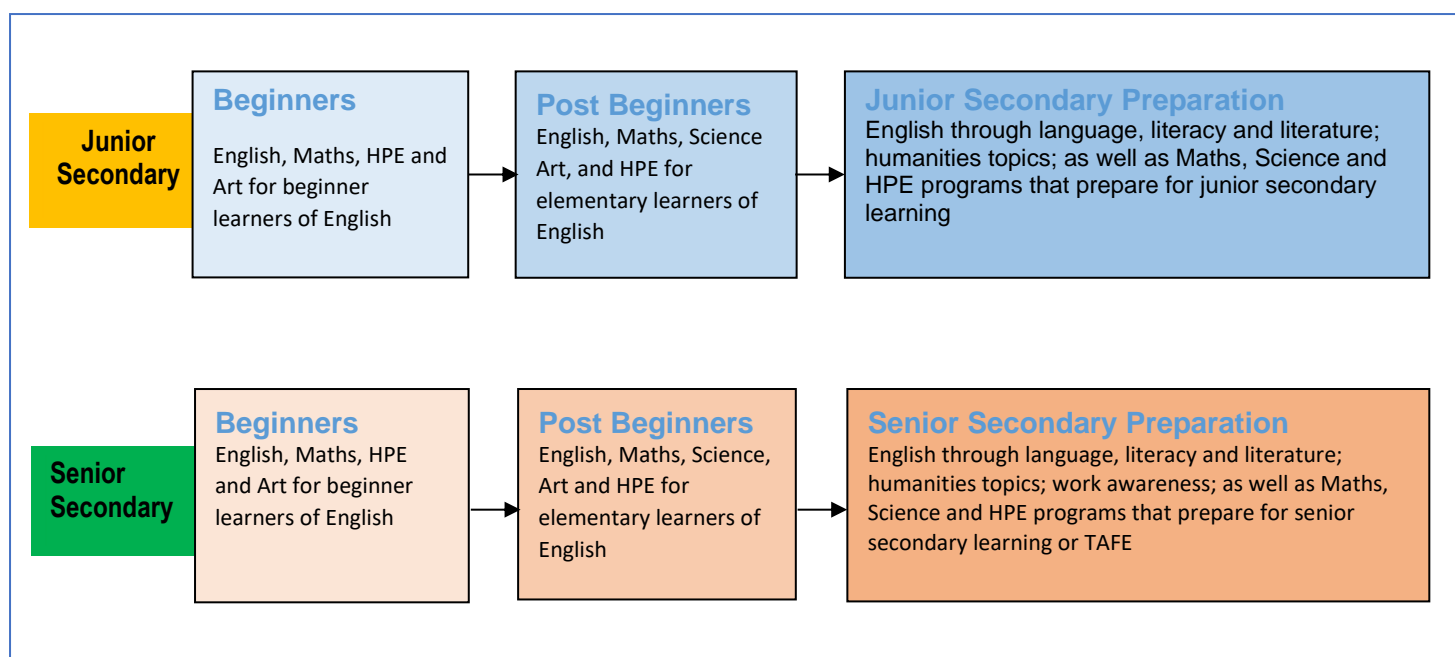
- explicit and targeted teaching
- appropriate/accessible learning opportunities and support
- clear learning expectations
- continuous monitoring and feedback.

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 2022 co-curricular activities included:

### Excursions

- Regular excursions to provide settlement and/or acculturation experiences and create a shared context for English language and literacy development. Excursions included: GOMA and Queensland Art Gallery, Queensland Museum, State Library of Queensland, Indooroopilly Library, New Farm Park, Queens Park, Mount Coot-tha, Coochiemudlo Island, South Bank Parklands, Sherwood Arboretum
- Regular use of Toohey Forest Environmental Education Centre
- Three day, two night environmental education camps to Stanley River EEC for Prep 1 senior students and Maroon OEC for Prep 1 junior students
- Queensland Rail Safety Education using a decommissioned train at Roma Street Station every term for new students



### Transition and school partnerships

- Curriculum work, focusing on future work pathways as part of school's career education program
- Work experience at Multicultural Australia Welcome Cafe
- Senior School information sessions to discuss mainstream high school and TAFE pathways
- Visit to TAFE AMEP at Southbank by prospective students in Senior School
- Visiting group from Yeronga SHS and Aspley SHS Social Network Leaders, in conjunction with Multicultural Australia, informing our students of high school pathways and social connections
- Service Learning relationships with Gregory Terrace and Nudgee were maintained to mutual benefit
- Parents and Citizens' Association have partnered with Esession Foundation to provide free comprehensive dental care for students
- Destination Lunch – Connecting students with teachers in next school
- EAL/D Open Day – Sharing our practice with teachers in other schools

### *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, 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 Chinese, Vietnamese, Chinese, Swahili, Hazaraghi, Dari, Persian and Arabic speaking families and community members
- CARE classes in first language groups, for example Samoan, Chinese and Swahili and Persian languages
- Tailored CARE lessons responding to student needs including: Healthy Eating, Relaxation, Brain Breaks, Self-esteem and resilience workshops and team building sessions
- After school programs including Bike Program (in conjunction with PCYC), Cooking Club, Football QLD
- Mental Health Week activities
- Breakfast Club – healthy free breakfast provided for students through support of Milpera SHS P & C Association, Rotary, Foodbank, Eat up and Second Bite.
- Homework club before school two days a week
- ISee church group provide food hampers fortnightly for families
- Pushing Barriers supporting students to connect ie: transport and financial support with sporting clubs and associations through Settlement and Inclusion Teacher Referrals
- MA Lantern Parade creation of lanterns, student, family and staff participation in parade
- Audiology screening onsite – UQ Health Clinics
- Vision screening onsite – QUT Health Clinics
- Brisbane Care Packages – welcome new and vulnerable families

### *Projects, programs and presentations*

- GPs in Schools Pilot Program providing medical services every Tuesday
- Multicultural Australia Open Day – held for case managers to better understand Milpera and what it has to offer CALD families
- 'Learning about culture, country and connections' led by Benarrawa Community Association
- Science Week, teacher led lunchtime activities
- Milpera Music ran across Beginner, Post Beginner and Junior Prep 1 classes
- Education Queensland International – School visits and online teaching program.

### *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
- Lunch time sport led by QPASTT youth support workers
- Improving female participation in sport led Netball Queensland – weekly lunch time sessions
- Multicultural Australia led indoor games at lunch time.

## Milpera Live

Milpera Live is a teacher-led, on-line program for EAL/D students in other schools. Experienced teachers from Milpera deliver the program directly into primary or high schools. Milpera Live was founded in response to the COVID-19 pandemic, border closures and, consequently, decreased number of student enrolments in 2021.

The program aims to:

- build the English language and literacy skills needed for students to successfully engage with the Australian curriculum
- develop ICT skills through the use of Blackboard Collaborate Ultra and OneNote
- support students' sense of belonging and cultural identity.

During 2022, two programs, *Blue Water* and *All in a Game* were delivered. By providing language-focused support, through targeted and explicit teaching, these programs supported students who were in their early stages of developing English language proficiency. Activities are based on the short narratives, "All in a Game", set in Brazil and Brisbane, and "Blue Water" which is set in Congo and Brisbane. Both narratives are written by Claire Kamber, the Author-in-Residence, and are a part of Milpera Publishing. The programs provided opportunities to further develop participants' reading, writing, speaking and listening skills.

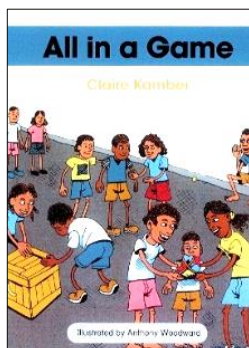
In 2022, the *Blue Water* and *All in a Game* programs were delivered in the following primary and high schools:

- Goodna State School
- Fernbrooke State School
- Kuraby State School
- Sunnybank State School
- Redcliffe State High School
- Yarrabilba State Secondary College
- Chancellor State College
- Benowa State High School
- Woodcrest State College



During Term 3, 2022 one of Milpera Live teachers, Jared Stegman, delivered the program from overseas locations such as Turkey, Egypt, Germany, Montenegro and Hungary to students in a Queensland school.

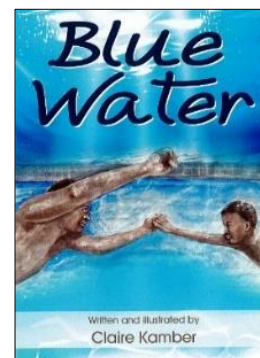
## Milpera Publishing



The mission of Milpera Publishing is to publish authentic cross-cultural stories that enrich and reflect the diversity of our society, supporting students to engage deeply with English language learning.

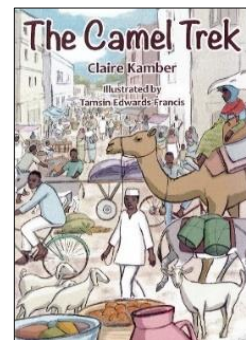
The novels are plot driven and our Author-in-Residence collaborates with staff and students to produce the books. This process ensures that these 'high-interest low-readability' stories are authentic and relevant. Our books help our students to develop a love of literature and reading, while feeling a valued part of Australian culture too.

The books are published in-house which gives the school control of the whole production process. The students see themselves in the text and illustrations. As a result, they engage with the process of learning.



## The Purpose

- To put new books in the hands of students: books that acknowledge where they come from and where they are going.
- To build bridges from their culture to ours by identifying with settings and characters.
- To create authentic stories by using first language words and phrases. Translanguaging is a powerful tool for making connections.



## Literacy Intervention Programs 2022

Note: The offering of the S.A.R. and H.O.W. programs in 2022 was impacted by COVID 19 and the February floods in Brisbane.

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

- Trained volunteers and Teacher Aides provided a total of 2739 individual reading sessions (thirty minutes per session) supporting the reading development of Junior and Senior School students.

2022	Total S.A.R. sessions per day					Total sessions per term	Average/ week/term
	Monday	Tuesday	Wednesday	Thursday	Friday		
Term 1	Due to COVID19 delayed start to school year and the February floods in Brisbane causing Milpera SHS's closure, S.A.R. was not offered in Term 1.					N/A	N/A
Term 2 Weeks 5-9	183	SAR not offered	192	SAR not offered	138	513	91
	Term 2: Milpera SHS reopening. Recovery and reestablishment of program resources. SAR recommenced Week 5 on Monday 16 May 2022.						
Term 3 Weeks 2-10	276	189	210	SAR not offered	219	894	119
Term 4 Weeks 2-10	249	282	291	264	246	1332	159
Average number of S.A.R. sessions per week over Terms 2, 3 and 4 in 2022							123

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

- Trained volunteers and Teacher Aides provided a total of 682 thirty-minute H.O.W. sessions for Junior and Senior School students identified as needing additional writing support.
- In 2022, 42 students were provided with an extended program of individual writing support.

2022	Total H.O.W. sessions per day					Total sessions per term	Average/ week/term
	Monday	Tuesday	Wednesday	Thursday	Friday		
Term 1*	Term 1: Due to the COVID19 delayed start to the school year and the February floods in Brisbane causing Milpera SHS's closure, HOW was only offered for 13 days. Data was lost to floods.					N/A	N/A
Term 2 Weeks 3-10	34	52	24	43	7	160	21
Term 3	97	59	25	52	32	265	33
Term 4 Weeks 2-10	56	50	45	61	45	257	31
Average number of H.O.W. sessions per week over Terms 2,3 and 4 in 2022							28

- On average, students attended three H.O.W. sessions each week and were supported in the program for a varying number of weeks depending on need.

- The H.O.W. program reported on the progress of 28 students as they completed the program. The number of weeks those students were supported by the H.O.W. program is indicated below.

1–5 weeks	6–10 weeks	11–15 weeks	16–20 weeks	21–25 weeks	26-30 weeks	31-35 weeks
9 students	13 students	5 students	1 student	0 students	0 students	0 students

### EAL/D Mathematics Support Programs

The following tables and graph show the numbers and percentages of students arriving at Milpera from overseas countries with a given level of Maths during 2022. The assigned levels are based on a diagnostic Maths test which was administered to 350 newly arrived students during 2022. There were students from 37 different nationalities tested. The test results have been separated into two sections: Junior school (JS) and Senior school (SS). The students are placed in level, according to the outcome in their diagnostic test.

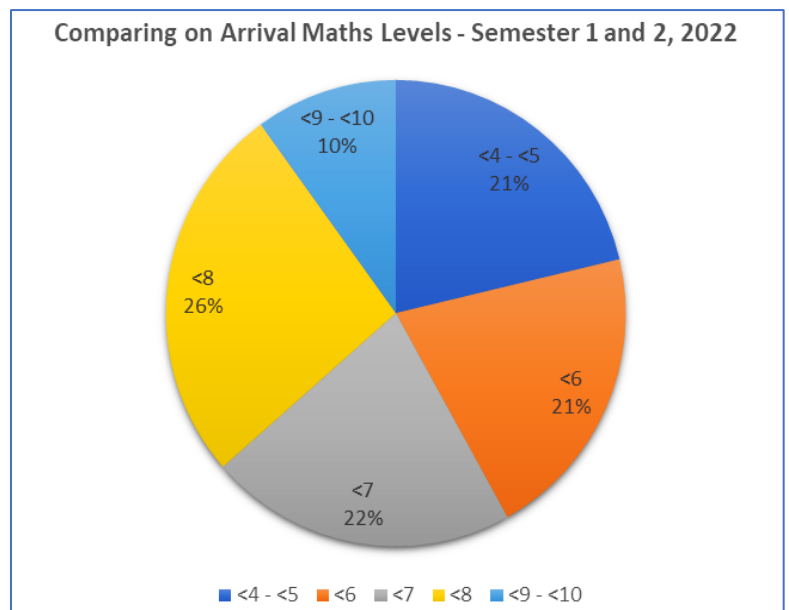
#### Diagnostic Mathematics Test Results Semester 1, 2022

		<3	<4 - <5	<6	7	≤8	<9 - ≤10
<b>JS</b>	<b>number</b>	<b>0</b>	<b>29</b>	<b>21</b>	<b>12</b>	<b>15</b>	<b>6</b>
	<b>%</b>	<b>0</b>	<b>26%</b>	<b>18.5%</b>	<b>6%</b>	<b>13%</b>	<b>5%</b>
<b>SS</b>	<b>number</b>	<b>0</b>	<b>5</b>	<b>17</b>	<b>12</b>	<b>14</b>	<b>7</b>
	<b>%</b>	<b>0</b>	<b>7%</b>	<b>25%</b>	<b>17%</b>	<b>20%</b>	<b>10%</b>

#### Diagnostic Mathematics Test Results Semester 2, 2022

		<3	<4 - <5	<6	7	≤8	<9 - ≤10
<b>JS</b>	<b>number</b>	<b>2</b>	<b>16</b>	<b>12</b>	<b>19</b>	<b>34</b>	<b>7</b>
	<b>%</b>	<b>2%</b>	<b>17%</b>	<b>12.5%</b>	<b>18%</b>	<b>35%</b>	<b>7%</b>
<b>SS</b>	<b>number</b>	<b>0</b>	<b>16</b>	<b>14</b>	<b>14</b>	<b>19</b>	<b>11</b>
	<b>%</b>	<b>0</b>	<b>22%</b>	<b>19%</b>	<b>19%</b>	<b>26%</b>	<b>15%</b>

At Milpera, two different referrals are made to distinguish between those students in need of basic number understanding through an intervention program. Those students with sufficient understanding but with limited competency in the 4 basic operations are given the opportunity to attend a Maths Support program to improve their skills in this area. Milpera Maths programs, focuses on the understanding and language of Maths in preparation for participation in mainstream secondary school. The following graph represents a comparison of students with different levels of Maths upon arrival.



In Semester 1, out of 183 enrolments, 96 students (52.4%) were identified for Maths Support and 4 (2%) were placed in the Number Intervention program. Many of these students continued Maths Support from last year. This list changed every week as some students finished the program and were replaced by other students on the waiting list. In total,

37% of enrolling students were referred to one of the two Mathematics Programs. The percentage of students referred to Number Intervention decreased in this Semester.

In semester 2, out of 167 enrolments who did the diagnostic test, 82 students (49%) were referred to the Mathematics Support Program. There was a slight decrease of students needing Maths support from 52% to 49%.

Students from East Asian countries were more highly represented in the higher levels. Students from Africa, Middle East and Southeast Asian countries had a higher representation in the lower levels.

### **Number Intervention Program**

During Number Intervention students work in a small group of 2 to 3 students for 3 lessons each week. The program is delivered by Maths teachers to support the development of the students' concept of numbers. 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. In total, 6 students were involved in this program during Semester 1 & 2 in 2022.

### **How Information and Communication Technologies are used to Assist Learning**

The school provides an environment for newly arrived immigrant and refugee students to learn and extend their computer skills for learning and for communicating. This means integrating the use of Information and Communication Technologies into English language learning programs, as well as in Mathematics, Science and HPE, with appropriate support being provided for those students who are learning to access this technology for the first time.

Students are given opportunities to:

- develop a minimum standard of computer skills for participating in their secondary studies in Australia
- consolidate and express their growing control of spoken and written English
- design and create multi-media presentations combining written text, animation, graphics and sound
- manipulate supporting graphics for a range of purposes using different ICT communication media including animation
- learn from electronic resources in ways that are effective, motivating and better linked to the real world and the experience of young people
- develop skills to safely use internet webpages, social media and personal devices
- use an online programming environment (Scratch) to create their own interactive games and animations on laptops
- apply simple coding and learn the basics of working with a Micro:bit and Makey Makey devices.
- use LEGO WeDo 2.0 and ScratchJr with iPads to develop computational thinking techniques in a collaborative setting.

In 2022, we further developed the program by continuing the use of OneNote for students and teachers across all levels, in particular, in their final terms at Milpera. During the brief period at the beginning of the school year due to the COVID pandemic, and then again in March 2022 due to the Brisbane floods, Milpera staff used Microsoft Teams to actively participate in group meetings and be in contact with colleagues.

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. While students in Beginner and Post Beginner classes had access to library desktops and laptops, all students in Secondary Preparation levels were able to work on a borrowed school laptop allocated for each individual that term.

## Student Computer Loans



Throughout 2022, 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

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### 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. Settlement and Inclusion 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. During 2022, 107 volunteers came to Milpera weekly.
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:
  - a. reward outstanding students who contribute to their class and the whole school community
  - b. 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.
13. A Speech Language Pathologist works at Milpera one day per week to assist students with language disorders.
14. Partnerships exist between QPASTT, NAYS reconnect, Save the Children, Family and Child Connect to support wellbeing and settlements of students and families.

## **Respectful relationships education**

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

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 the stimulus materials used for learning, the HPE curriculum and behaviours modelled by school staff. 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.



## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

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

**Table 3: Parent/Caregiver Survey**

Percentage of parents/caregivers who agree <sup>1</sup> that:	2021	2022
This is a good school.	100.0%	96.3%
My child likes being at this school. <sup>2</sup>	100.0%	98.1%
My child feels safe at this school. <sup>2</sup>	100.0%	94.4%
My child's learning needs are being met at this school. <sup>2</sup>	100.0%	90.7%
My child is making good progress at this school. <sup>2</sup>	93.5%	94.3%
Teachers at this school expect my child to do his or her best. <sup>2</sup>	93.8%	96.3%
Teachers at this school provide my child with useful feedback about his or her school work. <sup>2</sup>	100.0%	96.2%
Teachers at this school motivate my child to learn. <sup>2</sup>	96.9%	96.3%
Teachers at this school treat students fairly. <sup>2</sup>	100.0%	94.2%
I can talk to my child's teachers about my concerns. <sup>2</sup>	93.9%	96.3%
This school works with me to support my child's learning. <sup>2</sup>	93.9%	94.3%
This school takes parents' opinions seriously. <sup>2</sup>	96.9%	96.1%
Student behaviour is well managed at this school. <sup>2</sup>	93.5%	94.5%
This school looks for ways to improve. <sup>2</sup>	96.8%	96.1%
This school is well maintained. <sup>2</sup>	100.0%	96.2%

### Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.

**Table 4: Student Survey**

Percentage of students who agree <sup>1</sup> that:	2021	2022
I like being at my school. <sup>2</sup>	93.7%	96.2%
I feel safe at my school. <sup>2</sup>	92.2%	98.1%
My teachers motivate me to learn. <sup>2</sup>	96.8%	95.2%
My teachers expect me to do my best. <sup>2</sup>	100.0%	99.0%
My teachers provide me with useful feedback about my school work. <sup>2</sup>	91.5%	97.0%
Teachers at my school treat students fairly. <sup>2</sup>	93.8%	96.1%
I can talk to my teachers about my concerns. <sup>2</sup>	93.3%	95.9%
My school takes students' opinions seriously. <sup>2</sup>	96.8%	96.1%
Student behaviour is well managed at my school. <sup>2</sup>	90.3%	86.1%
My school looks for ways to improve. <sup>2</sup>	96.8%	98.0%
My school is well maintained. <sup>2</sup>	100.0%	96.0%
My school gives me opportunities to do interesting things. <sup>2</sup>	93.5%	95.1%

### Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.

**Table 5: Staff Survey**

Percentage of staff who agree <sup>1</sup> that:	2021	2022
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	70.4%	89.3%
I enjoy working at this school. <sup>2</sup>	98.0%	96.2%
I feel this school is a safe place in which to work. <sup>2</sup>	94.1%	94.3%
I receive useful feedback about my work at this school. <sup>2</sup>	94.1%	87.8%
Students are encouraged to do their best at this school. <sup>2</sup>	98.0%	98.1%
Students are treated fairly at this school. <sup>2</sup>	98.0%	96.3%
Student behaviour is well managed at this school. <sup>2</sup>	96.0%	96.1%
Staff are well supported at this school. <sup>2</sup>	92.2%	81.6%
This school takes staff opinions seriously. <sup>2</sup>	94.0%	86.3%
This school looks for ways to improve. <sup>2</sup>	96.0%	90.7%
This school is well maintained. <sup>2</sup>	96.1%	90.4%
This school gives me opportunities to do interesting things. <sup>2</sup>	93.8%	88.0%

**Notes**

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.

**Description of how this school manages non-attendance**

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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

Type of school disciplinary absence	2020	2021	2022
Short suspension	3	2	2
Long suspension	0	0	0
Exclusion	0	0	0
Cancellation	0	0	0
Total	3	2	2

**Notes**

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

## Parent and community engagement

### Parents and Caregivers

Parents, carers and guardians are involved in the education of their children in a range of ways. All interactions with parents are carried out using interpreters, provided by interpreter services or bilingual teacher aides, as necessary. The families are welcomed to the school and encouraged to participate in their children's education. We support our newly arrived families to gain a deeper understanding of expectations of school and education in Australia, but endeavour to minimise demands on parents and families in their first six months of arrival in a new country and a new culture.

Milpera has a dedicated Student Services Head of Department 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 Student Services HOD regularly contacts families via telephone using interpreters. Students with disabilities and financial disadvantage are supported by equity funding and support.

Student Services are also supported by a Cultural Liaison Officer (CLO) one day a week. They conduct home visits and assist students to attend audiology and vision screenings. Home visits explain permission forms as well as assisting families to attend vital guidance meetings at school. Our CLO has also conducted cultural awareness workshops for our staff and students and uses lunch times to check in with vulnerable students.

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. 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
- access to health agencies
- access to community activities including sport and cultural experiences

## School funding

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### School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

#### ***How to access our income details***

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

Search by school name or suburb  School sector  School type  State

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



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

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

## Staff profile

### Teacher standards and qualifications

The *Teacher registration eligibility requirements policy* states:

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

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

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

For more information, please refer to the following link:

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

### Workforce composition

#### Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Headcount	45	39	38	37	34	34	<5	<5	<5
FTE	33	29	29	19	17	17	<5	<5	<5

Notes

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

## Key student outcomes

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### Student attendance

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

**Table 8: Overall student attendance at this school**

Description	2020	2021	2022
Overall attendance rate for students at this school	91%	93%	91%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

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

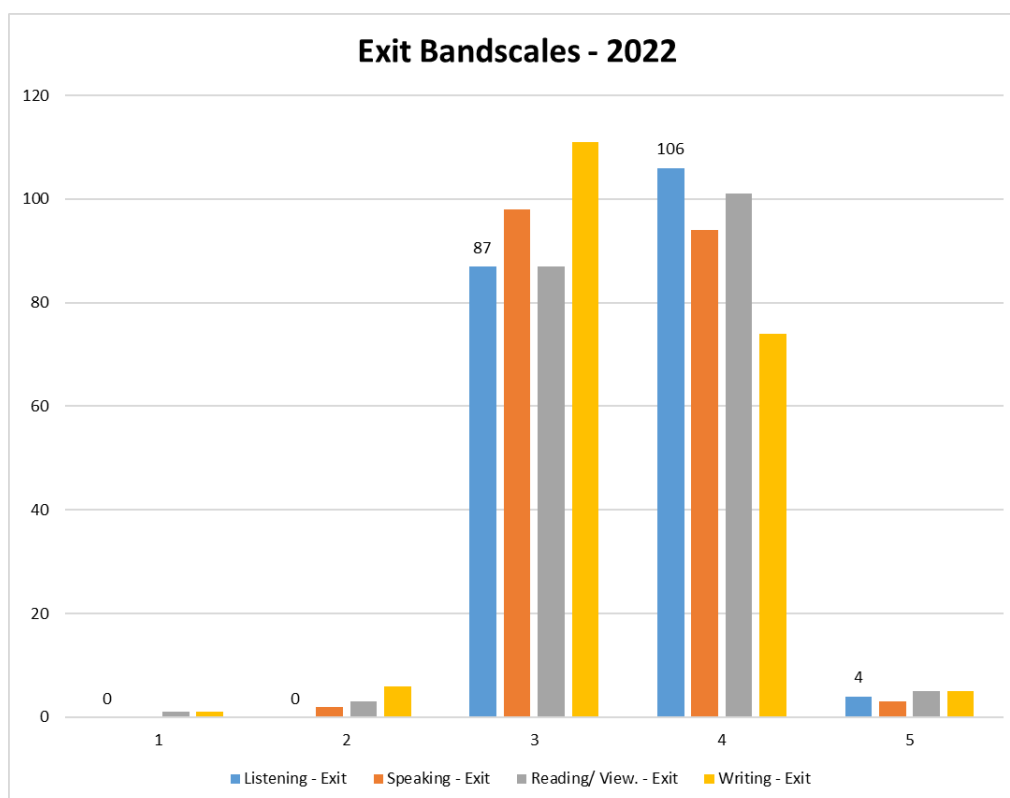
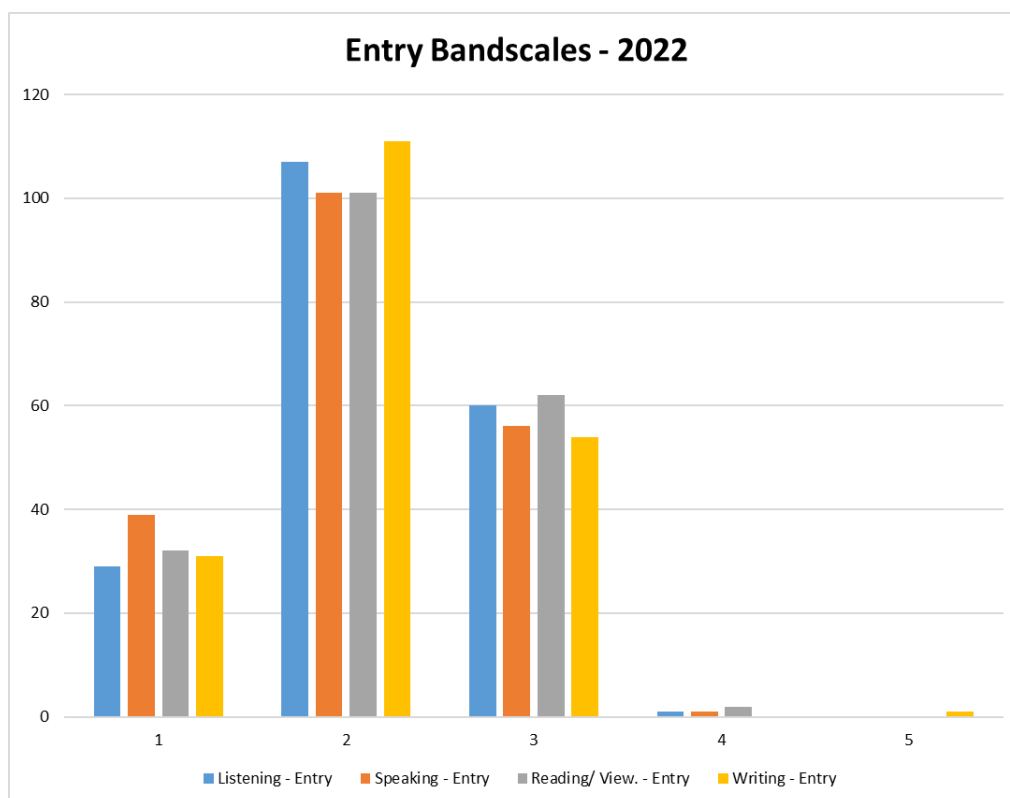
Year Level	2020	2021	2022
Year 8	91%	95%	93%
Year 10	90%	91%	88%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

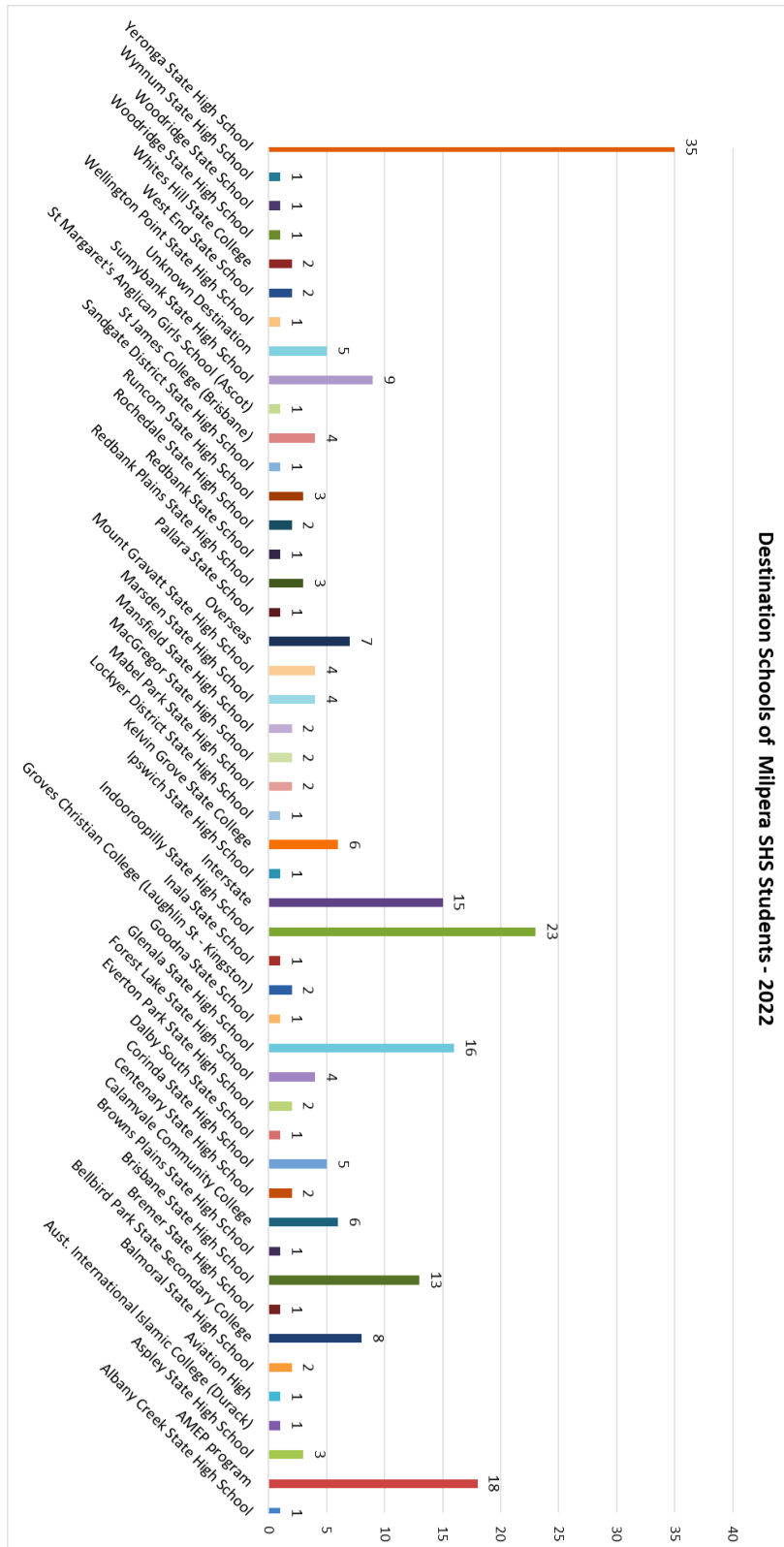
## English as an Additional Language (EAL) Bandscale Data for 2022

At the end of Terms 1, 2, 3 and 4 of 2022, students exited Milpera to continue their learning in mainstream schools and TAFE. The following charts show the EAL Bandscale level on arrival and on exit, for students who exited Milpera during 2022.



# Post Milpera Destination Information

The following table shows the destinations of students exiting Milpera during 2022.



## Conclusion

Milpera is a dynamic school that continues to cater to the diverse and changing needs of newly arrived students of migrant and refugee backgrounds. The development of specific programs meets 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.

