

SCHOOL 7 Tm0 grNTEXT0.00000887 0 595.25 842 reW095.95





Staffing numbers (as at February census):

**Leadership Structure**



## **Student support offered**

There are three Wellbeing Leaders who work with students and staff in a supportive capacity liaising with parents/caregivers and outside agencies. Course counselling occurs at each year level in preparation for subject selection for the following year. There is a strong emphasis on the broadening of post-school options and alternative career pathways.

## **Student management**

The Student Behaviour Management Policy was developed by a task group of teachers, parents and students. It promotes a school environment in which participation in all areas of the curriculum is valued and the right of every student to learn is protected. Relationships between all members of the school community are

## **Student government**

Through our leadership program students are provided with a wide range of leadership opportunities involving decision making, special projects, curricular and co-curricular activities. Our Care Group program provides students with support and positive role models and fosters a commitment to global citizenship.

### **Student Representative Council**

An active Student Representative Council operates within the school. Office bearers are selected from both the Middle and Senior School. Priorities for action are established each year. Student representatives contribute to all school committees, including the Governing Council. Fundraising by the SRC is conducted throughout the year. Funds raised are used to improve student facilities at the school and to support nominated charities.

**Peer Leaders Program** Year 10 and 11 students are trained in interpersonal and peer leading skills and can nominate to be Peer Leaders. In Year 11 these students may assist in running Care Group activities, participate in Year 7 camps and support Middle School students. Some Peer Leaders provide tutoring to Year 7 and 8 students. This allows students to develop leadership skills and accept responsibility.

## **Special programs**

### **Gifted and Talented Program (GifT) Dance**

Entry to the GifT Dance Program is via audition and is offered to students in Years 7, 8, 9 and 10. Students who enter this program develop creative, technical and physical understanding and an appreciation of dance as an art form. With intensive rstaorm. (rp)10.00000887 0 595.25 10.05f495.25 10.00887 0 595.ni



award which allowed her to visit the United States for professional development opportunities.

### **International Student Program**

The school works closely with International Education Services to provide opportunities for international students to study at Mitcham Girls High School. Students originate from many different countries including Germany, France, Italy, Korea, Vietnam, China, Japan, Indonesia, India and Brazil.

International students are encouraged to participate in activities within the school that will extend their learning. These students may also participate in our Gift programs. Acceleration in particular subjects may be available.

## **3. Key School Policies**

Site Improvement Plan and other key statements or policies:

### **2022 to 2024 School Improvement Plan:**

#### **Goal 1:**

To increase student achievement across all learning areas through a focus on pedagogical and high impact teaching strategies.

#### **Challenge of Practice:**

If we embed High Impact Teaching Strategies consistently across all learning areas,

#### **Goal 2:**

To increase student achievement in Literacy, specifically in Writing.

#### **Challenge of Practice**

and teach students the structure and language features, we will improve their ability to write effectively.

#### **Goal 3:**

To increase student achievement in Numeracy, specifically number in Years 7 - 9.

#### **Challenge of Practice**

If we further embed differentiated practices and implement targeted strategies to engage each learner in Middle School Mathematics, we will improve achievement for all learners.

Site Improvement Plan and other key statements or policies:

[Site Improvement Plan](#)

Recent key outcomes:

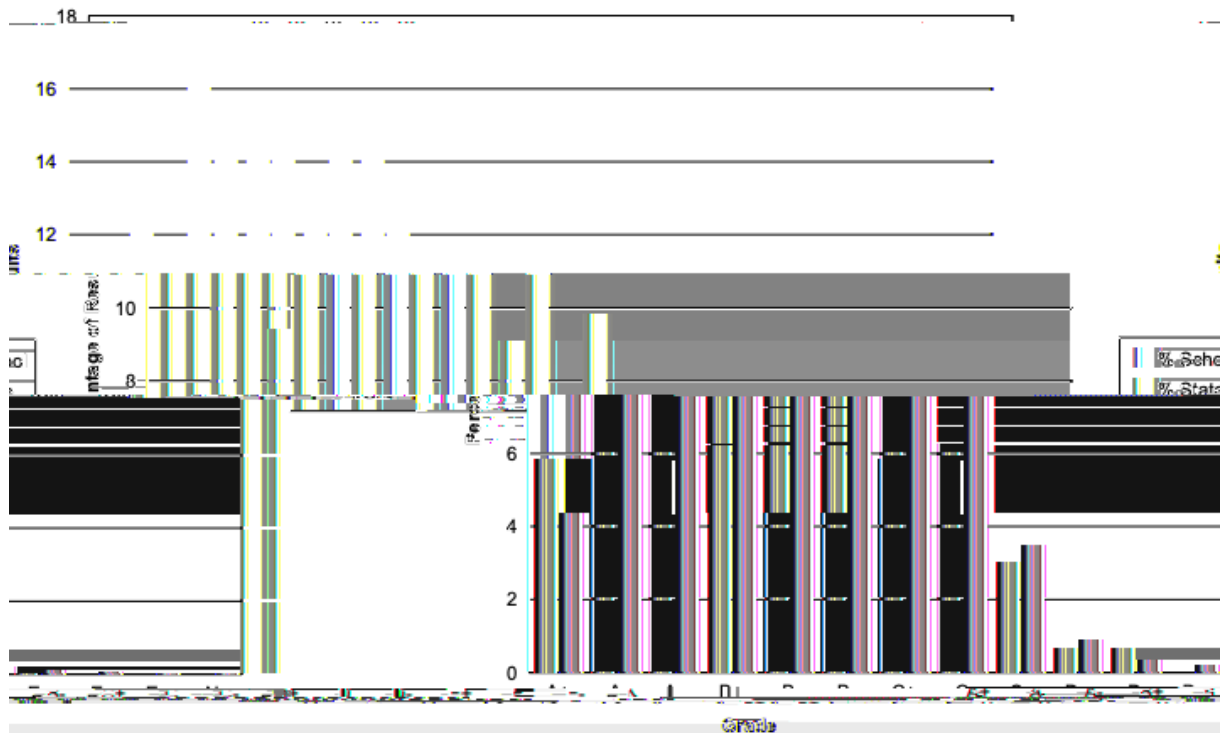
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Please see our School Annual Report to view recent key outcomes:  
[https://www.mit chamgirlshs.sa.edu.au/files/0903\\_SiteAnnualReport2021.pdf](https://www.mit chamgirlshs.sa.edu.au/files/0903_SiteAnnualReport2021.pdf)

### Stage 2 School Subject Results - by Grade Distribution



### SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
10	10%	13%	14%	9%
11	16%	17%	16%	18%
12	17%	19%	14%	0%
13	15%	14%	14%	14%
14	0%	0%	1%	0%
15	0%	0%	0%	0%
16	0%	0%	0%	0%
17	0%	0%	0%	0%
18	0%	0%	0%	0%





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The Framework for engagement and active learning was developed collaboratively



## 5 Sporting Activities

Sporting activities and fitness are encouraged. We are proud of our high level of participation and achievement in sport. The following sports are available:

- Netball
- Swimming
- Badminton
- Soccer
- Tennis
- Basketball
- Volleyball
- Cricket

Physical activity is encouraged through programs such as team sports and lunch time activities.

The school gymnasium is used for a variety of sports within the Health and Physical Education program, for intraschool and interschool sport and by the local community. The swimming pool is open at lunch times in Terms 1 and 4. The well-equipped Fitness Centre is also accessible at lunch time.

Swimming Carnival and Sports Day are held annually and are designed to encourage participation as well as the achievement of personal best.

## 6. Other Co-Curricular Activities

more than what takes place in the classroom. We offer our students a wide range of opportunities and experiences that help them develop as confident and creative young women with skills in teamwork, leadership and problem solving.

There are several co-curricular activities provided for the interest and involvement of our students. These include debating, art and Fringe festival activities, sustainability, primary school ambassadorship program, Oliphant science awards, science, maths and english c



## 7. Staff (and their welfare)

### Staff profile

#### Leadership structure

Senior Leadership:

Principal, Deputy Principal, Assistant Principal (2), Business Leader

Leadership:

2 Senior Curriculum & Pedagogy Leaders, 6 Curriculum Leaders, Literacy Coach and a Numeracy Coach

#### Staff support systems

Professional Learning Teams focus on areas of development guided by data analysis. The professional development of staff is supported by time for Professional Learning Teams to meet each Wednesday from 2.30 pm.

## 8. School Facilities

### Buildings and grounds

The school has a variety of buildings; some completed or refurbished recently, while others date back to the early 1900s and are heritage listed. Newly developed refurbished buildings include:

STEM Centre

Collaborative, flexible learning spaces

Science Centre

Dance Studios

Swimming Pool (25m long)

Performing Arts Centre

Resource Centre

Administration Centre

Heating and cooling

All rooms within the school are fitted with effective and efficient reverse cycle airconditioners.





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