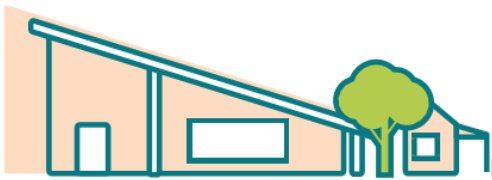




**Mitcham Girls  
High School**



2024 annual report to the Community

# Mitcham Girls High School

Mitcham Girls High School number: 903

Partnership: Mitcham Plains



School principal:

Rosie Heinicke

Signature

Date of endorsement:

13/02/2025



Government  
of South Australia  
Department for Education

# Context Statement

Mitcham Girls High School caters for students from 7-12. At the time of this report, the enrolment in 2024 is 792. Mitcham Girls High School is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 1% Aboriginal students, 6% students with disabilities, 7% students with English as an additional language or dialect (EALD) funded background. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

## Governing Council Report

As my time at Mitcham Girls High School draws to a close, I find myself reflecting on the journey that has brought me here—not just as Chair of the Governing Council for the last four years, but as an alumna from the Class of 1994, and more recently, as a parent. This past year has been one of transformation, celebration, and renewed commitment to excellence, and I am proud to have played a role in shaping the school's direction.

Watching my own child graduate and move on to new adventures has made this final year particularly poignant. It has been a privilege to contribute to MGHS, to see our students thrive, and to work alongside a dedicated community committed to creating opportunities for young women to excel. The future of Mitcham Girls High School is bright, and I look forward to watching its continued growth from afar with immense pride.

Among the many milestones this year, one of the most gratifying has been the completion of the new kitchen facilities. Having seen their condition back in my own school days, it is truly a delight to witness this long-overdue transformation. Huge credit goes to our Business Manager, Heidi, for her tireless work in making this a reality. These facilities will provide exceptional learning opportunities for students and staff alike.

This year, we continued to push our academic ambitions further, focusing on elevating performance from Cs to Bs and from Bs to As. The dedication from our educators and students alike has been extraordinary, reinforcing the school's commitment to striving for excellence. It has been inspiring to be part of this journey.

MGHS has also seen structural and strategic changes, moving from Site Improvement Plans to Site Learning Plans and implementing four new strategic directions:

- Striving for equity and excellence
- Improving connectedness and belonging
- Pursuing excellence in girls' education
- Ensuring pedagogy is innovative and intentional

These priorities will serve as a strong foundation for the school's ongoing success.

Of course, our school year has also been marked by the vibrant events and initiatives that make MGHS such a dynamic place. Another great Fete, incredible achievements in sports, robotics competitions, overseas trips, and student-led celebrations have brought joy and created wonderful opportunities for our learners.

One particularly meaningful step forward has been the ratification of a new uniform policy, ensuring consistency and inclusivity across the school. Additionally, while we continue to monitor the performance of our canteen, the Governing Council has ensured full transparency so that we can act swiftly and decisively to maintain the stability of this service.

We have also introduced new award structures to formally recognise the contributions and ethical leadership within our school community. These changes reflect the values we hold dear and acknowledge the outstanding individuals who make MGHS such a special place.

A delight has been working with Rosie Heinicke in the critical role of Principal. Her leadership has already brought a wealth of knowledge and a fresh perspective to our school's direction. Under her guidance, I am confident that MGHS will continue to thrive and empower its students to reach new heights.

As I step away from my role, I extend my deepest gratitude to the entire MGHS community—students, staff, parents, and volunteers. Your dedication and passion make this school a truly special place. To those considering joining the Governing Council, I strongly

encourage you to get involved. Meetings are open discussions where all contributions are warmly welcomed. If you are interested, please reach out—we would be delighted to have you join us.

Ngaityalya

Lesley Parker

**Chairperson**

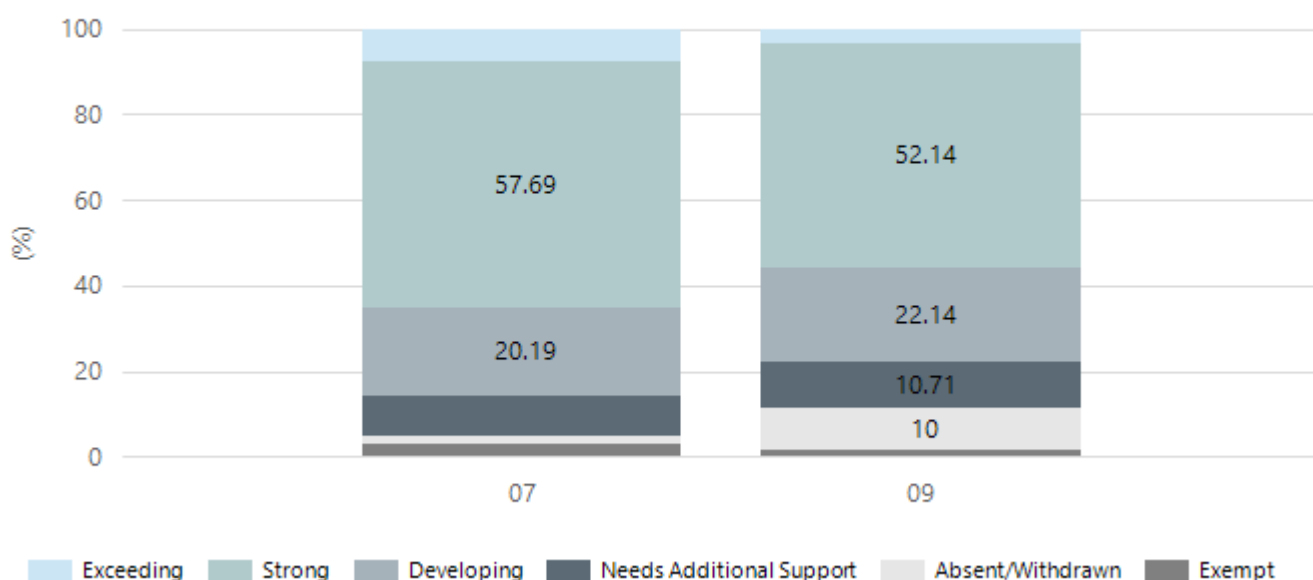
Mitcham Girls High School Governing Council

## Performance Summary

### NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

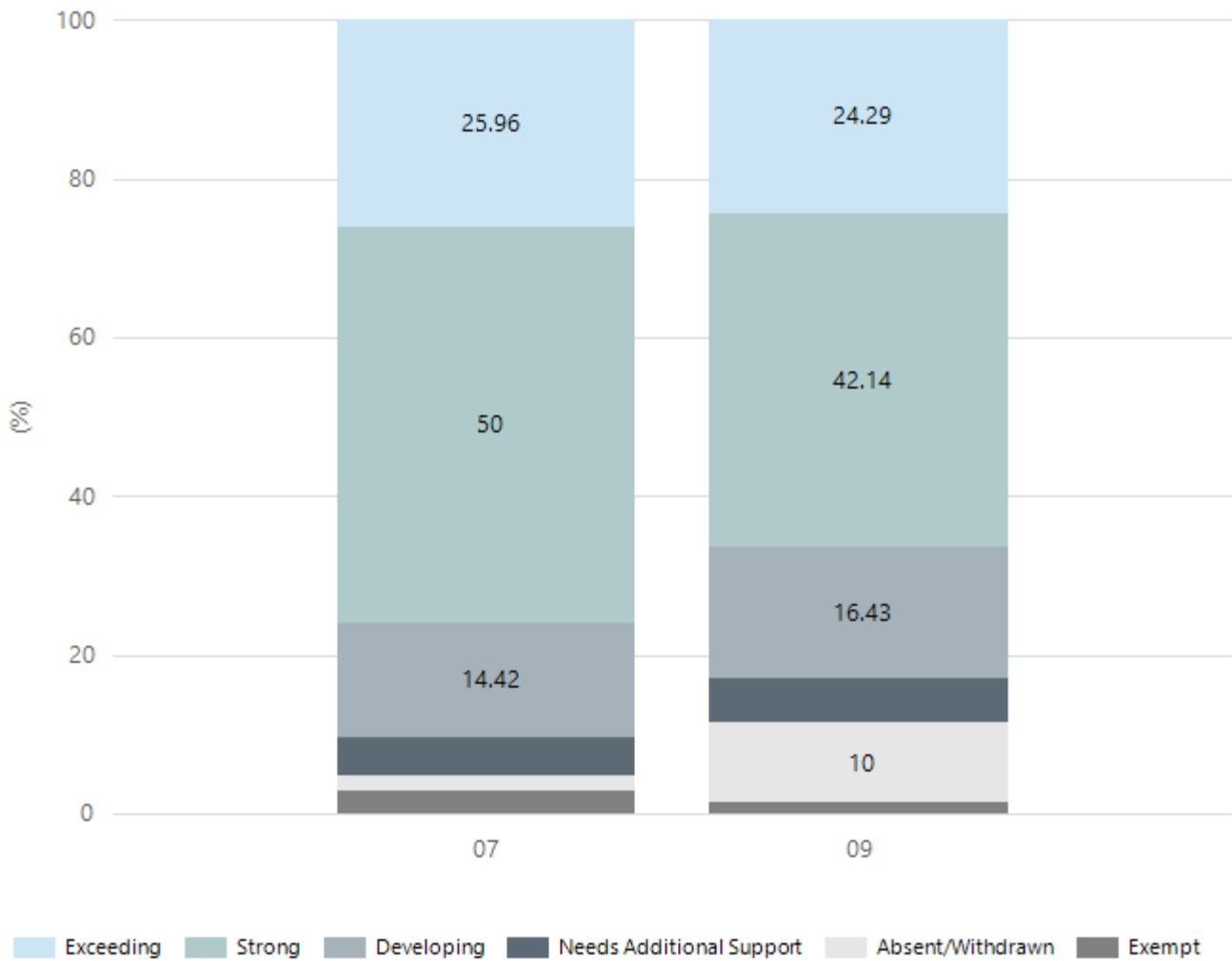
#### Numeracy



Year Level	07	09
Exceeding	8	5
Strong	60	73
Developing	21	31
Needs Additional Support	10	15
Absent/Withdrawn	2	14
Exempt	3	2
Total	104	140

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

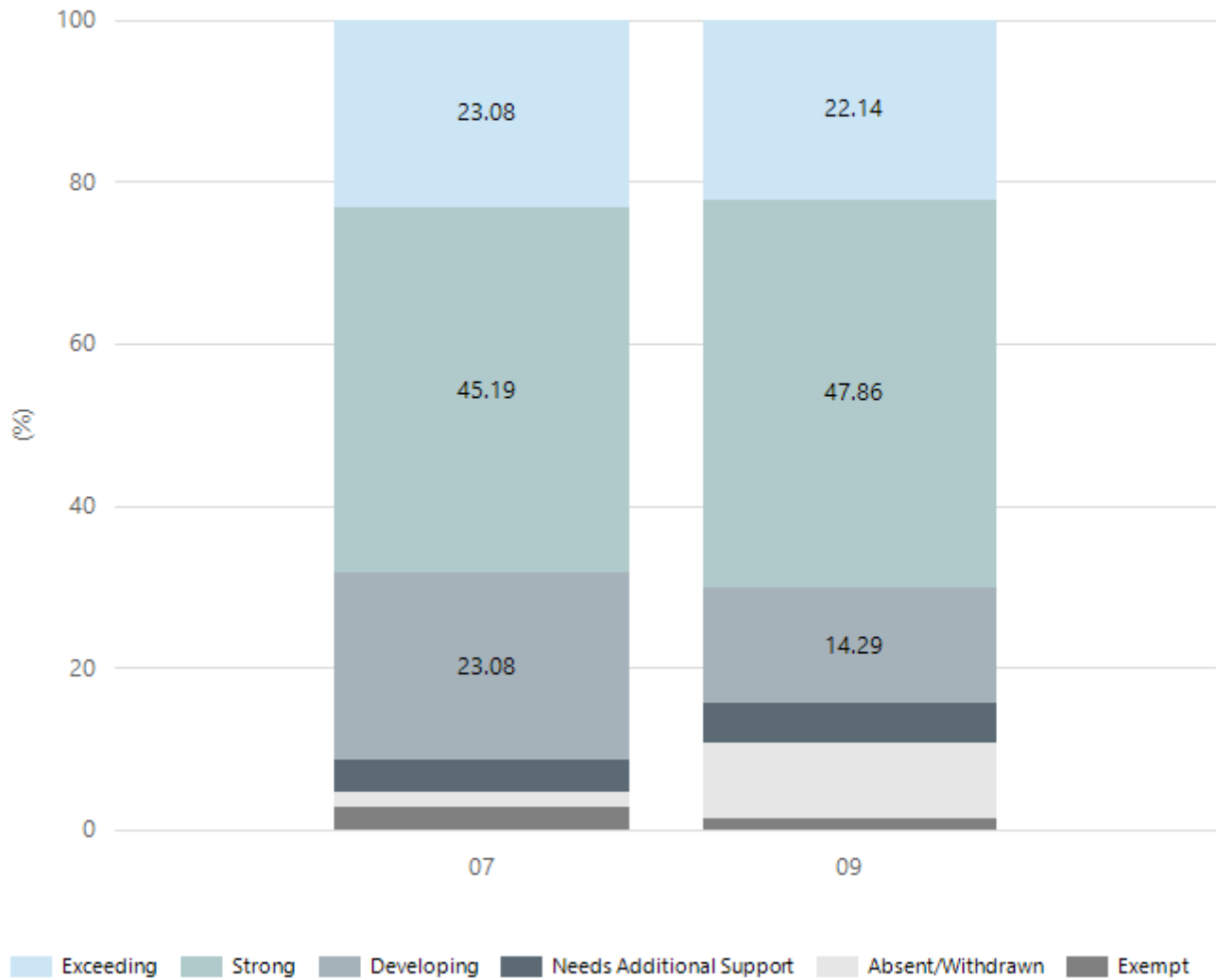
## Reading



Year Level	07	09
Exceeding	27	34
Strong	52	59
Developing	15	23
Needs Additional Support	5	8
Absent/Withdrawn	2	14
Exempt	3	2
Total	104	140

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

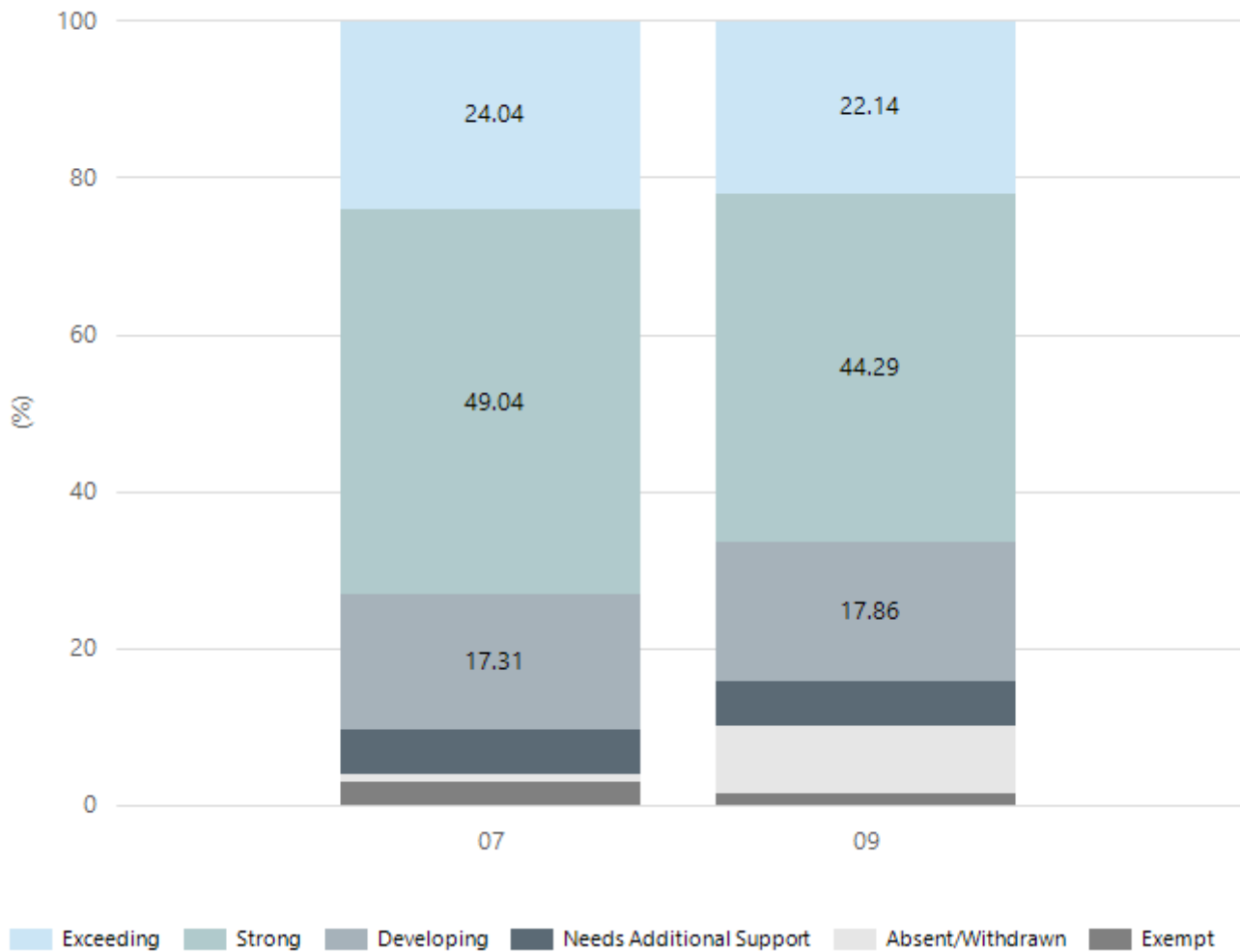
## Writing



Year Level	07	09
Exceeding	24	31
Strong	47	67
Developing	24	20
Needs Additional Support	4	7
Absent/Withdrawn	2	13
Exempt	3	2
Total	104	140

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

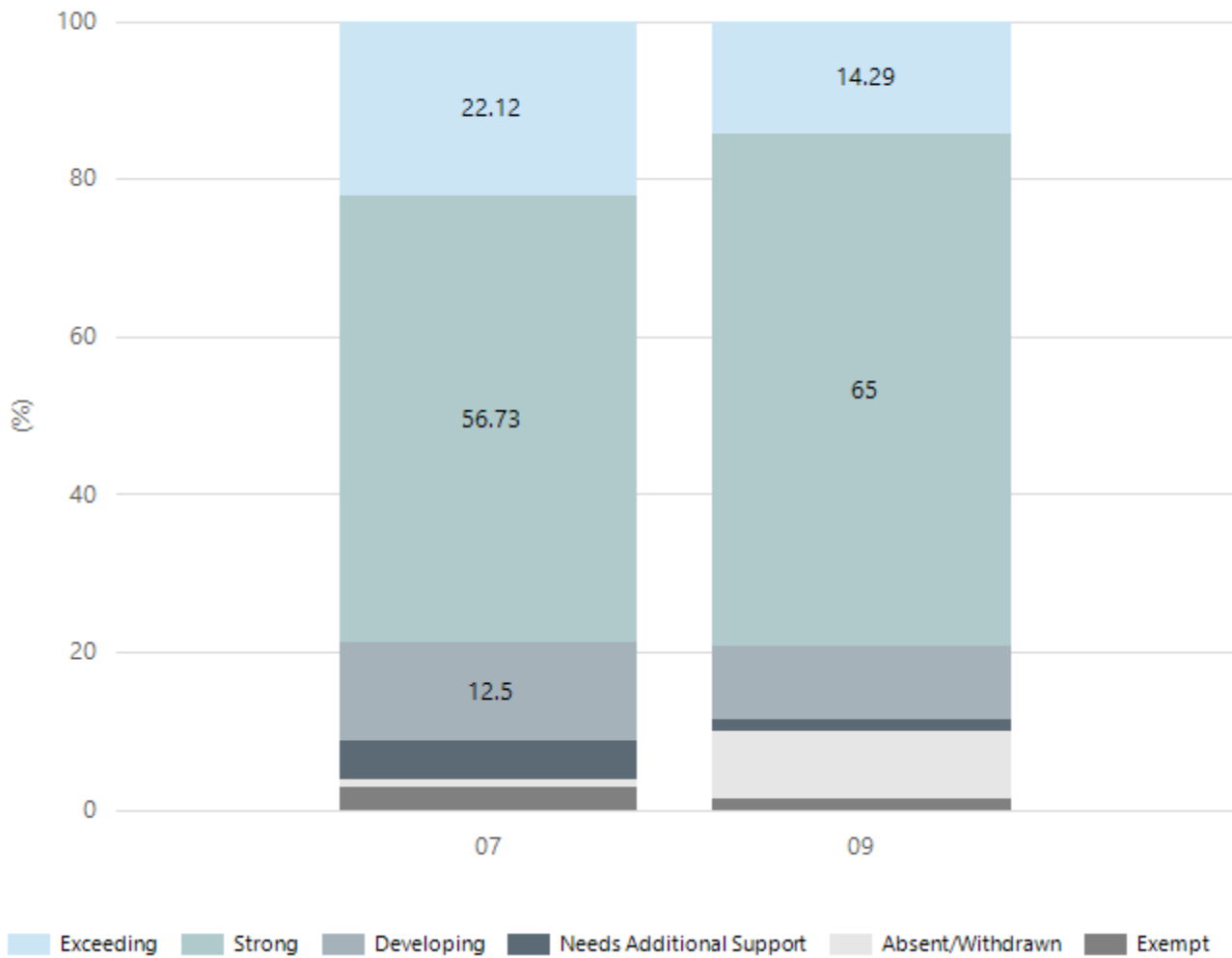
## Grammar



Year Level	07	09
Exceeding	25	31
Strong	51	62
Developing	18	25
Needs Additional Support	6	8
Absent/Withdrawn	1	12
Exempt	3	2
Total	104	140

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

## Spelling



Year Level	07	09
Exceeding	23	20
Strong	59	91
Developing	13	13
Needs Additional Support	5	2
Absent/Withdrawn	1	12
Exempt	3	2
Total	104	140

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

# South Australian Certificate of Education - SACE

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

2021	2022	2023	2024
98%	100%	100%	100%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

## SACE Stage 2 Grade Distribution

Grade	2021	2022	2023	2024
A+	6%	7%	3%	5.3%
A	14%	12%	17%	16.7%
A-	18%	19%	25%	20.2%
B+	15%	17%	18%	19.7%
B	14%	15%	12%	14.4%
B-	14%	11%	13%	10.4%
C+	9%	10%	9%	6.3%
C	6%	6%	5%	4.6%
C-	3%	3%	0%	2.1%
D+	1%			0.2%
D	1%			0%
E+	0%			0%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results 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

2021	2022	2023	2024
100%	100%	100%	100%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

## Year 12 Students undertaking Vocational or Trade Training (VET)

	2022	2023	2024
Percentage of Year 12 students undertaking Vocational Training or Trade Training	23.81%	27.40%	20.37%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	6.02%	5.48%	7.41%

Data Source: School supplied data

## School Attendance

Year Level	2022	2023	2024
Year 07	88.4%	94.1%	92.0%
Year 08	87.8%	89.7%	91.3%
Year 09	88.2%	88.6%	88.7%
Year 10	86.7%	89.7%	87.2%
Year 11	88.1%	87.8%	89.2%
Year 12	87.3%	88.5%	88.6%
Secondary Other	78.6%	76.2%	93.6%
Total	87.7%	89.7%	89.4%

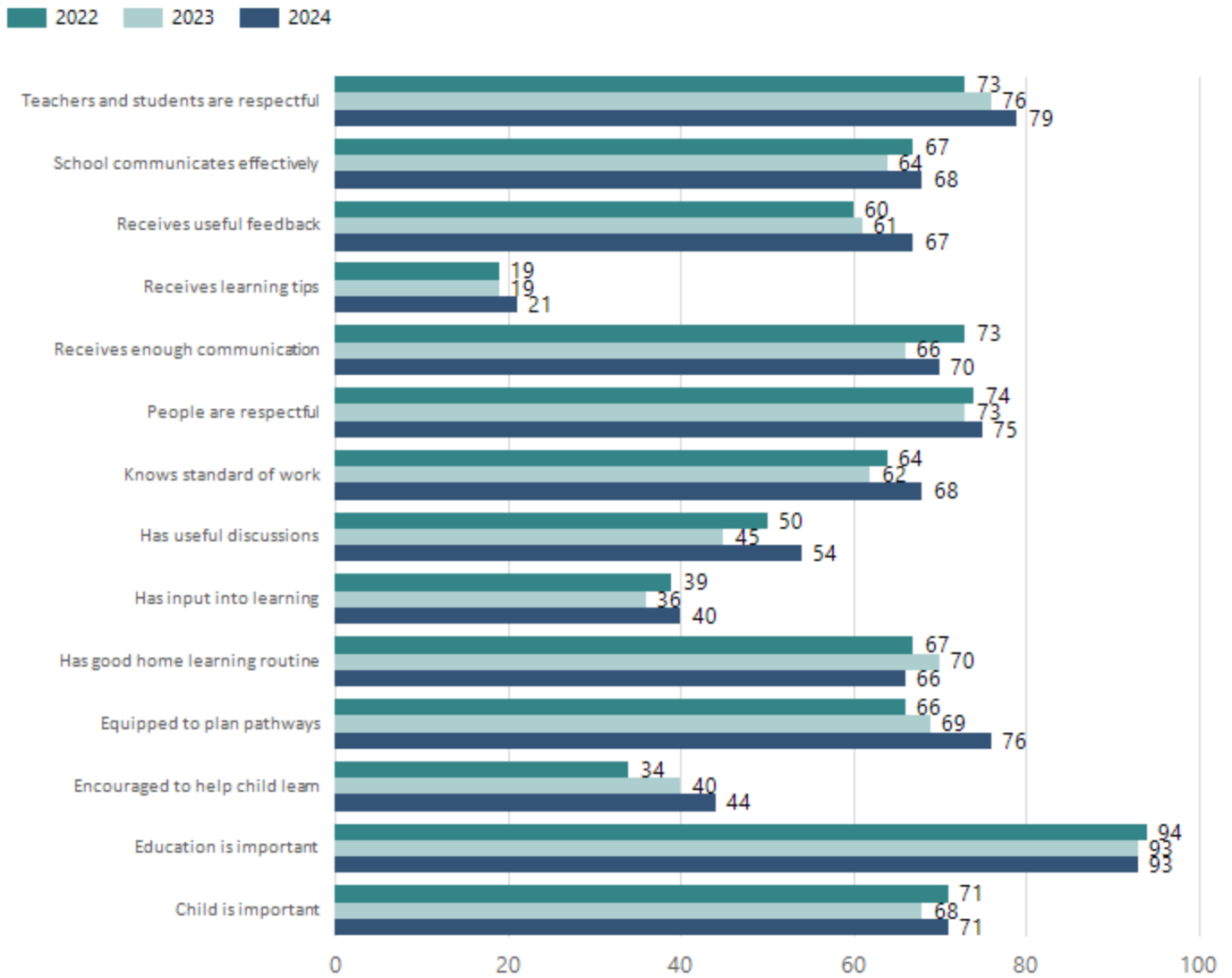
Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

## Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

# School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

## Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	13	15.0%
NS - LEFT SA FOR NSW	4	5.0%
OV - LEFT SA FOR OVERSEAS	32	38.0%
SM - SEEKING EMPLOYMENT IN SA	5	6.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	26	31.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

# Highest 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's degrees or Diplomas	35
Postgraduate Qualifications	29

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

## Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	55.2	0.4	19.2
Persons	0.0	66.0	1.0	23.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

## Financial Statement

Funding Source	Amount
Grants: State	\$9,614,610.08
Grants: Commonwealth	\$0.00
Parent Contributions	\$1,174,125.12
Fund Raising	\$4,863.55
Other	\$49,828.41

Data Source: School supplied data.