

Music Industry College

Annual Report 2016 (Based on 2015 data)

Descriptive Information

This section encourages schools 'to tell their story' in a positive manner within their local context. This section of the report should describe the environment in which the school operates. The headings below are compulsory; however, schools could also include information about the school's demographic mix, enrolment and student mobility, distinctive skills of staff at the school, and how computers are used to assist learning.

School Sector:

Independent

School's Address:

38 Berwick Street, Fortitude Valley Q 4006

Total Enrolments:

78

Year Levels Offered:

11 and 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

Co-educational – all gender, ethnic, cultural and indigenous backgrounds

Distinctive Curriculum Offerings:

Music Industry contextualized curriculum

Regular speakers relevant to the music industry

OP & QCE qualifications

Industry specific extra-curricula activities

Rehearse, perform and record music

Extra-curricular Activities:

Our students are encouraged to participate in a range of extra-curricula activities that are aimed at preparing them for a music industry career. All extra curricula activities provide hands-on, real world industry experiences.

Activities offered are:-

Live music performances

Online music blog

Recording, production and release of music

Art exhibitions

Zine production

School musical – created, filmed and performed by students

School trips and excursions

Social Climate:

Music Industry College operates on four central pillars: Trust;Respect;Participation;Community. Through our focus on these pillars students and staff are encouraged to be at their best at all times. Our small numbers combined with the four pillars has seen a community emerge that is focused on both the needs of the individual as well as the greater good for the whole community. It is not uncommon for students to take ownership of issues with the student body before they develop into major problems. Students and staff are proactive in their efforts to build community. Our staffing mix across teaching, administration and student support roles also allows us to respond to student needs and career outcomes

Parental Involvement:

Parents and caregivers are invited to contribute to the College in a variety of ways including:-

The Fundraising Committee – meetings held on the 2nd Tuesday of each month.

Various Showcases, Fundraising ventures and Productions

In class assistance

Parent, Teacher and Student Satisfaction with the School

Where schools already undertake yearly surveys or studies of parents, students and teachers for the purpose of marketing and school improvement, it will involve preparing a relevant report, in plain English, on the findings of those surveys or studies.

If a school does not currently undertake any such studies or surveys, consideration might be given to such a project; or alternatively, the school should consider any other data or information that it may have which could be the basis of a report on parent, student and teacher satisfaction. For example, letters and testimonials from parents; enrolment retention rates over time; increasing enrolments over time, teacher retention rates over time.

Satisfaction Data:

The student survey has produced extremely positive results across the board. This is very pleasing and is indicative of the hard work that all members of staff have produced in 2015. Generally speaking the results have stayed around the same since last's year survey:

The following are a few individual question responses that are worth a mention:

Satisfaction Data	Student	Parent
Teacher Quality	90.75%	94.74%
Academic Rigour	90.45%	86.67%
General Environment	83.2%	91.1%
Facilities & Equipment	96.5%	94.49%
Student Discipline	80.5%	94.6%
Overall Satisfaction	92.06%	94.6%

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies

Brett Wood – Principal

Roslyn Wood – Business Manager

School Income Broken Down by Funding Source

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Staffing Information

Staff Composition, Including Indigenous Staff:

Executive:-

Brett Wood – Managing Director/Principal/FTV Teacher – Fulltime

Roslyn Wood – Managing Director/Business Manager – Part-time

Teaching:-

Charlie Thomson – English and Visual Art – Fulltime

Kristin Ferguson – Maths – Part-time

Charles Dugan – Music - Part-time

Edward Guglielmino – Business – Part-time

James Beavis – English and FTV – Part-time

Administration:-

Chloe Rowe – Student Support Officer – Part-time

Emma-Kay Price – Administration Officer – Part-time

Megan Horne – Admin Support Officer – Part-time

Cody Wood – Admin Support Officer – Part-time

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	1
Bachelor Degree	6
Diploma	6
Certificate	5

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
QUT – National Summit on Student Engagement, Learning & Behaviour	1
Q & A Forum – Review of Senior Assessment & TE	3
EC 15 Conference	1
USA Educational Trip	2
Team Builders X 3	6
Design Minds Workshop	2
BONSAI Workshop	2
QDU – Debating Seminar (Coaches)	1

First Aid - Refresher course	1
Total number of teachers participating in at least one activity in the program year	6

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
6	\$12,963.81	\$2160.64
The total funds expended on teacher professional development in 2015		\$21,595.46 (including wages)
The proportion of the teaching staff involved in professional development activities during 2015		100%
The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]		

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
11	200 (40 weeks x5 days)	40	97.9%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was ___% in 2015			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
4	4	100%
From the end of 2015 100% of staff were retained for the entire 2015 school year		

Key Student Outcomes

[Schools may wish to include comparative data from previous year(s) in this section]

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2015 was 91%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2015
Year 11	91%
Year 12	91%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2015	
Number of students awarded a Senior Education Profile	34
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	18
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	11
Number of students awarded one or more Vocational Education and Training (VET) qualifications	15
Number of students awarded a Queensland Certificate of Education at the end of Year 12	33
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	74%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	97.1%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	83%

Post-school Destination Information

School Response Rate to the Survey via Next Step 2015

Number of Year 12 students in 2015 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
--	--	-------------------------------------

34	26	76.5%
----	----	-------

Definitions of main destinations (see table below)

Summary of findings in relation to main destinations of students

School Year 2015	Number of Students in each category	Percentage of Students in each category
University (degree)	5	19.2%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	5	19.2%
Working full-time	5	19.2%
Working part-time/casual	8	30.8%
Seeking work	3	11.5%
Not studying or in the labour force	0	0%
Total Year 12 students	26	100%

Please note a copy of the full report from Qld Govt Next Step Report 2015 is available on or website