



MUSIC  
INDUSTRY  
COLLEGE

## Music Industry College Annual Report 2015 (Based on 2014 data)

### Descriptive Information

Music Industry College (MIC) is an accredited independent non-state school that caters for students in Year 11 and 12. The College is a division of Music Industry Community Services Limited, a not-for-profit organisation.

Enrolment is open to young people who have a passion for music or those who wish to pursue a career in the music industry.

MIC was established in 2010 with our first intake of 27 students. MIC has moved to its own premises and can now cater for 80 students from 2015. There is also plans to create a second campus in the Gold Coast region from 2018.

MIC operates a QCAA based curriculum that is contextualized to the music industry. Students learn with content delivered by 2 qualified teachers in each class who are also current industry professionals.

#### 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 guest speakers relevant to the music industry

OP & QCE qualifications

QCS practice tests for both Year 11 and 12

Industry specific extra-curricula activities

Free-range Fridays: opportunity for students to pursue Work Experience, Traineeships, Internships, Certificate study at TAFE, work on personal projects, catch-up on missed class work and assessment

Rehearse 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:** Describes the social climate of the school, including pastoral care programs (this might also include the school's commitment to child protection, reference to the school's behavior management and anti-bullying programs).

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 2<sup>nd</sup> 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 produce 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 2014. Generally speaking the results have stayed around the same since last year's survey:

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

- a) MIC has high standards of student behavior – increase from 5.60 – 6.10
- b) All teachers at MIC are consistent in their discipline of students at MIC – increase from 5.83 – 6.22
- c) There is good school spirit at MIC – increase from 5.80 – 6.18
- d) There is a lot of energy at MIC – increase from 5.99 – 6.49
- e) The morale at MIC is high – increase from 5.49 – 6.22
- f) The curriculum at MIC is well planned – increase from 6.38 – 6.69
- g) There is NO support at MIC for behaviorally disturbed students – down from 4.76 – 3.94
- h) Students are generally well behaved at MIC – increase from 5.88 – 6.53

These all show positive trends.

The parent surveys for 2014 also indicate extremely positive feedback. Almost all questions received a response of over 80% in the positive spectrum. The following areas need attention in 2015:

- a) MIC has high academic standards – 71% agree
- b) I am given the opportunity to be involved in our school's educational activities – 78% agree

NOTE: Surveys responses are from 1 (lowest) to 7 (highest).

### **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

Breakdown of the Schools income can be accessed via either the My School website <http://www.myschool.edu.au/> or through the Australian Charities and Not-for-Profits Commission (ACNC) <http://www.acnc.gov.au/> using our ABN 84 129 849 261

## Staffing Information

### Staff Composition, Including Indigenous Staff:

#### Executive:-

Brett Wood – Managing Director/Principal and FTV Teacher – Full-time

Roslyn Wood – Business Manager – Part-time

#### Teaching:-

Charlie Thomson – English and Visual Art – Full-time

Kristin Fergusson – Maths – Part-time

Charles Dugan – Music – Part-time

Edward Guglielmino – Business – Part-time

James Beavis – English and FTV – Part-time

#### Administration:-

Chloe Russell – 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	N/A
Masters	1 or 17%
Bachelor Degree	6 or 100%
Diploma	1 or 17%
Certificate	1 or 17%

### Expenditure on and Teacher Participation in Professional Development:

#### a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Teacher' Retreat	All teaching staff
Team Building Activities – one per term	All teaching staff
Classroom Management PD	All teaching staff
Diploma of Teaching	1
ISQ Workshop – ½ day	1

First Aid Course	2
Power & Purpose Workshop	1
Propsyh Conference	2
Governance Breakfast	1
Diagnosis & Design for school improvement	1
6 month mentorship – Novel	1

### b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD	Average expenditure on PD per teacher
7 includes Student Support Officer	\$15860	\$2265.72
The total funds expended on teacher professional development in 2014		\$15860

### 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
10	200 (40 WEEKS X 5 DAYS)	38	98.1%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97.9% in 2014			

### 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
7	4	57.2%
From the end of 2013 after 3 resignations 100% of the staff that were retained were employed for the entire 2014 school year (Note: 3 staff members left at the end of 2013 to pursue other employment, 2 of these 3 roles were replaced with 6 teaching staff for 2014.		

## 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:

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
15600	78	1309	14291

The average attendance rate for the whole school as a percentage in 2014 was 91.6%

**Average student attendance rate for each year level:**

Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance
7800	39	586	7214
7800	39	723	7077
Year levels		Average attendance rate for each year level as a percentage in 2014	
Year 11		92.5%	
Year 12		90.8%	

**A description of how non-attendance is managed by the school:**

All student attendance is recorded via our web based program Sentral. This keeps track of all attendance per session. Students absent from sessions have their absence recorded in Sentral as either "explained" or "unexplained". If a student has an unexplained absence this is sent through to the parent/care giver via an sms message. If not confirmed as an explained absence this time is recorded as a detention for the student to make up.

**Year 12 Outcomes:**

Outcomes for our Year 12 cohort 2014	
Number of students awarded a Senior Education Profile	36
Number of students awarded a Queensland Certificate of Individual Achievement	-
Number of students who received an Overall Position (OP)	16
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	12
Number of students awarded one or more Vocational Education and Training (VET) qualifications	18
Number of students awarded a Queensland Certificate of Education at the end of Year 12	35
Number of students awarded an International Baccalaureate Diploma (IBD)	-
Percentage of Year 12 students who received an OP1-15 or an IBD	(11 of 16) 69%
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	97.2%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	83%