



Southport State High
INDEPENDENT PUBLIC SCHOOL

School Council – 18 February 2020
School Education Outcomes



Southport State High
INDEPENDENT PUBLIC SCHOOL

Junior School Outcomes

Junior Secondary Achievement Snapshot

Measure	Year 7				Year 8				Year 9			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
% Attendance	93.2	89.9	88.6	87.5	91.4	90	90.3	88	91.8	90	89.3	87.5
% A/B	55.4	63.4	64.5	64.9	57.2	59.6	64	61.8	60.5	59.6	61.9	63
% A-C	89.1	92.4	90.5	93.1	87.3	89.8	90.9	91.6	91.4	91.2	92.8	93.9
% Effort A/B	83.9	82.3	83.8	83.8	71.1	73.3	75.9	75.4	78.7	78	79.1	77
% Behaviour A/B	88.7	87	89	88.1	80	82.2	81.7	81.9	85.1	83.1	85.7	86



CURRENT DATA

	Writing			Spelling		
	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %
	513.2	15.3	89.8	545.6	30.6	93.3
	548.9	12.5	82.9	582.3	21.0	92.3
	502.0	11.7	86.8	542.0	28.2	93.4
	533.5	9.1	77.6	577.3	17.7	92.5
	516.1	15.1	95.2	553.3	31.1	95.6
	545.3	8.0	86.9	583.9	14.9	96.3

Year 7 (Current 9s)

	Reading	Writing	Numeracy
U2B	25.2	12.6	25.6
NMS	96.8	89.0	97.1

Year 5 (Current 7s)

	Reading	Writing	Numeracy
U2B	36.8	16.9	31.9
NMS	96.3	91.4	96.7

Junior Secondary: Explicit Improvement Agenda

Problem of Practice

- Performance of students at an A achievement standard and Upper 2 Bands in Reading, Writing and Numeracy in Junior Secondary

Theory of Improvement

- Identify students capable of reaching the Upper 2 Bands in Reading, Writing and Numeracy,
- Engage them in supplementary programs,
- Monitor and respond to their progress and provide Academic Mentoring to subsequently improve the consistency and ability for students in LOA data and NAPLAN Performance.

Actions

- Year 7 RTE and Year 9 WRC programs focused on writing support for Term 1.
- Year 8 RTE program focused on Year 8 Maths and numeracy support for Term 1.
- Data wall of U3B students created in Synergy (moving to Data Room)
- Tracking of ACE students who are already in the U2B and ensuring they remain on track through Academic Mentoring with ACE Coordinator. Tracking of U3B students and students already in the U2B and Academic Mentoring with HOD Junior Secondary
- Extra lesson added to Year 7 English to ensure allocation at SSHIPS is inline with Australian Curriculum recommendations.
- Supplemental S4S (Strategies for Success) Writing program to be run by HOD Junior Secondary in Year 7 and 8, who has strong evidence of Relative Gain in previous years with their classes. Year 9 S4S is as follows:

Reading	Tuesday, Week 4, DLC	Cath & Nat
Writing	Wednesday, Week 5, EC1	Jarlath & Candace
Problem Solving	Thursday, Week 6, Room , B6	Holly & James

- Guaranteed and Viable Curriculum review of Year 7-9 English and Maths occurred at the end of 2019 to ensure scope and scale is appropriate and increases outcomes for students. Opportunities for content and skill consolidation evident in both Maths and English plans.





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Senior School Outcomes

Senior School Achievement Snapshot

Measure	Year 10				Year 11				Year 12			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
% Attendance	91.2	90	90.2	90.3	88.7	89.9	89.2	90.4	91.6	90.1	90.2	94.4
% A/B	44.3	46.5	49.1	48	53.5	55.8	52.3	60.4	62.4	64.9	69	68.7
% A-C	82.1	85.7	88.6	89.8	88.8	91.2	92.2	92.2	95.6	97.9	98.7	99.3
% Effort A/B	68.4	73.3	72.6	70.6	70.4	72.8	89.7	74.3	71.1	73.9	76.8	83.8
% Behaviour A/B	82	82	82.9	80.9	85.7	88.9	74.8	88.5	88.9	88.6	88.4	89.7



2019 Yr 12 Cohort

Outcomes Snapshot:

- 100% of graduates achieved either a QCE or QCIA
- 357 Vet Qualifications Issued to Year 12 Students
- 60 Year 12 Students graduated with a Diploma level qualification
- 67 Students graduated having completed a school based apprenticeship or traineeship
- 5 Year 12 students with Guaranteed Entry to Southern Cross University
- 3 Students with early offers from Bond University

OP Predictions

	1-5	1-10	1-15
2019 QLD	22%	51%	81%
2019 SSHIPS	38%	82%	100%



CURRENT DATA

ATAR Predictions Unit 1 & 2:

OP Equiv	ATAR Cutoff	Current %	Targets
1-5	92	14%	30%
1-10	79	50%	75%
1-15	63.1	64%	100%

LOA Trends:

	T1	T2	T3	T4
A	21.2%	16.6%	13.5%	19.6%
A-C	88.8%	91.2%	92.2%	92.2%
N	0.9%	0.8%	0.3%	2.2%

N:

a– Inactive (With SER Engagement hub)

b– QCIA student

c– On Exchange

d– Left (studying Diploma)

e– Transitioned to TAFE

Every Student Succeeding

Ensuring our first Year 12 cohort under the 'New QCE' system are equipped for success in 2020

Problem/s of Practice

- Decrease in students achieving at A level
- Students preparing to sit external examinations – increasing levels of confidence

Theory of Improvement

WHEN we continue to track the impact of our teaching and intervention/monitoring strategies

THEN we maximise the opportunities for our students to succeed and in turn, grow levels of confidence for both students and teachers

Actions

- Engaged HOD RTI, HOD SS, HOD Transition and DP SS in conversations around tracking the effectiveness of intervention and ATAR/FLX programs using formative testing processes
- Trial utilising qualitative pre and post test data from students engaging in ATAR program in T1, 2020 specifically around preparedness and confidence levels for external examinations
- Engagement of Bond University, Academic Support Centre to run exam preparation sessions with students
- Engagement of Lindsay Williams, Consultant, to work with students and teachers regarding extended response questioning and writing skills
- Planning for T2 rollout of pre and post test data loops in all senior school RTI classes to gauge effectiveness prior to reporting cycles.
- Conversations with HODs to understand current formative assessment practices in faculty areas to inform RTE practices in the senior school. English is already working in this space.
- HOD Transition and Principal SS interviewed 24 at risk ATAR students that are currently not on track. Analysed results and strategized for improvement. Some students have enrolled in Diploma as a back up
- Continue to develop strategies around utilisation of mock exam results to inform teaching cycles prior to block exams – possibility of PD provided by QAHS staff on their experiences in this field
- Investigation around drafting processes and delivery of descriptive feedback to students in a timely fashion (learning walk student voice focus)



CURRENT DATA

A-B Effort Results 2019:

		Term 1	Term 2	Term 3	Term 4
Year 9	A-B	73.3%	87.6%	79.1%	76.9%
	C				19.2%
Year 10	A-B	68.4%	73.3%	72.6%	70.6%
	C				22.9%
Year 11	A-B	70.4%	72.8%	89.7%	74.3%
	C				18.4%
Year 12	A-B	71.1%	73.9%	76.8%	83.8%
	C				15.8%
	D-E				0.5%

Targets 2020:

Year 10	Year 11	Year 12
100% A-B	100% A-B	100% A-B
23.1% below target*	29.4% below target*	25.7% below target*

*Comparison based on T4 2019 results

Every Student Succeeding - Effort and Engagement

Through the active promotion of effort and engagement in the classroom and school community, deeper learning will take place and students will be expected to be better able to effectively regulate the possibility of their success.

Problem/s of Practice

- Senior School effort results are below our school target of 100% across all year levels.
- A-B effort results have decreased, while C effort results have increased.
- Effort and engagement processes, tracking and intervention needs development, reviewing and further alignment across year levels required.

Theory of Improvement

To intentionally and collectively improve student 'Effort' and 'Engagement' in the senior school cohorts at Southport State High School through a shared commitment by students, parents, caregivers, school and the community via three targeted research based key pillars: Connection and Support, Incentives and Rewards, Processes and Policy.

Actions

Connection & Support	Incentives & Rewards	Processes & Policy
<p><i>Relational approaches that offer opportunities to families and students to strengthen relationships between students, families and school</i></p> <ul style="list-style-type: none"> • Identify students - Individual student mentoring and case management through year level data wall meetings and SNARC • Senior School Parades – Fortnightly focus on a high expectations • Individual meetings with families and students with 'effort concerns' with DP or DOS. • Social media effort campaigns through the Southport State High School App, Facebook and senior school newsletter that promote the benefits of school engagement or raising awareness of the importance of increased effort • Involving students in developing their own strategies for success regarding what their effort and engagement looks like • Targets lessons that support students to understand what constitutes excellent effort – all faculties, all classes. Clear distinction between effort and behavior • Learning walks – DP and DOS with a focus on engagement and student effort – targeted students 	<p><i>Approaches that provide incentives or rewards for students to engage in their studies while valuing students who achieve improvement and excellence in their effort.</i></p> <ul style="list-style-type: none"> • Celebrating 'Effort' results through a designated category during the Senior Celebration of Success parades • Values certificates for senior students during PLT parades • Prizes for effort improvement – linking in with SSHIPS Business Alliance for prizes. • Introducing an incentive program where students achieving at least A-B Effort results are eligible to enter a draw for vouchers. • Effort campaigns created and rolled out to the school community • Bronze, Silver and Gold Student Achievement Placemat • Continued rollout and targeted students completing the BEAM (Behaviour, Effort and Attendance Matters) student organiser. • Student merit and house points for effort. • Effort recognised by the leadership team at fortnightly senior school parades • TORO 'Effort' postcards • Proactive phone calls by teachers and DOS. 	<p><i>Scan, assess, review, implement and streamline processes at a school level that align with departmental policies.</i></p> <ul style="list-style-type: none"> • Tracking and support – Building Class Dashboard • Data wall tracking – improved tracking of 'Effort' at risk students • Faculty discussions through HOD's with staff around how they define each effort level and does this match the rubric or are amendments required. • Student not being able to attend a school function or sport activity without meeting with Principal or DP and improvement (GIPSA, Formal) • Review and streamline process for tracking and monitoring student Effort • Dean of Students to have a deeper focus on 'Effort' and 'Engagement', monitored and reviewed at LM meetings • Identifying pathway review options for students at risk of not reaching the Achievement Standard for their year level. • Further discussion around satisfactory level. Do we remove it? Is satisfactory good enough?



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