

Southport State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Southport State High School is an Independent Public School specialising in secondary education that is focused on Personalised Learning for all students. Our school has a proud tradition of being a supportive and caring community that delivers outstanding educational training and opportunities for all students.

We offer students the opportunity to accelerate, be challenged and to find a pathway that will ensure success. We develop and foster leadership and personal growth to complement the academic, artistic, technical and sporting opportunities that our school provides. Our engaging curriculum and dedicated staff have created a teaching and learning environment where each student will not only be supported to achieve the highest levels of success of which they are capable, but will also be encouraged to be responsible, thoughtful, honest, respectful and confident.

Our strong business and university links, along with our community partners, provide a unique range of opportunities and pathways that enriches student development with real world experiences and connectedness.

Positive relationships between parents, students and teachers is the foundation of a supported learning environment that builds respect and allows students to be happy, to care about others, to expect greatness of themselves and lead to well-grounded and balanced lives.

The 2015 Annual Report provides detailed information to our wider school community on Southport State High School's educational journey over the previous 12 months and outlines the priorities and strategic directions for the year ahead. It showcases our achievements and reports on student success.

We welcome you to read through our annual report and appreciate what we believe is a dynamic school where every student thrives and excels.

School progress towards its goals in 2015

The 2015-Annual Implementation Plan detailed our school's strategic vision for the year. Our focus was to strengthen and intensify our commitment to the quality teaching and learning process through the refinement of pedagogy, and the enhancement of curriculum development and delivery, to maximise student engagement and achievement.

Goals:

1. Develop Junior Secondary
2. Improve Senior Secondary
3. Support Teaching and Learning (Quality Pedagogy, Curriculum, Instructional Leadership)
4. Maximise the potential of being an Independent Public School

Progress made in implementing these strategies:

- Australian Curriculum - Embedded in English, Maths, Science and History
- Reading - Developed a holistic strategic approach to text interpretation
- Writing - Improved students ability to conceptualise and communicate an argument
- Numeracy - Whole School Numeracy Strategy (FRAMES) embedded in individual faculty action plans that assigns numeracy indicators that are resourced, taught and assessed explicitly across all years
- Senior School Performance - Embedded QCST discreet program in Years 11 and 12 (CSP) that focus on Short Response questions and Multiple Choice
- VET - improved our ASQA compliance, offering and completion rates
- Curriculum Audit - Senior School teaching and learning, and assessment instruments for intellectually challenging tasks are now aligned with CCE's (QCST)
- Critical Literacy - Capacity now built in staff to deliver critical literacy learning experiences
- Pedagogical Framework – Linked to AITSL standards
- IT Footprint - Digital Pedagogy is implicit in teaching and learning
- PBL – A program that has improved effective learning and behaviour management practices and defined core school values through "TORO" initiative
- Differentiation - Implemented consistent quality classroom learning routines and instructional strategies that have improved student achievement including the use of ICP's
- ARP's completed by all teaching staff
- School Council – in full operation
- Southport Learning Precinct – programs enhanced and delivered across the precinct with measurable and transferable outcomes

- School Performance and Improvement - Operational Quality Assurance process to a range of systems and infrastructure across the school
- Market share - Increased student enrolment from 1434 to 1574
- United in the Pursuit of Excellence - Retention, attainment and transition of students at key junctures of schooling
- Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students
- Community –Innovation - Improved teaching spaces to meet the needs of our learner

Future outlook

The 2015 Annual Implementation Plan highlights our strategic direction for the next 12 months. Our core objectives include:

- Innovate
- Cultivate
- Generate

Strategies implemented included:

Promoting 21st century learning by taking the Teaching and Learning beyond the classroom and engaging students in the community, environment and digital world, thereby future-proofing students:

- Develop a process of review that ensures students experience an engaging guaranteed and viable curriculum 7-12 (incorporating development and implementation of Project-2019).
- Implement a strategy that engages every student in an online learning community (i.e. iTunesU/blackboard) both engaging them within their course and beyond classroom walls.
- Increase teacher capacity to utilise Educational Technology Profile (ETP) data sets to self-monitor their learning and inform teaching practice.
- Develop and enact a strategy that sees effective infrastructure that supports learning where 21st Century skill sets are expanded and mastered.
- Develop and lead a process focused on student ownership and education around future pathways 7-12.

Create an expert teaching team that authentically collaborates to improve teaching practices and student outcomes:

- Use of collected data to inform departmental and whole school direction at regular intervals
- Collaborate to build genuine Junior/ Senior Secondary Team with a focus on increased student outcomes.
- Increased access to coaches and profilers to expand a culture of open classrooms and trust that supports teachers as lead learners.
- Modelling signature practices and expectations to encourage and increase collaboration and buy in.
- Embed a 21st Century learner profile that provides a scaffold for regular feedback.

Utilising data to inform practice vocally, visibly and actively, resulting in students and teachers becoming empowered.

- 'Know your students, know their data' ; develop a data plan to ensure all staff are data literate and utilise data to drive specific goal identified outcomes at an individual, classroom, departmental, and whole school level creating a visible culture of accountability.
- **Junior School** – Implement a whole school literacy & numeracy strategy with a focus on reading comprehension (and explicit teaching of vocabulary) and numeracy.
- **Senior School** – Implement a whole school strategy that ensures CCE's are explicitly taught through the context of the curriculum, year 7 -12, across all subjects.

Enhanced student understanding of how 'community' works at a local, national and global level. Build informed global citizens:

- Implement a structure that supports student individual ownership of their data – attendance, academic, effort, behaviour, future pathways.
- Develop and implement a rewards system determined by students and the PBL team based on positive behaviour for learning and the TORO values.
- Development of programs influenced by individual student, whole cohort, and whole school data.
- Implement a process that sees all students at least once per year involved in a community project to donate time, money or promote awareness for a program determined through community collaboration.

A culture where wellbeing data is used to inform practice leading to effective targeted programs being developed and implemented for individuals and groups:

- Cyclic analysis and planning for program delivery to whole cohort, small group, and individuals informed by learning and wellbeing data – Learning and Wellbeing Framework.
- Implement a targeted student and teacher program of education around the process for identification, monitoring, and tracking of applications for Special Provisions.
- Create vertical alignment of pastoral care curriculum 7-12.
- Facilitate a cycle of consultation with all staff, which includes current student and staff wellbeing feedback and opinion trends to shape whole school action, inform professional learning opportunities and influence school community leadership opportunities.

Create parent/business stakeholder teams for education purposes:

- Parents informed and involved yr 7-12 in SETP/Educational Plan process including cyclic review twice yearly.
- Support APDP process to facilitate teachers accessing skills and knowledge outside of education to enhance teaching currency.
- Development of a cycle of stakeholder education programs that informs, engages and seeks stakeholder review.
- Develop and implement a communication strategy to enhance feedback and consultation model and inform practice.
- Upskilling parents in the critical areas of literacy, numeracy, thinking skills and CCEs.

Promote critical thinking and problem solving, whereby students will be equipped to become learners of the future and global citizens:

- Create authentic opportunities for multi age and multi curricula learning experiences.
- The development and use of a cycle of student efficacy that sees feedback inform action.
- Enact whole school practice of student feedback to inform teacher practice.
- Implement an explicit goal setting and reflection process across all subjects 7-12.
- Implement a strategy based 'Project-2019' – Department Specific.
- Identify performance criteria and map link to the curriculum to elicit high yield strategies across faculty for all students.

Investment in community partnerships, thereby student opportunities will be enhanced and expanded:

- Enrichment of student learning practices in partnership with universities, business and the community to achieve measurable outcomes.
- Further access to stakeholders and innovators researching future focussed learning.
- Development of CBL tasks that incorporate and add value to student outcomes and community projects.

Generate a future focussed approach in all we do by providing multiple opportunities for rigour, challenge, innovation and curiosity: a "FEAR-LESS" school:

- Develop a 'strategy map' across 7-12 with a focus on explicitly detailing CCE's and 21st century skillsets.
- Departmental grants to nurture opportunities for rigour, challenge, innovation and curiosity.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1251	615	636	55	91%
2014	1434	696	738	74	92%
2015	1574	769	805	71	93%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Southport State High School is a coeducational school which has a current trend of increasing in size and enrolments. There is a small gender imbalance (see above).

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	24	23
Year 11 – Year 12	19	18	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	274	247	207
Long Suspensions - 6 to 20 days	45	7	29
Exclusions	11	11	15
Cancellations of Enrolment	10	3	5

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our distinctive curriculum offerings

- ACE classes (Academic Excellence for Years 7- 10) and the Spectrum of Learning approach
- Various VET Certificates in Certificates 1, 2 and 3 across the curriculum
- Construction and Manufacturing certificate programs in a purpose-built facility
- A varied and celebrated Arts program, delivered through the Creative Arts Academy of Excellence, that includes exceptional programs in Dance, Film and Television, Drama, Music and Art

- A full range of Academic options in Mathematics and the Sciences
- Marine Science (from our Marine Centre with direct access to water)
- An innovative Health and PE program which includes sports specialisation options in Basketball, Volleyball, Tennis, AFL, Soccer and Touch Football
- Tennis Academy aimed to support elite tennis players in their education
- Integral Learning Support integrated program
- QCST accelerated program for Year 11 and 12 students
- Mighty Minds Partnership for in school QCST development
- Developed Special Education Unit

Extra curricula activities

- Griffith University connections in Science and Engineering
- Excursions to Opera and live theatre, concerts, museums and art galleries
- A full sports program
- An annual Musical, Drama Festival performances, Dance Showcases, Art Expo and Film awards evening
- Opportunities to attend programs with motivational speakers and enjoy interaction with business and community leaders
- Visits to law courts, parliament, business and industry locations
- Marine studies and geography excursions to Heron Island, Stradbroke Island and many coastal locations
- Go 2 Pro support for tennis excellence for students
- Annual Ski Trip to New Zealand

How Information and Communication Technologies are used to improve learning

Southport State High School has an engaging curriculum and dedicated staff that have created a teaching and learning environment where each student has the opportunity to use the latest in technology to improve performance. Improvements and developments in technology have included:

- Junior Secondary Year 7-9 Apple IPAD 1 to 1 program for all students

- Senior Secondary Year 10 - 12 specialised BYOD laptop program established
- A refurbished media and music centre provides access to the latest production and editing technology
- Extensive use of graphics calculators and the introduction of new software and web based support programs (Mathletics) in Mathematics and Science has seen improvements in student results
- The introduction of "Success Maker" for the ongoing support and improvement of Literacy and Numeracy
- The introduction of an online assessment calendar that can be accessed via the school's website has provided vital support and communication for parents and students
- Student computer ratio is 1:1 for Years 7-12
- The updating of a new school website which is vital in the communication partnership with parents.

Social Climate

Our school places a huge emphasis on employing expert staff and programs to support the continued development of each student. We also provide extensive structures and processes to contribute to their welfare. Upon enrolment students are introduced to a variety of support networks that are designed to contribute to a positive introduction to Southport State High School.

A strong emphasis is placed on building positive relationships between parents, students and teachers to provide the foundation of a supported learning environment that builds respect and allows students to be happy, to care about others, to expect greatness of themselves and lead to well-grounded and balanced lives.

At Southport State High School each student has a Pastoral Care teacher who provides ongoing support, care and guidance. Working closely with each teacher is the Dean of Students and an extensive Support Services Team whose role is to provide extra support for both teachers and students. Curriculum Heads of Department along with Deputy Principals and the Principal compliment the outstanding support networks for our school community.

Included in our student welfare program is a focused and detailed whole school Health and Wellbeing program that focuses on various issues and topics aimed at improving the development of all students.

A strong and united Support Services Team ensures a strong focus and commitment to student welfare and wellbeing. Our team consists of:

- Guidance Officers
- Deans of students
- School Based Police Officer
- School Nurse
- Indigenous support worker
- Chaplain

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree* that:			
their child is getting a good education at school (S2016)	100%	100%	94%
this is a good school (S2035)	100%	98%	94%
their child likes being at this school (S2001)	97%	97%	97%
their child feels safe at this school (S2002)	100%	100%	96%
their child's learning needs are being met at this school (S2003)	100%	95%	93%
their child is making good progress at this school (S2004)	100%	98%	93%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	95%	92%
teachers at this school motivate their child to learn (S2007)	100%	98%	93%
teachers at this school treat students fairly (S2008)	100%	95%	92%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	95%
this school works with them to support their child's learning (S2010)	100%	95%	92%
this school takes parents' opinions seriously (S2011)	100%	93%	89%
student behaviour is well managed at this school (S2012)	100%	94%	93%
this school looks for ways to improve (S2013)	100%	100%	95%
this school is well maintained (S2014)	100%	97%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	92%	96%
they like being at their school (S2036)	93%	94%	93%
they feel safe at their school (S2037)	89%	92%	94%
their teachers motivate them to learn (S2038)	96%	97%	89%
their teachers expect them to do their best (S2039)	95%	97%	95%
their teachers provide them with useful feedback about their school work (S2040)	92%	88%	89%
teachers treat students fairly at their school (S2041)	87%	80%	82%
they can talk to their teachers about their concerns (S2042)	86%	80%	78%
their school takes students' opinions seriously (S2043)	85%	80%	76%
student behaviour is well managed at their school (S2044)	87%	78%	83%
their school looks for ways to improve (S2045)	96%	94%	93%
their school is well maintained (S2046)	93%	91%	90%
their school gives them opportunities to do interesting things (S2047)	93%	89%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	96%	98%
they feel that their school is a safe place in which to work (S2070)	96%	100%	96%
they receive useful feedback about their work at their school (S2071)	81%	82%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	88%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	99%
students are treated fairly at their school (S2073)	99%	99%	99%
student behaviour is well managed at their school (S2074)	96%	99%	98%
staff are well supported at their school (S2075)	83%	88%	84%
their school takes staff opinions seriously (S2076)	83%	82%	76%
their school looks for ways to improve (S2077)	93%	99%	95%
their school is well maintained (S2078)	93%	96%	87%
their school gives them opportunities to do interesting things (S2079)	83%	90%	92%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Positive relationships between parents, students and teachers is the foundation of a supported learning environment. We encourage parent participation, communication and support to improve student outcomes and performance through;

- Phone or E-mail including text messaging student absenteeism daily
- Formal individualised reporting 4 times per year
- Formal letter system that informs parents about performance, behavior and effort
- Meetings of the Parents and Citizen's Association which are held on the first Wednesday of every month (these are short, informal, not focused on fund raising and volunteering)
- Regular discussion nights, forums and information sessions throughout the year
- Parent teacher conferences which are held twice each year, including requests at other times for personal conferences with teachers when needed
- Support Services conferences
- Deans of Students, Heads of Department , Deputy Principal and Director conferences
- On-line newsletter which is published every fortnight
- Celebratory events such as awards, performances and leadership ceremonies, which are held each year
- Fully informative and up to date Website designed to improve communication to all wider school community members

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has worked hard to reduce its environmental and carbon footprint in the last 12 months. With the addition of new and improved technology the challenge has been to minimise the impact on the environment.

The following initiatives outline how we at Southport State High School High have researched, recognised and supported improving our environmental footprint:

- Solar panelling in our new Discovery Science Centre and Information Design and Technology
- New energy efficient light globes have been installed in all new classrooms
- Water tanks are fully operational in the Discovery Science Centre and on the farm minimising the impact of water consumption of the region
- Recycling of all suitable waste products
- Minimising the use of printing on paper (paperless where possible)
- Planting plants and trees in our scheduled grounds improvement program

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	444,294	11,041
2013-2014	577,156	9,048
2014-2015	613,064	8,742

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

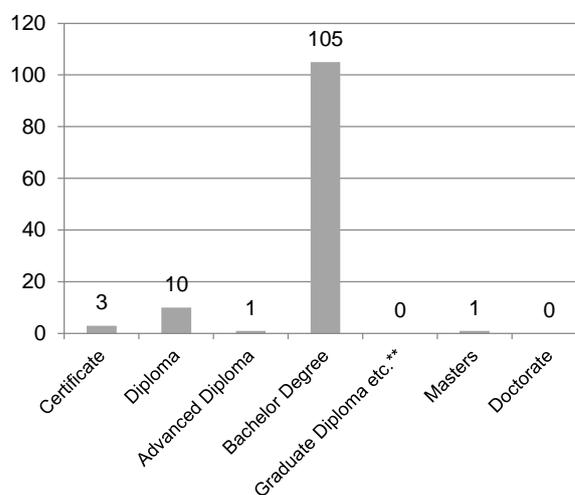
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	120	52	<5
Full-time equivalents	114	40	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	10
Advanced Diploma	1
Bachelor Degree	105
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	120



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$170,066.00.

The major professional development initiatives are as follows:

- Literacy and Numeracy/ National Curriculum
- VET in-service
- Differentiation, C2C
- Apple/IPAD inservice
- Data Development
- Inclusive Education
- Behaviour Support
- QSA program development
- Technology Training
- ICT Development
- Reading Framework
- One School in-service
- TT training
- Curriculum development
- WPH&S
- Union Training
- Child safety/Student Protection
- Code of Conduct

- Professional Standards for Teachers
- Developing Performance Framework
- APR

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93.9% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	84%	84%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

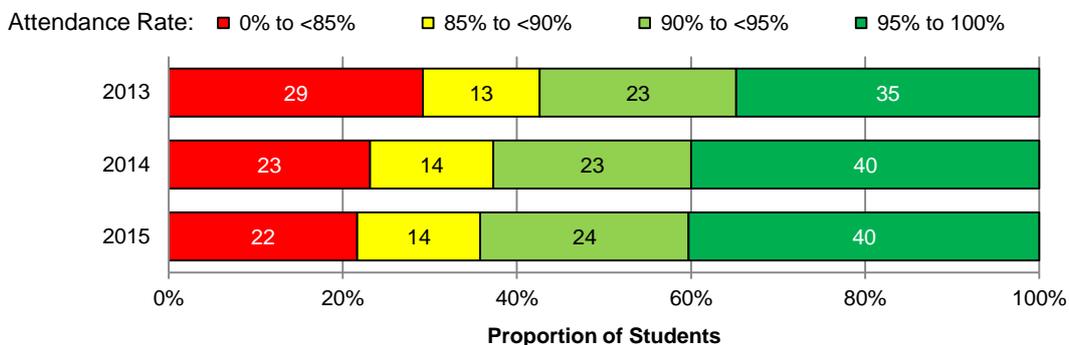
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013								91%	90%	88%	84%	89%	87%
2014								92%	91%	88%	89%	87%	90%
2015								92%	91%	88%	86%	92%	89%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Southport State High School attendance of students is of paramount importance. The school has strict policies and procedures in supporting students who are absent from school. The following outlines steps that are taken to minimise student absenteeism;

- Student attendance is recorded each morning through a roll marking processes by Period 1 Teachers
- Parents are required to inform the school of any absence for the day
- A text message is then sent to parents of all students who are absent from Period 1 and have not informed the school
- Students are required to provide a note on return from absence if parents have not informed the office
- Teachers mark rolls for each lesson and report all absent students to the Attendance Officer.
- Teachers will communicate to parents any continued absence by students
- Heads of Department and Deans of Students will communicate with parents for continued or unauthorised absences

Deputy Principals/Directors will communicate with parents for severe cases of absenteeism.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The closing the Gap initiative is designed to improve the attendance, attainment and retention of our indigenous student population. Due to new targeted support structures, programs and personal we have seen a significant improvement in the ongoing support of our indigenous students at Southport State High School.

Our retention and attainment of our indigenous students has dramatically increased since 2008. In 2015 we not only retained all our indigenous students but also increased our enrolment.

These improvements have also been reflected in the attendance of our indigenous students which has also significantly improved with 85.4% of indigenous student attendance being greater than 87.9%.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	75%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	89%	64%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	125	162	177
Number of students awarded a Queensland Certificate of Individual Achievement.	12	3	5
Number of students receiving an Overall Position (OP)	46	72	57
Percentage of Indigenous students receiving an Overall Position (OP)	0%	38%	11%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	42	64	83
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	101	122	139

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students awarded an Australian Qualification Framework Certificate II or above.	86	89	126
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	112	157	171
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	78%	75%	88%
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.	96%	100%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	100%	100%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	8	11	17	10	0
2014	12	25	17	18	0
2015	10	14	26	7	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	70	77	40
2014	68	60	50
2015	68	94	66

As at 16 February 2016. The above values exclude VISA students.

Our school provides a small number of Certificate One courses. These are offered at the school level and are the building blocks for more rigorous training after Year 12 studies. These courses are not offered higher than certificate one due to the high cost of infrastructure needed for higher levels of certification to be awarded.

These include:

- Certificate One in Building and Construction
- Certificate One in Engineering
- Certificate One in Furnishings

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

We have a management plan around all students who leave Southport State High School before the completion of Year 12 studies. On exit all students complete a clearance form which provides vital information including the reasons why students may be exiting early and their proposed destination.

Students in the Senior School who exit early are usually ready for the workforce or have been supported by the school in locating targeted training for a specific trade, job, traineeship or apprenticeship.

Students in our middle school who exit early are usually leaving due to family reasons and a large percentage of these students are relocating to interstate destinations.

