Southport State High School is a centre for secondary education that is focused on Personal Excellence 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 2010 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 can thrive and excel.

Steve McLuckie
Principal
The 2010 Operational Plan highlighted the school’s vision. The following list outlines the progress made towards these targets:

- Completion of the $1.3 million Tennis Centre
- Completion of the BER funded Science Centre
- 33 Data Projectors installed in classrooms that can be used remotely
- The school computer network is now wireless and can be accessed anywhere in the school grounds
- Restructure and renovation of the Student Support Services Model
- The introduction of 2 Coaches to support teachers in their development of teaching Literacy and Numeracy
- The introduction of two new positions in the Support Services Model – Dean of Students
- 12 Laptop trolleys were introduced across various curriculum areas.
- Information Technology Plan designed for implementation in 2010/2011.
- Successful implementation of the Quality Assurance Learning Design Model.
- Successful Curriculum restructure and reform in place – Improvement in Literacy and Numeracy
- Outstanding Senior School and NAPLAN Results in 2010
- Successful implementation of a new budgeting process across the school to maximise resources and whole-school improvement.
- Improvement and development of the schools resources and facilities in a wide variety of faculty areas
- Implementation of the Developing Performance Framework for all staff members
Future outlook

The 2010 Operational Plan highlights our strategic direction over the next 12 months. Our core objectives to continuously improve student outcomes include:

- Continued improvement in literacy performance of all students through the development, and implementation, of an updated new whole-school literacy strategy.

- Introduce “The Year of Understanding Numeracy” with a focus on improving numeracy outcomes for all students; develop teachers’ professional knowledge and capacity; building and strengthening parental capability and confidence to support students’ numeracy development

- Continued improvement in numeracy performance of all students through the development, and completion, of a new whole-school numeracy strategy.

- Implement data from diagnostic testing to ensure Differentiation is an integral part of the planning process and classroom practices to maximise outcomes for all students.

- Develop and enhance the teacher coaching model with the focus on Differentiation.

- Efficient, effective and defensible use of data to inform planning and target setting by all staff members.

- Develop and enhance the literacy coaching model across year levels and KLAs; include a sustainability strategy to ensure longevity.

- Refine the “Southport Five Star Success Model” for all senior school students

- Increase Tertiary and Industry Partnerships for improved senior school pathways (traineeships, apprenticeships)

- Improve eligibility and completion of QCE and implement tracking strategies for monitoring progressive student QCE and OP/Rank eligibility.

- Further embedding of Closing the Gap initiatives across the curriculum with a closer attention to monitoring for student success

- Refine the SETP process and subject selection for senior school students
Our school at a glance

School Profile

Coeducational

Year levels offered: Year 8 - 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>925</td>
<td>471</td>
<td>454</td>
<td>82%</td>
</tr>
</tbody>
</table>

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).

Class sizes – Proportion of school classes achieving class size targets in 2010. We have a very good ratio of teacher to students.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On or under target</td>
<td>Under Target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>21</td>
<td>93%</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>14</td>
<td>97%</td>
</tr>
<tr>
<td>All Classes</td>
<td>18</td>
<td>95%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>275</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>20</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>4</td>
</tr>
</tbody>
</table>

Curriculum offerings

2010 School Annual Report
Our distinctive curriculum offerings include

- PACE classes (Academic Excellence for Years 8-10) and the Spectrum of Learning approach
- Various VET Certificates in Certificates 1, 2 and 3 across the curriculum
- Automotive and Manufacturing certificate programs in a purpose-built facility
- A varied and celebrated Arts program, delivered through the Southport Academy of Performing Arts, that includes exceptional programs in Dance, Film and Television, Drama, Music and Art
- A full range of Academic options in Mathematics and the Sciences
- Agriculture (we have a school farm) and 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 and Touch Football
- The *Trix Circus school* which introduces every year 8 student to Circus performance
- Tennis Academy aimed to support elite tennis players in their education
- Fully operational Robotics Centre
- Integral Learning Support integrated program
- QCST accelerated program for Year 11 and 12 students
- Mighty Minds Partnership for in school QCST development
- ICON Training for the development of Hospitality workers including identification and training of Chefs
- Developed Special Education Unit
Extra curricula activities

Extra curricula activities include:

- 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;
- The Duke of Edinburgh award scheme;
- We are the home of the "Trix Circus School" and an "Acceleration Australia" fitness centre;
- Pure Tennis Academy supports tennis excellence for students
- ICON Training supports students in the Hospitality Field
- Agriculture (show) competitions and small animal expos;
- Participation in SCISCO mentoring program.
- Annual Ski Trip to New Zealand
- Mighty Minds partnership for QCST

How Information and Communication Technologies are used to assist 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:

- Introduction of electronic white-boards and access to data projection technology in all classrooms
- Student access to specialised computer laboratories to improve literacy and numeracy has been established as well as Innovative research options promoted through our Learning Centre
- The school has developed and updated the Robotics lab and has purchased numerous laptops and laptop trolley’s designed for a flexible and innovative curriculum
- 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 has been improved

• The introduction 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 a Year Level Coordinator, 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 70 minute timetabled lesson each week 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 Officer
- Middle School and Senior School Dean of students
- 5 Year Level Coordinators
- School Nurse
- Indigenous support worker and Pan Pacific student counsellor;
- Director of Placements who oversees all enrolments and ensures appropriate placements across the spectrum of learning
- Chaplain

With school staff, and a number of outside agencies, the support services team deliver a wide range of programs that include:

- Individual and group counselling
- Case management of students encountering difficulty
- Peer and Adult mentor programs
- “Walk in My Shoes” bullying program
- Program “Achieve” for all year 8 and 9 students
- Leadership opportunities in every year level
- Group intervention programs such as anger Management (BAM) and a girls development group for at-risk student
- Various lunchtime activities and clubs
- Extensive cyber safety and awareness support
- QCST support

Parent, student and teacher satisfaction with the school

Satisfaction of the wider school community provides important information for the continued development and refinement of all school policies and procedures. An extensive review of all policy and procedures was undertaken throughout 2010.

A school improvement agenda was set and the performance measures of both staff and parents reflect their support of the implementation of updated and innovative programs, policy and procedures. School academic results also replicate the high staff and parent satisfaction within the school.
### Performance measure

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>94%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>65%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>94%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>58%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>82%</td>
</tr>
</tbody>
</table>

### Involving parents in their child’s education.

Positive relationships between parents, students and teachers are 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
- 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, Year Level Coordinators, Heads of Department, Deputy Principal and Principal conferences
- On-line newsletter which is published every fortnight.
- Celebratory events such as awards, performances and leadership ceremonies, which are held each year
- New fully informative and up to date Website designed to improve communication all wider school community members
Reducing the school’s environmental footprint

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

Installation of solar panelling in our new Discovery Science Centre.

New energy efficient light globes have been installed in all classrooms.

Water tanks have been installed and are fully operational in the Discovery Science Centre and on the farm minimising the impact of water consumption for the region.

Recycling of all suitable waste products

Minimising the use of printing on paper (paperless where possible)

Planting of over 200 plants and trees in our scheduled grounds improvement program

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity kWhr</th>
<th>Water kL</th>
<th>Gas MJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$124,816</td>
<td>$84,117</td>
<td>$0</td>
<td>$8,993</td>
<td>$27,992</td>
<td>$2,701</td>
<td>$1,413</td>
<td>394,915</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$100,614</td>
<td>$68,656</td>
<td>$0</td>
<td>$0</td>
<td>$22,698</td>
<td>$1,519</td>
<td>$7,741</td>
<td>16,843</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>24%</td>
<td>23%</td>
<td>N/A</td>
<td>N/A</td>
<td>22%</td>
<td>78%</td>
<td>-82%</td>
<td>2245%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>83</td>
<td>32</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>76</td>
<td>26</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>53</td>
</tr>
<tr>
<td>Diploma</td>
<td>25</td>
</tr>
<tr>
<td>Certificate</td>
<td>3</td>
</tr>
</tbody>
</table>

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $43 000.

The major professional development initiatives are as follows:
The involvement of the teaching staff in professional development activities during 2010 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proportion of staff retained from the previous school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the end of the previous school year, 99% of staff were retained by the school for the entire 2010 school year.</td>
</tr>
</tbody>
</table>
**Key student outcomes**

**Attendance**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>91%</td>
<td>88%</td>
<td>87%</td>
<td>87%</td>
<td>87%</td>
<td>87%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The average attendance rate for the whole school as a percentage in 2010 was 88%.

Student attendance for each year level

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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 on 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 Pastoral Care 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 Pastoral Care 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/Year Level Coordinators and Deans of Students will communicate with parents for continued or unauthorised absences

Deputy Principals/Principal will communicate with parents for severe cases of absenteeism.
Achievement – Years 3, 5, 7, and 9

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 MySchool website at http://www.myschool.edu.au/

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

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 2010 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 77% of indigenous student attendance being greater than 80%.

Attainment and Achievement – Year 12

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohort of 2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>104</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).</td>
<td>6</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>25</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</td>
<td>20</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training (VET) qualifications.</td>
<td>88</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>57</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</td>
<td>80</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>88%</td>
</tr>
<tr>
<td>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.</td>
<td>95%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>85%</td>
</tr>
</tbody>
</table>
Performance of our students

Overall Position Bands (OP)
Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>6</td>
<td>10</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>59</td>
<td>54</td>
<td>6</td>
</tr>
</tbody>
</table>

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 Creative Industries
- 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 2010 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information
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.