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## Principal's foreword

### Introduction

Southport State High School is a centre for 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 2011 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**



## School progress towards its goals in 2011

The 2011 Operational 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.

2011 School Improvement Agenda was to:

1. Improve student outcomes in Numeracy
2. Improve student outcomes in Reading
3. Improve student outcomes in Year 12
4. Close the gap for Indigenous students

Progress made towards improving these agendas include;

- Successful Introduction of "The Year of Understanding Numeracy" with improved numeracy outcomes for all students
  - Implemented a diagnostic map for Junior Secondary ensuring Differentiation of classroom practices
  - Developed a coaching model for teachers that have resulted in best practice being shared and implemented in classroom practices.
  - Introduced an Accelerated Maths and English program for Year 8 & 9 (ACE) program.
  - Two staff trained in First Steps in Mathematics Facilitator Course.
  - Developed a variety of technology resources to support pedagogy and programs
  - Efficient, effective and defensible use of data to inform planning and target setting.
  - Explicit numeracy strategies embedded in work programs and lesson plans across all curriculum areas.
  - 100% of Junior Secondary teachers trained in Tactical Teaching – Reading.
  - Created a middle school reading data profile applying multiple measures of data – Process, Demographic
  - Applied reading data from diagnostic testing to ensure that Differentiation in reading pedagogy is part of planning and assessment
  - Purchased high interest texts at a variety of reading age levels- hard and digital form
- Increased Tertiary and Industry Partnerships improving senior school pathways (traineeships, apprenticeships)
  - Refined the SETP process and subject selection for senior school
  - Introduce the senior school support team for the monitoring of student performance and achievement
  - Further embedded Closing the Gap initiatives across the curriculum with a closer attention to monitoring students
  - Employed Indigenous teacher aide for 2.5 days per week to focus on student improvement
  - Prepared for student 1:1 Laptop program
  - Introduction of 600 new school laptop computers
  - 20 teachers successfully trained for their Digital Pedagogical Licence
  - Implementation of a new Support Services model to ensure the social, emotional and well-being of students are developed.
  - Introduced a G&T coordinator developing a formal gifted and talented program that includes recognised identification processes and further use of acceleration, telescoping and curriculum compaction.
  - Budget template to support targeted use of school resources – effective, flexible and creative uses of learning spaces.
  - Developed Professional Learning Plans for all teaching staff by introducing the Professional Development Framework to support teachers in improving outcomes for students in line with the explicit improvement agenda.
  - Raise the profile of our whole school improvement agenda through Whole school focus groups shared and owned by all staff.
  - Introduce SWPBM to improve Behaviour Management practices.
  - Further strengthened our Primary school relationships.
  - Introduced the Homework Centre to support student achievement.

## Future outlook

The 2012 Annual Implementation Plan highlights our strategic direction for the next 12 months. Our core objectives include:

1. Improve student outcomes in Numeracy
2. Improve student outcomes in Language Features
3. Improve Senior School Performance
4. Support Teaching and Learning (Quality Pedagogy, Curriculum, Instructional Leadership)
5. Close the Gap for Indigenous students - Moving Together Project

Strategies being implemented include:

- Students being taught to identify various ways to solve every day numeracy problems in all subject areas.
- Whole School Numeracy Strategy (2012) includes an individual faculty action plan that assigns numeracy indicators that will be resourced, taught and assessed explicitly across all year levels
- Students in Years 10, 11 and 12 will be given; knowledge and competence in understanding essential numerical ways of working necessary for senior school performance in Maths
- Students will be taught a range of strategies to use language conventions to enhance learning and communication.
- Students can identify; spelling error and correction appropriate structure and punctuation within a complex sentence
- Explicit whole school instruction in functional grammar.
- Explicit instruction on how to provide feedback around students writing relating to improvement of sentence and paragraph structure.
- Whole School Literacy Strategy (2012) includes an individual faculty action plan that assigns explicit literacy skills to be resourced, taught and assessed explicitly across all year levels.

- Audit Senior School teaching and learning, and assessment instruments for intellectually challenging tasks aligned with QCE's (QCST)
- Review and restructure QCST discreet program in Years 11 and 12 (CCC) to focus on Short Response questions and answering techniques
- Provide improved pathways and diverse learning experiences to engage senior students to increase and improve pathways
- Introduce personalised tracking and monitoring for all senior students by the Senior School Performance Team Implement consistent quality classroom learning routines and instructional strategies to improve student achievement
- Utilise multiple forms of student level data to drive increases in student achievement and implement student interventions
- Orientation Year to implement C2C in English, Maths and Science 8-10
- Leadership Team implementing Instructional Leadership Action Research
- Further embedding Closing the Gap initiatives across the curriculum with a closer attention to monitoring student performance
- Introducing the EATSIPS agenda to the whole school community.
- Improve attendance and retention of Indigenous Students
- Development of the 'Flying Start' program for the introduction of Year 7 students in 2013
- Continued development of the "Southport Score" for a detailed analysis of all school data with a focus on collecting, analysing and utilising data from all levels of system delivery.
- Consolidate and expand the E-Learning agenda to increase DPL density to improve school-wide digital pedagogies.
- Consolidation of OneSchool as the operational environment for school data, plans and financial operations.
- Budget analysis to support targeted use of school resources – effective, flexible and creative uses of learning spaces.
- Professional Development Framework to support teachers in improving outcomes for students in line with the explicit improvement agenda.
- Targeted PD based on the five key priorities will enhance PDF for teachers.
- Develop SWPBM to improve effective learning and behaviour management practices..
- Build capacity and culture to support student achievement through the Homework Centre

## School Profile

Coeducational or single sex: **Coeducational**  
 Year levels offered: **Year 8 - Year 12**  
 Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
954	485	469	87%

## 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 2011

Phase	Average Class Size
Prep – Year 3	
Year 4 – Year 10	23.3
Year 11 – Year 12	17.3
All Classes	20.8

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	253
Long Suspensions - 6 to 20 days	37
Exclusions	9
Cancellations of Enrolment	4

## Curriculum offerings

## Our distinctive curriculum offerings

- 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

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### 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;
- 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

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### 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 to 1:1 for Years 9-12
- The introduction of a new school website which is vital in the communication partnership with parents

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### 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 counseling
- Case management of students encountering difficulty
- Peer and Adult mentor programs

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- 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	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%
Percentage of students satisfied that they are getting a good education at school	74%
Percentage of parents/caregivers satisfied with their child's school	87%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	49%
Percentage of staff members satisfied with morale in the school	80%

DW – Data withheld

### 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
- 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
- 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

- Installation of solar panelling in our new Discovery Science Centre and Information Design and Technology.
- 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

Environmental footprint indicators, 2010-2011

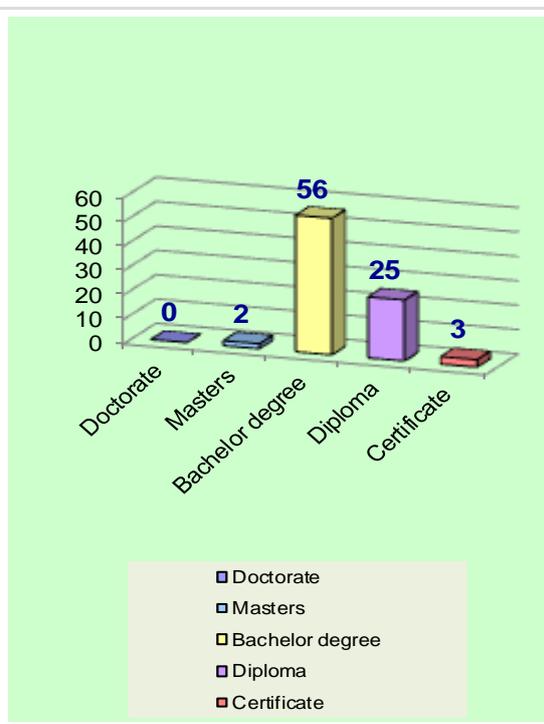
	Electricity KwH	Water KL
2011	15,059	8,934
2010	394,915	0
% change 10 - 11	-96%	N/A

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	86	35	<5
Full-time equivalents	79	27	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	56
Diploma	25
Certificate	3



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

The total funds expended on teacher professional development in 2011 was \$61 000.

The major professional development initiatives are as follows: The major professional development initiatives are as follows:

- Literacy and Numeracy/ National Curriculum
- VET in-service
- Differentiation, C2C
- Reading Riot
- Data Development
- Inclusive Education
- Behaviour Support
- QSA program development
- Technology Training
- ICT Development
- Pedagogical Licences
- 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

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

#### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

#### Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2011 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

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

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 web page.

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

Key student outcomes

Student attendance - 2011

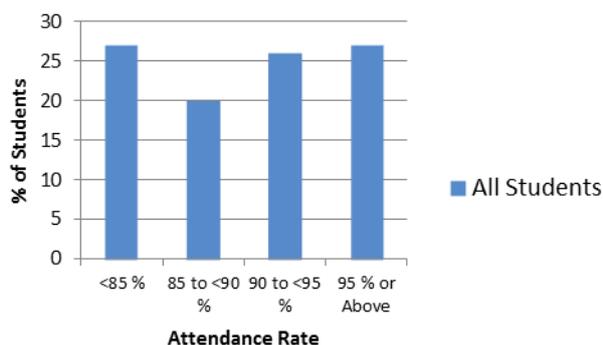
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 88%.  
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							90%	89%	86%	87%	90%

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 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 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 Roll Mark 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

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.

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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 2011 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

## Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 85%

## Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	131
Number of students awarded a Queensland Certificate Individual Achievement.	3
Number of students receiving an Overall Position (OP).	41
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	32
Number of students awarded one or more Vocational Educational Training qualifications.	109
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	92
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	116
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	54%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	91%

## Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
4	8	10	18	1

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
72	88	15

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 2011 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

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.