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 2012 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 2012

The 2012 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.

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

Progress made towards improving these agendas include:

- Students were taught to identify various ways to solve every day numeracy problems in all subject areas.
- Whole School Numeracy Strategy developed including an individual faculty action plan that assigns numeracy indicators that have been resourced, taught and assessed explicitly across all year levels.
- Students in Years 10, 11 and 12 were given; knowledge and competence in understanding essential numerical ways of working necessary for senior school performance in Maths.
- Students have explicitly 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 developed, designed and implemented.
- Explicit instruction on how to provide feedback developed around students writing relating to improvement of sentence and paragraph structure.
- Whole School Literacy Strategy implemented including an individual faculty action plan that assigns explicit literacy skills to be resourced, taught and assessed explicitly across all year levels.
- Audited Senior School teaching and learning, and assessment instruments for intellectually challenging tasks aligned with CCE’s (QCST)
- Reviewed and restructured QCST discreet program in Years 11 and 12 (CCC) that focused on Short Response questions and answering techniques.
- Provided improved pathways and diverse learning experiences that engaged senior students.
- Introduced personalised tracking and monitoring for all senior students by the Senior School Performance Team.
- Implemented consistent quality classroom learning routines and instructional strategies that improved student achievement.
- Utilise multiple forms of student level data that increased student achievement and implemented student interventions.
- Implemented C2C in English, Maths and Science 8-10.
- Leadership Team implemented Instructional Leadership Action Research.
- Embedded Closing the Gap initiatives across the curriculum.
- Introduced the EATSIIPS agenda to the whole school community.
- Improved attendance and retention of Indigenous Students.
- Developed the ‘Flying Start’ program with the introduction of Year 7 students.
- Development 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.
- Expanded the E-Learning agenda.
- OneSchool is 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.
- Developed SWPBM to improve effective learning and behaviour management practices.
- Built capacity and culture to support student achievement through the Homework Centre 2012 School Improvement Agenda was to:

Future outlook

The 2013 Annual Implementation Plan highlights our strategic direction for the next 12 months. Our core objectives include:

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

Strategies being implemented include:

- Australian Curriculum Implementation of English, Maths, Science and History
• Flying Start - Successful Implementation of Year 7 Pilot
• Reading - Develop a holistic strategic approach to text interpretation
• Writing - Improve students ability to conceptualise and communicate an argument
• Curriculum Enhancement - Faculty-based enrichment plan
• Numeracy - Whole School Numeracy Strategy (2013) includes an individual faculty action plan. that assigns numeracy indicators that will be resourced, taught and assessed explicitly across all year levels
• International Baccalaurette - Meet candidacy requirements
• Senior School Performance - Enhance QCST discreet program in Years 11 and 12 (CSP) to focus on Short Response questions Multiple Choice
• Student Pathways - Further enhance Tertiary Learning partnerships
• VET - To improve our ASQA compliance, offering and completion rates
• Curriculum Audit - Senior School teaching and learning, and assessment instruments for intellectually challenging tasks aligned with CCE’s (QCST)
• Critical Literacy - Build capacity in staff to deliver critical literacy learning experiences
• Pedagogical Framework - Leadership Team implementing Instructional Leadership Action Research Model
• IT Footprint - Shift school culture so that Digital Pedagogy is implicit in teaching and learning
• PBL - Continue to develop PBL to improve effective learning and behaviour management practices
• Differentiation - Implement consistent quality classroom learning routines and instructional strategies to improve student achievement
• DPF - Four Phase Cycle completed with all teaching and non-teaching staff
• D Schooling - Established D-Schooling approach to student learning in Junior Secondary
• School Council - Create an IPS school council
• Southport Learning Precinct - Established precinct with measurable and transferable outcomes
• Learning 3.0 - Further involvement with project 600
• School Performance and Improvement - Adaptation of Quality Assurance process to a range of systems and infrastructure across the school
• Market share - Continually increase student enrolment
• 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 - Adult learners members of our school community
• Innovation - Revolutionise teaching spaces to meet the needs of our learners
• Learning Café Project
**Our school at a glance**

**School Profile**

Coeducational or single sex: Coeducational  
Year levels offered in 2012: Year 8 - Year 12  
Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>925</td>
<td>471</td>
<td>454</td>
<td>88%</td>
</tr>
<tr>
<td>2011</td>
<td>954</td>
<td>485</td>
<td>469</td>
<td>87%</td>
</tr>
<tr>
<td>2012</td>
<td>991</td>
<td>485</td>
<td>506</td>
<td>85%</td>
</tr>
</tbody>
</table>

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

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**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>21</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>14</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA.

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<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

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
- Construction 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

- 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
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:

- Junior Secondary Year 7-9 Apple IPAD Program for all students
- Senior Secondary Year 10 - 12 specialised take home laptop program established
- 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

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 Officer
- Middle School and Senior School Dean of students
- School Based Police Officer
- School Nurse
- Indigenous support worker
- 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
Our school at a glance

Parent, student and staff 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.

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers who agree that:</td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>100.0%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>97.1%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>100.0%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>97.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students who agree that:</td>
<td></td>
</tr>
<tr>
<td>they are getting a good education at school</td>
<td>89.9%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>84.8%</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>Perception</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>they feel safe at their school*</td>
<td>87.9%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>83.0%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>94.9%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>90.9%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>76.8%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>83.0%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>75.8%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>77.0%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>94.9%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>87.8%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>85.0%</td>
</tr>
</tbody>
</table>

Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>79.8%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>94.0%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

\# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

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, Year Level Coordinators, Heads of Department , Deputy Principal and Principal conferences
- On-line newsletter which is published every fortnight.
Our school at a glance

- 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

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>394,915</td>
<td>0</td>
</tr>
<tr>
<td>2010-2011</td>
<td>15,059</td>
<td>8,934</td>
</tr>
<tr>
<td>2011-2012</td>
<td>180,794</td>
<td>5,602</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>86</td>
<td>38</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>79.3</td>
<td>31</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

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                     | 26                                                            |
Certificate                 | 2                                                             |

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $72 000

The major professional development initiatives are as follows:

- Literacy and Numeracy/ National Curriculum
- VET in-service
- Differentiation, C2C
- Reading Riot
- Data Development
Our staff profile

- 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 2012 was 100%.

### Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.3%</td>
<td>96%</td>
<td>96.9%</td>
</tr>
</tbody>
</table>

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

From the end of the previous school year, 98.5% of staff was retained by the school for the entire 2012 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/](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.

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.
Performance of our students

Key student outcomes

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.

<table>
<thead>
<tr>
<th>Student attendance rate for each year level (shown as a percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>2011</td>
</tr>
<tr>
<td>2012</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance: 0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>15</td>
<td>24</td>
<td>34</td>
</tr>
<tr>
<td>27</td>
<td>19</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>27</td>
<td>15</td>
<td>25</td>
<td>29</td>
</tr>
</tbody>
</table>

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
Performance of our students

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](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.

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.
Performance of our students

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%.

<table>
<thead>
<tr>
<th>Apparent retention rates Year 10 to Year 12</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 student enrolment as a percentage of the Year 10 student cohort.</td>
<td>72%</td>
<td>71%</td>
<td>77%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohorts</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>104</td>
<td>131</td>
<td>133</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>6</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>25</td>
<td>41</td>
<td>32</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</td>
<td>20</td>
<td>32</td>
<td>46</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).</td>
<td>88</td>
<td>109</td>
<td>117</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework Certificate II or above.</td>
<td>57</td>
<td>92</td>
<td>101</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</td>
<td>80</td>
<td>116</td>
<td>126</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>88%</td>
<td>54%</td>
<td>78%</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>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>85%</td>
<td>91%</td>
<td>96%</td>
</tr>
</tbody>
</table>
Performance of our students

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

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

<table>
<thead>
<tr>
<th></th>
<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>2010</td>
<td>6</td>
<td>6</td>
<td>10</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2011</td>
<td>4</td>
<td>8</td>
<td>10</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>2012</td>
<td>3</td>
<td>15</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

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

<table>
<thead>
<tr>
<th></th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>59</td>
<td>54</td>
<td>6</td>
</tr>
<tr>
<td>2011</td>
<td>72</td>
<td>88</td>
<td>15</td>
</tr>
<tr>
<td>2012</td>
<td>71</td>
<td>96</td>
<td>25</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 2012 Year 12 cohort's 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
Performance of our students

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.