Southport State High School

Our School

Southport State High School is an Independent Public School specialising in secondary education that is focused on personalised learning for all students. For over 100 years 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 supportive learning environment that builds respect and allows students to be happy, to care about others, to expect greatness of themselves and lead well-grounded and balanced lives.

Teaching and Learning Philosophy

Empowering teachers by working collaboratively to develop global citizens

Teaching and learning is our top priority. At Southport State High School we adopt a research-based pedagogical framework focused on curriculum, instruction, feedback, assessment and standards. Data is used by teachers to guide their instructional focus and at a whole school level to inform the professional development of teachers. We are relentless in our focus to foster a culture of continuous learning for all individuals, both our staff and students, each and every day.

Empowering Teachers

- Expert coaching team
- Professional Development workshops aligned to strategic plan
- Improving teacher capacity to enhance student outcomes
- Research based instructional methods
- Embrace life-long learning

Working Collaboratively

- Ongoing feedback
- Collaborative partnerships
- Teacher efficacy
- Professional Learning Community: Think Tanks

Developing Global Citizens

- Resilience and self-efficacy
- Goal setting to seek success
- Innovation
- Creativity, Critical Thinking, Collaboration and Communication

Positive Behaviours for Learning

All areas of Southport State High School are learning and teaching environments.

We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school supports the SWPBS (School Wide Positive Behaviour Support) model.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Expectations for student behaviour enables the school to maintain and create a positive and productive teaching and learning environment, where ALL school community members have clear and consistent expectations and understanding of their role in the educational process.

At Southport State High School as part of our Positive Behaviours for Learning (PBL) program, we have four core values that underpin everything that is endemic about our school. These are posted in every classroom in the school and are constantly referred to in supporting positive behaviours.

As responsible members of our school community we value: TORO

- Teaching and Learning
- Ourselves
- Responsible Relationships
- Our Community

Learning and Wellbeing Framework

The Learning and Wellbeing Framework plays a vital role in supporting student wellbeing within the school context and highlights that Southport State High School can influence both learning and wellbeing through four domains:

- Supporting staff wellbeing;
- Differentiated support to foster student engagement and wellbeing;
- TORO values.

Curriculum and Pedagogy:

- PBL and senior pastoral care programs;
- Targeted wellbeing programs and interventions;
- Growth mindset and developing GRIT.

Partnerships:

- Students, teachers, parents and carers, support staff, community groups, training organisations, and external wellbeing agencies.

Policies and Procedures:

- Inclusive education;
- Safe, supportive and disciplined school environment.
INNOVATE
Create an expert teaching team that improves teaching practices and student outcomes

- Implement a research based innovative Teaching Framework (pedagogical framework) that identifies:
  - SSHIPS classroom procedures, positive learning behaviours and signature practices to support a culture of coaching, observation and feedback.
  - To collaboratively design and implement a school wide data plan valued by all staff and used to share, implement, and deepen their understanding of student needs to improve every individual’s outcomes.
  - Develop, monitor, and implement a whole school professional learning plan that integrates 21st century professional learning opportunities and is explicitly linked to the school strategic plan.

- Evidence of systematic and effective use of “learning behaviours”, mirrored by a culture of coaching, collaboration and feedback.
- Decrease in behaviour incidents inside and outside of classroom and reduction in School Disciplinary Absences (SDAs);
- Improved student engagement (evidenced from survey data and improved attendance data);
- Correlation between student learning behaviours and level of achievement (LOA) data alignment;
- Data placemats align with Signature Practices and are matched with professional development opportunities that promote improved student outcomes;
- Higher number of parents communicating with teachers regularly evident through email correspondence, parent/teacher interviews, contact recorded on OneSchool, increased attendance at Open Days, information evenings, and ‘like’s’ and ‘followers’ to Facebook page and app.
- A clear understanding of each individual’s ongoing Rate of Improvement;
- A targeted approach to student tracking informed by targets set by the strategic plan;
- Agreed to minimum standard of interogation of data that will lead to improved A-B level of achievement (LOA) data on an agreed target (of A-B).
- Access to 21st century learning practices in an effort to future proof our students. This will be evidenced through targeted professional learning, increased access and creation of courses in the digital platforms of iTunes U and Blackboard;
- The whole school professional learning plan and staff Annual Professional Reviews (APRs) align and are given allocated time for review.

CULTIVATE
Cultivate a culture of community

- Leverage and build upon established relationships with organisations to enhance student learning and transition to high school (with a focus on primary school partnerships) as well as partnering with businesses who are responsible, ethical, sustainable and community minded.
- Increase the profile and level of involvement of parents in the school as partners of their children’s 21st century learning, wellbeing and growth by engaging them in subject and positive behaviour curriculum development, increasing social interaction and targeted parent support programs for student success.
- Review our ‘Responsible Behaviour Plan for Students’ and ‘Positive Behaviour for Learning’ curriculum collaboratively, enhance by outlining accountabilities for all stakeholders and focusing on improving the wellbeing of all students across the school to create global citizens.
- Develop a staff wellbeing and communication strategy that enables collaboration with all members of the staff community.
- Develop a strategic facilities master plan to manage the provision of facilities in light of increased enrolments and that caters for the wellbeing and learning needs of the 21st century learner.

- Alignment with precinct schools (e.g. Promote resilient learners through Growth Mindset dialogue with feeder schools);
- Increase from Next Steps data, of high school graduate job / apprenticeships with partnership companies;
- Partnerships with external agencies with quantifiable outcomes.
- Increased positive feedback from parents in School Opinion Survey (SOS) data;
- Gradual and sustained increase in parent participation in school events;
- Increased presence on social media to support parent engagement;
- Responsible behaviour plan review from whole community;
- School’s responsible behaviour plan aligned with community standards with regard to behaviour.
- Improvement in formal SOS and Informal staff morale data;
- Improved Social-Emotional Wellbeing Data in the School domain;
- Improved staff attendance.
- Improved student engagement;
- All class sizes within Teacher’s Award guidelines;
- Equitable, consistent and substantial student access to specialised facilities.

GENERATE
Prepare innovative, future focused problem solvers that are equipped as learners with the skills for success in the 21st century

- Implement school wide programs that promote critical thinking and problem solving skills equipping students to be learners of the future and global citizens.
- Develop a learning environment that generates high expectations for each individual student through the systematic collection and analysis of outcomes to improve student performance.
- Develop and implement pathway education programs for the entire school community that ensures valid and vable pathways selection leading to post-secondary success for all students.

- 88% student attendance;
- Increased % of students achieving A - C level of achievement;
- Increased % of students and parents that believe their child is receiving a ‘good education’ (SOS);
- Increased % of students showing improved relative gain in level of achievement across all subjects;
- Increased % of students in upper two bands (U2B) in National Assessment Program – Literacy and Numeracy (NAPLAN);
- Increased % of students above national minimum standard (NMS) in NAPLAN;
- Improved correlation of LOA for external assessment with LOA for internal assessment;
- Enact programs targeting 21st century skill development including - Project 2019’, STEAM (integration), Project and Challenged Based Learning;
- Create 21st century learning framework and enact across the school;
- 100% of school leavers (year 13) engaged in employment or further training (Next Step Destination Data);
- A school wide data plan that outlines the way that we use information to make decisions about student learning.

Endorsement
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal
School Council President