Southport State High
INDEPENDENT PUBLIC SCHOOL

Southport State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland Government

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From the Principal

School overview

Southport State High 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 are the foundations 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 to well-grounded and balanced lives.

School progress towards its goals in 2018

The 2018 Annual Implementation Plan detailed our school's strategic vision for the year. Our focus was to strengthen and intensify our commitment to the quality teaching and learning process through the refinement of pedagogy, and the enhancement of curriculum development and delivery, to maximise student engagement and achievement.

Goals:

Increase student outcomes and staff practice through the three School priorities of: Reading, Thinking and Problem Solving.

- 100% of students showing improved relative gain in level of achievement across all subjects
- Improved correlation of LOA for external assessment with LOA for internal assessment
- 100% of school leavers (year 13) engaged in employment or further training (Next Step Destination Data)

Reading:

Increase the percentage of students in upper two bands (U2B) in National Assessment Program – Literacy and Numeracy (NAPLAN) by 5% across all five domains;

- 100% of students at/above national minimum standard (NMS) in NAPLAN

Performance indicators below will be indicative of success across all priorities:

- 100% of staff engaged in HOD led systematic professional learning (including coaching, observation and feedback) through implementation of ASOT
- Increase rate of improvement for each student evidenced through improved level of achievement data.
- Improve student attendance
- Attain A – B level of achievement to 70%
- 100 % students and parents that believe their child is receiving a 'good education' (SOS)

Future Outlook

The 2018 Annual Implementation Plan highlights our strategic direction for the next 12 months. Our core objectives include:

- Innovate – Create an expert teaching team that improves teaching practices and student outcomes
- Cultivate – Cultivate a culture of community
- Generate – Prepare innovative, future focused, problem solvers that are equipped as learners with the skills for success in the 21st century

Progress made in implementing these strategies:

- The appointment of two Pedagogical Coaches and a Transition HOD to work with individuals and groups to implement a schoolwide pedagogical framework (ASOT) and improve practice around our Big 3 – Reading, Thinking and Problem Solving.
- Development of the schools reading, numeracy and thinking strategies
- Staff development and accountability by building a professional learning community (PLC) that includes:
    - Professional reading
    - Professional learning
    - Instructional leadership
    - Coaching
    - Intervention
- Systematic curriculum development and delivery to support student development and intervention to improve outcomes pertaining to:
    - Growth mindset
    - Literacy and Numeracy
    - Equipping students for success in new senior assessment and tertiary entrance system
    - Implementation of critical thinking framework
    - Building and programing of STEAM
- Implementation of high expectations culture

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school Yes

Year levels offered in 2018 Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1660	1764	1796
Girls	812	878	913
Boys	848	886	883
Indigenous	63	66	68
Enrolment continuity (Feb. – Nov.)	92%	92%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	24
Year 11 – Year 12	19	19	19

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings:

- ACE classes (Academic Excellence for Years 7- 10)
- Various VET Certificates in Certificates 1, 2, 3 and 4 across the curriculum
- Construction and Manufacturing certificate programs in a purpose-built facility
- A varied and celebrated Arts program, delivered through the Creative Arts Academy of Excellence, that includes exceptional programs in Dance, Film and Television, Drama, Music and Art
- A full range of Academic options in Mathematics and the Sciences
- Marine Science (from our Marine Centre with direct access to water)
- An innovative Health and PE program which includes sports specialisation options in Basketball, Volleyball, Tennis, AFL, Soccer and Touch Football
- Integral Learning Support integrated program
- Special Education Program

Co-curricular 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
- Annual Ski Trip to New Zealand

How information and communication technologies are used to assist learning

Southport State High 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:

- We are a BYOD school that has been awarded Apple distinguished school accreditation. All of our teachers use iPad Pro's to deliver lessons and our curriculum is available 24 hours, through The Learning Place.
- Junior Secondary Year 7-9 Apple IPAD 1 to 1 program for all students
- Senior Secondary Year 10 - 12 specialised BYOD laptop program established
- A refurbished media and music centre provides access to the latest production and editing technology
- Extensive use of graphics calculators and the introduction of new software and web based support programs (Mathletics) in Mathematics and Science has seen improvements in student results
- The introduction of an online assessment calendar that can be accessed via the school's website has provided vital support and communication for parents and students
- Student device ratio is 1:1 for Years 7-12

Social climate

Overview

Our school focuses 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 Independent Public 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 Independent Public School, each teacher works closely with 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, Principals and the Executive Principal compliment the outstanding support networks for our school community.

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

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

- Guidance Officers x 2
- Deans of students x 6
- School Based Police Officer x1
- School Nurse x 1
- Indigenous support worker x1
- HOD TORO x 1

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	92%	95%
• this is a good school (S2035)	98%	93%	88%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child likes being at this school* (S2001)	97%	90%	90%
• their child feels safe at this school* (S2002)	98%	96%	92%
• their child's learning needs are being met at this school* (S2003)	93%	92%	91%
• their child is making good progress at this school* (S2004)	95%	92%	91%
• teachers at this school expect their child to do his or her best* (S2005)	96%	94%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	90%	88%
• teachers at this school motivate their child to learn* (S2007)	92%	93%	86%
• teachers at this school treat students fairly* (S2008)	88%	89%	81%
• they can talk to their child's teachers about their concerns* (S2009)	93%	93%	91%
• this school works with them to support their child's learning* (S2010)	91%	89%	88%
• this school takes parents' opinions seriously* (S2011)	91%	86%	81%
• student behaviour is well managed at this school* (S2012)	92%	84%	80%
• this school looks for ways to improve* (S2013)	98%	94%	91%
• this school is well maintained* (S2014)	98%	90%	90%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	95%	97%
• they like being at their school* (S2036)	93%	83%	87%
• they feel safe at their school* (S2037)	99%	89%	95%
• their teachers motivate them to learn* (S2038)	92%	89%	86%
• their teachers expect them to do their best* (S2039)	97%	93%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	88%	88%
• teachers treat students fairly at their school* (S2041)	76%	74%	68%
• they can talk to their teachers about their concerns* (S2042)	77%	61%	68%
• their school takes students' opinions seriously* (S2043)	71%	61%	67%
• student behaviour is well managed at their school* (S2044)	82%	80%	67%
• their school looks for ways to improve* (S2045)	91%	88%	85%
• their school is well maintained* (S2046)	92%	84%	85%
• their school gives them opportunities to do interesting things* (S2047)	91%	88%	85%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree[#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	75%	90%
• they feel that their school is a safe place in which to work (S2070)	94%	83%	91%
• they receive useful feedback about their work at their school (S2071)	76%	58%	76%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	81%	74%
• students are encouraged to do their best at their school (S2072)	97%	89%	92%
• students are treated fairly at their school (S2073)	94%	80%	86%
• student behaviour is well managed at their school (S2074)	93%	75%	84%
• staff are well supported at their school (S2075)	72%	41%	70%
• their school takes staff opinions seriously (S2076)	68%	37%	79%
• their school looks for ways to improve (S2077)	89%	69%	88%
• their school is well maintained (S2078)	83%	78%	89%
• their school gives them opportunities to do interesting things (S2079)	79%	58%	68%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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

- Phone or E-mail including text messaging student absentee notifications daily
- Formal individualised reporting 4 times per year
- A formal letter system that informs parents about performance, behavior and effort
- Meetings of the Parents and Citizen's Association. These meetings are held on the second Monday of every month (they are short, informal, not focused on fund raising and volunteering)
- Regular discussion nights, forums and information sessions throughout the year
- Parent teacher conferences are held twice each year. Requests can be made at other times for personal conferences with teachers when needed
- Support Services conferences
- Deans of Students, 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
- An informative and up to date Website designed to improve communication with members of the wider school community

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	317	305	364
Long suspensions – 11 to 20 days	19	45	83
Exclusions	16	20	30
Cancellations of enrolment	32	20	11

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

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

The school is working hard to reduce its environmental and our carbon footprint. 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 Independent Public School have researched, recognised and supported improving our environmental footprint:

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	643,952	744,014	670,634
Water (kL)	9,613	16,548	19,030

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

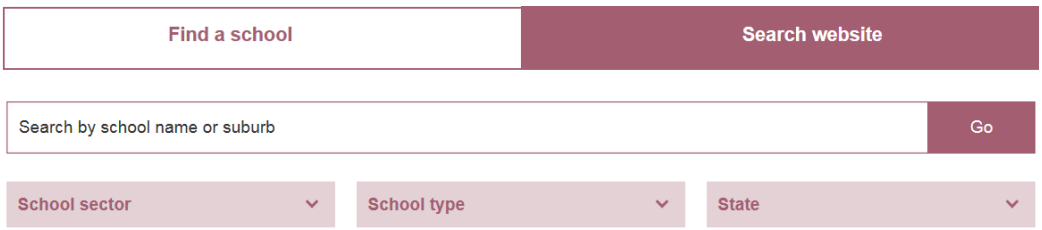
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.



3. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.

4. Click on ‘Finances’ and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school’s financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	131	57	6
Full-time equivalents	127	47	5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	0
Bachelor degree	117
Diploma	11
Certificate	2

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $199,879.18

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
- Apple/IPAD inservice
- Data Development
- Inclusive Education
- Behaviour Support
- QCAA program development
- Technology Training
- ICT Development

- Reading Framework
- One School in-service
- TT training
- Curriculum development
- WPH&S
- Union Training
- Child safety/Student Protection
- Code of Conduct
- Professional Standards for Teachers
- Developing Performance Framework
- APR

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	91%	91%
Attendance rate for Indigenous** students at this school	87%	89%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

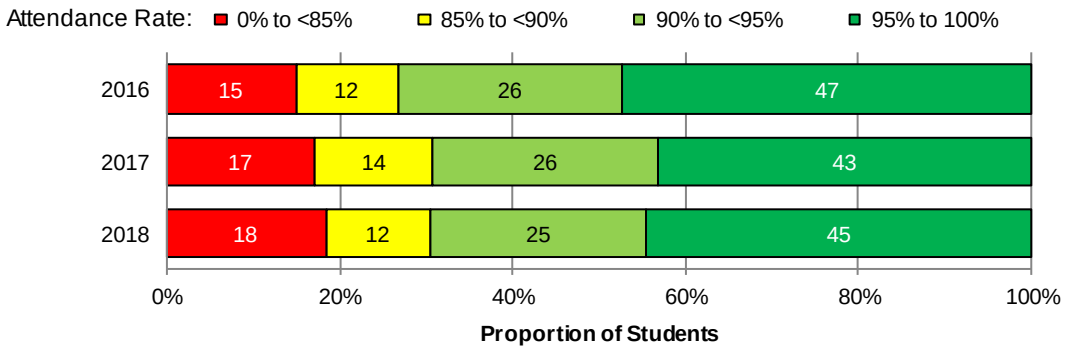
Year level	2016	2017	2018
Year 7	93%	93%	93%
Year 8	91%	89%	90%
Year 9	92%	89%	89%
Year 10	91%	91%	90%
Year 11	92%	92%	91%
Year 12	93%	92%	92%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Southport State High, 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;

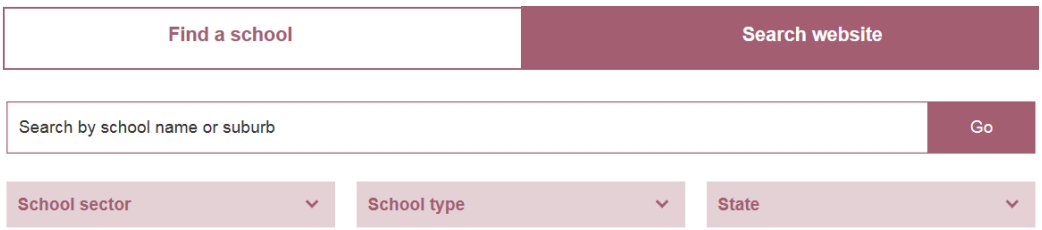
- Student attendance is recorded each morning through roll marking processes conducted by TORO Teachers
- Parents are required to inform the school of any absence for the day
- Text messages are sent to parents of all students who are absent from TORO and any other classes throughout the day and have 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 online and report all absent students to the Attendance Officer
- Deans will communicate with parents about any continued absence of students
- Heads of Department and Deans of Students will communicate with parents to address continued or unauthorised absences
- Deputy Principals/Principals will communicate with parents of students displaying severe cases of absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	169	228	216
Number of students awarded a QCIA	3	6	6
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	166	222	210
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	73	79	42
Percentage of Indigenous students who received an OP	13%	13%	0%

Description	2016	2017	2018
Number of students awarded one or more VET qualifications (including SAT)	127	169	190
Number of students awarded a VET Certificate II or above	115	157	187
Number of students who were completing/continuing a SAT	62	93	68
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	78%	87%	98%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	100%	99%
Percentage of QTAC applicants who received a tertiary offer.	100%	99%	99%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	5	13	16
6-10	26	26	20
11-15	26	30	5
16-20	16	10	1
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	36	23	20
Certificate II	101	83	111
Certificate III or above	49	107	115

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

These include:

- Certificate One in Building and Construction
- Certificate One in Engineering
- Certificate Three & Four in Fitness

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	80%	81%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	62%	53%	100%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

We have a management plan around all students who leave Southport State High Independent Public 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. In most cases, students leave with a minimum Certificate 2 or 3.

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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at https://southportshs.eq.edu.au/support-and-resources/forms-and-documents