

School Performance Report, 2007

DESCRIPTIVE INFORMATION

This section encourages schools 'to tell their story' in a positive manner within their local context. This section of the report should describe the environment in which the school operates. The headings below are compulsory; however, schools could also include information about the school's demographic mix, enrolment and student mobility, distinctive skills of staff at the school, and how computers are used to assist learning.

School sector:

Independent

School's address:

153 Lister Street Sunnybank, Brisbane, Queensland

Total enrolments:

110

Year levels offered:

Years 8 to 12

Co-educational or single sex:

Female

Distinctive curriculum offerings: (this refers to special programs or innovative offerings, not regular subjects offered. It could include excellence programs, gifted and talented arrangements, special needs programs, life skills etc.)

A heavy focus is placed on indigenous perspectives across the curriculum. Students are also given an opportunity to access indigenous/non indigenous school based traineeships. Our broad curriculum allows selection of subjects at senior level. All students in 8-10 study the Key Learning Areas. Students access parenting programs, healthy living and girl power programs. Indigenous dance and Modern dance are part of our cultural curriculum.

Extra-curricular activities:

Include after school sport, cultural days and family days. Southside uses these days to strengthen community ties. We have a very successful vacation/holiday program which includes group outings to places of interest, cooking, deportment workshops and pamper days. Students are also encouraged to represent the school in forums such as the Indigenous Youth Forum, Lord Mayor's Youth Forum, Youth Parliament and Education Conferences. Many of our students continue to be involved in an economic/community enterprise involving running a café at the Children's Court.

Social climate:

Southside is totally committed to social justice for children. The school's philosophy of *unconditional positive regard* underpins the climate of the school. At Southside we believe that anti-social behaviour is a direct outcome of social and emotional problems encountered by students. This philosophy directs the structure and strategies in place to support students. Students are in small cohorts supported by youth workers/teacher aides who work with the teachers to engage each student in positive learning contexts.

Parental involvement: must involve strategies for parental involvement. These might include the presence of a P& F Association, Board representation, parent committees (such as for strategic planning), reading programs, volunteer programs

Parent School Partnerships Initiative Committee (several parents are members of this committee)
Parents employed at School Creche
Parents are encouraged to volunteer at the school
Extensive newsletters are published by students and these are mailed every term
Many of our students are in Care and Protection and as a result Counsellors and Administration work closely with the Department of Child Safety/Communities
Parent/Carer days are opportunities to meet significant adults in the young people's lives to celebrate their success and progress
Students are encouraged to invite family and friends to our themed days

Presentation of Information: <http://www.southside.qld.edu.au>

STAFFING INFORMATION

Qualifications of all teachers:

Qualification	Percentage of classroom teachers and school leaders at the school
Doctorate	
Masters	21.4%
Bachelor Degree	78.6%
Diploma	
Certificate	

Expenditure on and teacher participation in professional development:

Description of PL activity	Number of teachers participating in activity
VET Training	4
Curriculum Development	11
IT in-service	11
QCAR workshops	4
Certificate IV in Training and Assessing	2
Literacy workshops	6
Commonwealth and State reporting	2
QCE workshops	4
Federal Testing	11
Moderation	4
QSA Conference, senior schooling	2

Total number of teachers participating in at least one activity in the program year		11
<i>Total Number of Teachers</i>	<i>Total expenditure on teacher PL (as recorded in Financial Questionnaire)</i>	<i>Average expenditure on PL per teacher</i>
11	\$14 468	\$1315.25

The total funds expended on teacher professional development in 2007 were \$ 14 468
The major professional development initiatives were as follows:

- With the assistance of a Numeracy grant, Southside was able to focus on development in Numeracy
- The introduction of the QCE some focus has been on ensuring staff have an understanding of how senior students can obtain their 20 points and the new reporting systems involved

The involvement of the teaching staff in professional development activities during 2007 was 100%

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

For permanent and temporary staff and school leaders the staff attendance rate was 96.2% in 2007

Proportion of teaching staff retained from the previous year:

From the end of 2006 80 % of staff were retained for the entire 2007 school year

KEY STUDENT OUTCOMES

The average attendance rate as a percentage in 2007 was 70.95%

Year 12 student enrolment as a percentage of the Year 8 cohort is 700%
Many Southside Education students do not commence in Year 8. They begin their secondary education in other education settings and transfer to Southside Education.

Year 12 outcomes:

Outcomes for our Year 12 cohort 2007	
Total number of Senior Certificates awarded	12
Percentage of Overall Position (OP) –eligible students with OP 1-15	0%
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	5 students 41.6%
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	41.6%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	2 out of 3 66.7%

Value- added

The range and depth of Traineeships has continued to increase in 2007. As a result of our school's philosophy, curriculum and structure, student numbers inquiring about enrolment have dramatically increased.

Parent, student and teacher satisfaction:

Satisfaction data:

Both Parents/Carers and Students were surveyed regarding their satisfaction with this school as opposed to previous schools attended. Copies of the survey are available on request. Students were also asked for feedback on individual lessons/subject satisfaction and asked for suggestions on how to improve their academic outcomes. One hundred per cent of surveys showed increased satisfaction in the following fields:

Willingness to come to school

Interest and participation

Academic Improvement

Emotional status

Participation in sport

Co-operation at home

YEAR 12 2007 RESULTS

School Year – 2007	Number of Students in each category	Percentage of Students in each category
University/TAFE (degree)	2	16.6%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	4	33.3%
Working full-time	2	16.6%
Working part-time/casual	2	16.6%
Seeking work		
Not studying or in the labour force	4	33.3%
Unknown (moved interstate)	1	8.3
Total Year 12 students	12	

NEXT STEP RESULTS

School Year – 2007	Number of Students in each category	Percentage of Students in each category
University (degree)		
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	4	33%
Working full-time		
Working part-time/casual		
Seeking work		
Not studying or in the labour force	1	8%
Total Year 12 students	12	