Carinity Education Southside Annual Report 2016 (Based on 2015 data)

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

Total Enrolments:

105

Year Levels Offered:

Year 7 to Year 12

Co-educational or Single Sex:

Female

Characteristics of the Student Body:

Carinity Education Southside is a SAS school for young women. We take referrals from a range of schools, government departments and community organisations for students who have or are at risk of disengaging from mainstream schools. Students have often experienced adversity which has impacted on their capacity to positively engage in a mainstream school environment.

43% of students are Indigenous Australians. We also have students that have migrated from African Nations and the South Sea Islands. We embrace each culture within our school environment and create a welcoming community for all who attend or visit.

10% of students are young mothers. They have an opportunity to complete their schooling while their children access the onsite crèche.
Distinctive Curriculum Offerings:

**Personal support**

Many students come to school with the issues in their lives outside of school playing heavily on their mind. Unless we support them to deal with these issues and build resilience to be better able to cope with the ongoing difficulties in life we will not be able to engage them effectively in the classroom and in learning.

At Southside we have worked under the Reboot Framework to explicitly and implicitly teach young people emotional literacy, self-regulation and resilience building strategies and effective goal setting and achievement. By explicitly addressing the issues and the behaviours we are able to see positive changes in the behaviours and the academic outcomes of the young women.

With a dedicated student support team including a Health and Parenting Coordinator we have been able to implement a range of strategies and programs that provide intensive personal support to address our student’s needs.

We have formed practical partnerships with the following agencies:

- Inala Indigenous Health
- YHARS
- Centrelink
- ADAWS (Adolescent drug and alcohol withdrawal service)
- ATODS (Alcohol and other drugs service)
- Neville black Pharmacy
- Oasis Medical Centre
- Headspace
- Department of Communities
- Department of Youth Justice
- Brisbane Youth Service
- YFS
- Domestic Violence Resource Centre
- Inala Elders and other Indigenous Elders
- Rebooting Life
- Search Light Inc
- Immunization Outreach Team
- Inala Youth service
- Logan Youth Foyer
- Indigenous Youth Service
- Bridges Reconnect
- Reconnect

**Creche, Parenting program and support**

Southside has formed a strong partnership with Search Light Inc to provide a crèche service including a parenting program to the mothers who attend the school. The crèche provides care and education that is culturally appropriate. The programs are age appropriate providing the children with a positive start to their education. The crèche provides nutritious meals each day. Mothers also have access to nappies, formula and other supports when required. The children attending the crèche are able to access the medical services provided by Inala Indigenous Health at the school.

The crèche also run a parenting program each week. Through this program the young mothers have access to a range of support agencies and information. These sessions are an opportunity for them to connect with other young mothers to share stories and receive advice and guidance. A range of guest speakers and facilitators are engaged to provide appropriate and relevant information and strategies to ensure the
wellbeing of themselves as parents and their children.

Content and activities include:

Nutrition
Sexual and reproductive health
Fitness including yoga
Domestic violence
Reading to your child
Music for children
Depression and relaxation
Age appropriate behavior development strategies
Health and age appropriate transitions

Careers program

At Southside we have a dedicated Careers program. This program works with all year levels to begin to expand students’ concept of a career and what opportunities are available to them. Through careers sessions students begin to develop an awareness of their career interests, of workplace expectations and positive interview skills and to develop job readiness.

As students enter the Senior School, opportunities for external courses, traineeships and part time employment are presented to students. Assessment and training is done with them to try to ensure they are aware of expectations and ready for the experience. The Careers Coordinator maintains contact with trainers and employers to work with them to overcome any arising issues and to ensure that our students are supported and encouraged to learn from mistakes, overcome issues and succeed.

RAW (Real Active Women)

RAW is held each Wednesday afternoon. This is an opportunity for our students to try a range of recreational pursuits. Activities are designed to give students experiences that support whole-body wellness (mind, body, emotional, social). Activities in 2015 have included:

Swimming
Creative Circle
Mindfulness
Gym
Dance
Netball
Ten-pin bowling
Ice Skating
Basketball
Athletics
Yoga

Extra-curricular Activities:

Ginibi Dance troupe

Students are able to join our Aboriginal Dance Troupe, The Ginibi Dancers. This troupe provides an opportunity for students to learn about and connect with the Aboriginal culture. The troupe performs at school events each term and at community events throughout the year. Students are trained and led by local
Jagerra man, Raymond Walker and one of the school's local Indigenous Youth workers, Lara Williams.

**Holiday Program**

The school runs a holiday program throughout each of the school holidays. This program enables students to remain engaged with the school staff and to take part in social and recreational activities which provide opportunities for life-skill development. Activities have included:

Cooking  
Sport  
Manual and creative arts  
Cultural excursions

**Cultural participation**

Students are provided opportunities to participate in a range of activities that develop Indigenous cultural awareness and connection. Cultural perspectives are embedded throughout the school and in addition to this we take part in a number of community events that students are encouraged to take part in. Activities have included running stalls, facilitating activities and general participation in events.

NAIDOC Week celebrations: Inala and Musgrave Park  
Sorry Day events: Southside, Ambrose Tracey College  
Harmony Day: Sunnybank Primary School  
Indigenous sporting events  
FOGS Indigenous Employment and Careers Expo

**Good Tukka Café**

The Good Tukka Café is an enterprise that the students run at Carinity Aged Care Wishart. Each Tuesday students set up the café in the Village recreation area and serve coffee, cake and lunch to the residents. This has proven to be a valuable program in our school community and in the Wishart Village community. Students are able to connect with the Elders there, share stories and develop positive relationships. This venture provides opportunities for our students to gain experience in a working environment which contributes to their work readiness skills and (for senior students) their Hospitality competencies.

**Community participation**

Students are encouraged to represent the school at a range of community events and forums. These activities help build their self-esteem and their sense of connection and contribution to the community. Some of the events in 2016 have included:

Romero Centre International Women's Day Fashion Parade  
Lord Mayors Youth Advisory Council  
Sunnybank Primary School Harmony Day  
FOGS Indigenous Employment and Careers Expo  
Inter-school Sport  
Which Way Cup

**School events**

Southside runs a number of events each term that students and families are encouraged to take part in. Community support agencies are often invited to these events. These days provide an opportunity for students to demonstrate their skills and to strengthen connections with the community. Events in 2015 included:

Art Show  
Harmony Day
Restaurant Day  
Wellbeing Day  
Swimming Carnival  
Cross Country Carnival  
Athletics Carnival  
Official Opening of the Numberlee Kunerra Learning Centre  
Christmas Party

Social Climate:

Southside is passionate about creating a culture of growth and development for all young people. With a commitment to social justice we provide opportunities for young people to connect with a range of services, experiences and learnings that will empower them to create positive changes in their lives. We believe that anti-social behaviours are a direct outcome of negative experiences that have impacted on brain development and consequently young people’s capacity to engage and make positive choices.

The school has a philosophy of Unconditional Positive Regard which underpins the work we do at Southside. The philosophy informs the structure and strategies we utilize. We aim to address the needs and capacity of each individual, providing learning and strategies that take students through steps that lead to greater resilience, increased engagement and positive brain development.

Southside creates a community vibe where we aim to ensure that all students feel like a valued member. Students are encouraged to participate in all activities and to speak their mind about injustices, perceived or real, around the school and the local community. When behavioural or bullying issues arise we use restorative justice methods to come to a resolution. Bullying is not tolerated in the school and students involved in bullying behaviours are required to participate in mediation with staff and victims to develop some understanding of the impacts of their behavior on others and to come to a peaceful resolution. Repercussions of their actions are determined based on individual students and circumstances.

Parental Involvement:

Parents, Carers and families are encouraged to attend school events and celebration days. These event days are held each term and are an opportunity to celebrate student achievements and connect with the wider community.

Parent/Carer days are held twice a year. On these days families and Carers are invited to meet with Teachers and Youth workers to discuss student progress and strengths. We provide food, tea and coffee throughout the day so that families have an opportunity to engage in less formal interactions with school staff.

An extensive school newsletter is published each term to keep parents informed of activities within the school. Many of our students are in Care and Protection. School staff work closely with the Department of Child Safety and ensure they are kept up to date with school activities and student progress.

Parents are able to volunteer in a number of positions around the school including classroom support, kitchen assistance and library and administration support.
Parent, Teacher and Student Satisfaction with the School

Where schools already undertake yearly surveys or studies of parents, students and teachers for the purpose of marketing and school improvement, it will involve preparing a relevant report, in plain English, on the findings of those surveys or studies.

If a school does not currently undertake any such studies or surveys, consideration might be given to such a project; or alternatively, the school should consider any other data or information that it may have which could be the basis of a report on parent, student and teacher satisfaction. For example, letters and testimonials from parents; enrolment retention rates over time; increasing enrolments over time, teacher retention rates over time.

Satisfaction Data: Parent/Carer surveys twice each year – May and August

51 parent/carer responses in total.

- 100% indicated the staff are friendly and helpful.
- 94% indicated the school prepared students well for further study or employment. 6% were undecided
- Descriptions of the school included: suitable, helpful, accommodating, peaceful, caring, responsive, understanding, non-judgemental, innovative,

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies

Title: Principal

School Income Broken Down by Funding Source

School financial data can be found on the My School website http://www.myschool.edu.au

Staffing Information

Staff Composition, Including Indigenous Staff:

Southside employs a multidisciplinary staff. We are aware that for students to succeed in the classroom there is significant additional support that we need to provide.

In 2015 we employed:

- A fulltime Principal
- 8 fulltime classroom teachers and 1 part time trainer
- 2 fulltime Youth workers and 4 part time Youth Workers
- A part time Assistant Principal – Student Support/ counsellor
- A fulltime Student Support Officer and a part time Student support Officer
- A fulltime Vocational Education and curriculum coordinator
- 1 part time Careers Coordinator
- A full time Business Manager, 1 fulltime administration officer and 2 part time administration officers
- A part time IT Coordinator
- 2 part time cooks
- 1 part time Groundsman

18% of staff identify as Indigenous Australians

Qualifications of all Teachers:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>17%</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>75%</td>
</tr>
<tr>
<td>Diploma</td>
<td>8%</td>
</tr>
<tr>
<td>Certificate</td>
<td>0%</td>
</tr>
</tbody>
</table>

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

<table>
<thead>
<tr>
<th>Description of PD activity</th>
<th>Number of teachers participating in activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Protection and duty of care</td>
<td>All</td>
</tr>
<tr>
<td>Reboot: Therapeutic education and behavior development</td>
<td>All</td>
</tr>
<tr>
<td>VET related: new compliance, assessment and training strategies</td>
<td>4</td>
</tr>
<tr>
<td>Leadership training</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander perspectives</td>
<td>1</td>
</tr>
<tr>
<td>Developing positive relationships</td>
<td>All</td>
</tr>
<tr>
<td>Collecting data on Social emotional wellbeing</td>
<td>All</td>
</tr>
<tr>
<td>Staff well-being</td>
<td>1</td>
</tr>
<tr>
<td>Students Engagement and Well-being</td>
<td>1</td>
</tr>
<tr>
<td>Student engagement strategies</td>
<td>All</td>
</tr>
<tr>
<td>Fire Safety and First Aid</td>
<td>All</td>
</tr>
<tr>
<td>Staff wellbeing</td>
<td>1</td>
</tr>
<tr>
<td>Curriculum updates</td>
<td>2</td>
</tr>
</tbody>
</table>

Total number of teachers participating in at least one activity in the program year All
### b) Expenditure on Professional Development

<table>
<thead>
<tr>
<th>Total Number of Teachers</th>
<th>Total expenditure on teacher PD (as recorded in Financial Questionnaire)</th>
<th>Average expenditure on PD per teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>$11185</td>
<td>$932</td>
</tr>
</tbody>
</table>

The total funds expended on teacher professional development in 2015: $14659

The proportion of the teaching staff involved in professional development activities during 2015: 100%

The major professional development initiatives were as follows: Embedding Reboot trauma-informed therapeutic education practices across the school and developing updated assessment and training strategies for improved delivery across the Vocational Training subjects in the school.

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

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th>Number of School Days</th>
<th>Total Days Staff Absences</th>
<th>Average Staff Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>181</td>
<td>263</td>
<td>95%</td>
</tr>
</tbody>
</table>

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 95% in 2015.

### Proportion of teaching staff retained from the previous year:

<table>
<thead>
<tr>
<th>Number of permanent teaching staff at end of previous year</th>
<th>Number of these staff retained in the following year (the program year)</th>
<th>% retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>10</td>
<td>91%</td>
</tr>
</tbody>
</table>

From the end of 2014 91% of staff were retained for the entire 2015 school year.
Key Student Outcomes

Average student attendance rate (%) for the whole school:

- The average attendance rate for the whole school as a percentage in 2015 was 51.16%

Average student attendance rate for each year level:

<table>
<thead>
<tr>
<th>Year levels</th>
<th>Average attendance rate for each year level as a percentage in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 Group</td>
<td>62.73%</td>
</tr>
<tr>
<td>Year 8 Group</td>
<td>52%</td>
</tr>
<tr>
<td>Year 9 Group</td>
<td>47%</td>
</tr>
<tr>
<td>Year 10 Group</td>
<td>50.4%</td>
</tr>
<tr>
<td>Year 11 Group</td>
<td>46.5%</td>
</tr>
<tr>
<td>Year 12 Group</td>
<td>57.7%</td>
</tr>
</tbody>
</table>

A description of how non-attendance is managed by the school:

- Student attendance is monitored by Year level Youth Workers, Student Support Team and Management. If the school is not notified of absences contact is made with the student or their parent/carer.
- When a student has regular absences they are required to meet with the Student Support Team to establish the cause, determine any support the school can offer to minimize absences and develop a plan to improve attendance.
- Youth workers work to maintain regular contact with students during absences so that when appropriate work can be completed at home.

NAPLAN results for Years 3, 5 and 7 and 9 in 2015

Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the
interpretation of information where trends may be volatile. When reporting on small numbers or ‘cohorts’ of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

*Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website [http://www.myschool.edu.au/](http://www.myschool.edu.au/) under this section of the report.*
Benchmark Data for Year

In 2015 two year 7 students and 3 year 9 students sat the NAPLAN Tests

<table>
<thead>
<tr>
<th>Reading</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 (2015)</td>
<td>555</td>
<td>546</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2015)</td>
<td>475</td>
<td>580</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 (2015)</td>
<td>298</td>
<td>511</td>
<td>50</td>
</tr>
<tr>
<td>Year 9 (2015)</td>
<td>304</td>
<td>547</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 (2015)</td>
<td>428</td>
<td>547</td>
<td>50</td>
</tr>
<tr>
<td>Year 9 (2015)</td>
<td>419</td>
<td>583</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar and Punctuation</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 (2015)</td>
<td>441</td>
<td>541</td>
<td>50</td>
</tr>
<tr>
<td>Year 9 (2015)</td>
<td>433</td>
<td>568</td>
<td>34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numeracy</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 (2015)</td>
<td>481</td>
<td>543</td>
<td>100</td>
</tr>
<tr>
<td>Year 9 (2015)</td>
<td>500</td>
<td>592</td>
<td>100</td>
</tr>
</tbody>
</table>

Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 72%

Year 12 Outcomes:

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohort 2015</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded a Senior Education Profile</td>
<td>18</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement</td>
<td>0</td>
</tr>
<tr>
<td>Number of students who received an Overall Position (OP)</td>
<td>0</td>
</tr>
<tr>
<td>Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
<td>3</td>
</tr>
<tr>
<td>Category</td>
<td>Count</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications</td>
<td>18</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
<td>15</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD)</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of Year 12 students who received an OP1-15 or an IBD</td>
<td>0%</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>100%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer</td>
<td>50%</td>
</tr>
</tbody>
</table>

***Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2015 post-school destinations survey, Next Steps – Student Destination report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school’s website in September after release of the information.

Other Information of Interest

Schools are encouraged to include any other information that may be of interest to parents and the community.