

School Performance Report, 2014

DESCRIPTIVE INFORMATION

School sector:

Independent

School's address:

153 Lister Street Sunnybank, Brisbane, Queensland

Total enrolments:

101

Year levels offered:

Years 7 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.)

Special Programs include:

Parenting Program: Students are connected to community groups and health workers who contribute to the success of this program.

Content includes: Domestic Violence, How to deal with kids who don't see their dad, Nutrition, Sexual and Reproductive Health, Reading to Your Child, Depression and Relaxation. Students are directly connected to community organizations which have agreed to service their needs.

The following community services have all formed practical partnerships with our school.

Inala Indigenous Health

Immunization Outreach Team

Mater Hospital –ADAWS, Psychiatric outreach visits. CYMHS

QE 2 Dental Health

Aboriginal and Islander Community Health(AICHS)

Brisbane South Division of GPs

Neville Black-Local Pharmacist

Sandra Georgio – Black to Basics

Alcohol, Tobacco and Other Drugs (ATODs)

Brisbane South Metro Community Health- Indigenous hearing

Oasis Medical Centre/Sunnybank Medical Centre

Yeronga Oral Health Worker

Fire and Rescue Service

Bridges Reconnect

Headspace Inala

Department of Communities

Southside Family Centre and JET Creche

Young Mothers who have chosen to complete their Queensland Certificate of Education are supported by our crèche. This program not only provides them with childcare but also ensures that their children have access to culturally appropriate educational experiences. The children at the crèche also access nutritious meals, medical facilities and developmental programs.

Traineeships and TAFE Access Program

Senior students are encouraged to apply for school based traineeships and TAFE courses. Vocational Education is an important component of our curriculum. Examples: Hairdressing, Hospitality, Media, Community Services and Business Administration.

Our curriculum allows selection of subjects at senior level as well as accessing off campus tertiary courses. All students in Years 8-10 study the Key Learning Areas and Australian Curriculum. In Year 10 students are able to begin their senior studies by taking Certificate I in Hospitality. Senior students take part in work experience and career planning activities.

RAW: Real Active Women

Each Wednesday afternoon students have the opportunity to try a range of recreational pursuits. These have included swimming, ten-pin bowling, creative circle, sewing, mindfulness, gym, dance, basketball, netball, athletics

Extra-curricular activities:

Includes after school sport, cultural days and family days. Southside uses these days to strengthen community ties. Students participate in inter-school sport and a range of one-day sporting carnivals such as Touch Football, Netball and Cross Country.

We have a very successful **Vacation/holiday Program** which includes group outings to places of interest, cooking, sport, cultural excursions, NAIDOC celebrations 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, Peace Parliament and Education Conferences. Many of our students continue to be involved in an economic/community enterprise running a café at Carinity Aged Care- Wishart. As a result of their involvement in these activities they are able to achieve many competencies towards their individual certificates.

Students are able to join our Aboriginal dance troupe, Ginibi Dancers. This troupe performs at a number of school and community events throughout the year. They are often trained and led by local Jagerra man, Raymond Walker.

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 informs 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:

Parents are encouraged to volunteer at the school as well as apply for employment.

Extensive newsletters are published by students and staff 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. These are held twice yearly.

Students are encouraged to invite family and friends to our celebration days.

STAFFING INFORMATION

Qualifications of all teachers:

Qualification	Percentage of classroom teachers and school leaders at the school
Doctorate	
Masters	14.3%
Bachelor Degree	78.6%
Diploma	7.1%
Certificate	

Staff composition

	Total	Indigenous	Fulltime Equivalent
Fulltime Teacher	10	1	
Part time Teacher	5		2.4
Fulltime Non-teaching	6	1	
Part time Non teaching	11	6	5.44

Expenditure on and teacher participation in professional development:

<i>Description of PL activity</i>		<i>Number of teachers participating in activity</i>
<i>VET Training</i>		<i>4</i>
<i>Curriculum Development</i>		<i>14</i>
<i>IT in-service</i>		<i>15</i>
<i>Australian curriculum development</i>		<i>14</i>
<i>Social Emotional Learning</i>		<i>15</i>
<i>QCS workshops</i>		<i>14</i>
<i>First Aid Training</i>		<i>12</i>
<i>Drug and Alcohol Issues Training</i>		<i>15</i>
<i>Numeracy workshops</i>		<i>1</i>
<i>First Response Fire Training</i>		<i>15</i>
<i>Industry experience</i>		<i>4</i>
<i>Suicide Prevention Training</i>		<i>2</i>
<i>Associated Christian Schools</i>		<i>1</i>
<i>ISQ Principal Leadership</i>		<i>1</i>
<i>Autism Queensland Workshop</i>		<i>15</i>
<i>SAS Forum</i>		<i>2</i>
<i>ADHD Training</i>		<i>2</i>
Total number of teachers participating in at least one activity in the program year		15
Total Number of Teachers	Total expenditure on teacher PL (as recorded in Financial Questionnaire)	Average expenditure on PL per teacher
15	\$15351.96	\$1023.46

The total funds expended on teacher professional development in 2014 were \$ 15351.96

The major professional development initiatives were as follows:

- Developing Aboriginal and Torres Strait Islander Studies
- National Curriculum and implications
- Wellbeing and Support for staff and students
- Literacy and Numeracy
- Developing staff understanding of dealing with students affected by trauma and brain development of students affected by trauma.

The involvement of the teaching staff in professional development activities during 2014 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 93% in 2014

Proportion of teaching staff retained from the previous year:

From the end of 2013 86.7% of staff were retained for the entire 2014 school year

KEY STUDENT OUTCOMES

The average attendance rate as a percentage in 2014 was 68.41%
Student attendance is managed through marking of rolls in each lesson, sign in and sign out books. Parents and carers are encouraged to phone through absences to the school office. Students who have not attended regularly are contacted by their youth worker and/or the school Indigenous Youth and Family Support Worker. Assistance with travel to school is provided where needed.
Students who still do not attend after this contact are sent letters of invitation to contact the school. Student attendance is affected by students attending traineeships, work experience and other programs outside of the school.

Average attendance by year group

Year 8	76.13%
Year 9	67.32%
Year 10	66.18%
Year 11	66.73%
Year 12	70.14%

Year 12 student enrolment as a percentage of the Year 8 cohort is 285.7%

Year 12 outcomes:

Outcomes for our Year 12 cohort 2014	
Total number of Senior Statements awarded	21
Total number of students awarded a Queensland Certificate of Education	10
Percentage of Overall Position (OP) –eligible students with OP 1-15	N/A
Percentage of students awarded a Queensland Certificate of Education and awarded a Vocational Education and Training (VET) qualification	100%
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	81%

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	No applicants
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Benchmark Results – Year 9 NAPLAN (8 Students)

	2013	2014
Reading	77%	75%
Writing	67%	63%
Spelling	89%	100%
Grammar and Punctuation	89%	100%
Numeracy	67%	100%

Value-added

Southside Education model focuses first on the social and emotional needs of our students. Staff and resources are used to ensure students have some sense of security and community. This often involves accommodation needs being met, medical attention being sought, family conferences being held and community links being used to improve the well being of students. Students develop a real connection to the school community and use it to establish links with the wider community.

Southside has developed close working relationships with Headspace, Youth Housing Reintegration Service, Reconnect, Youth and Family Service (YFS) Mpower program, COPMI Art Therapy, Kalwyn Family Support and Boystown

Students are then able to engage in meaningful learning experiences which gain them real qualifications to continue in further study or to seek employment.

As a result of our school's philosophy, curriculum and structure, student numbers inquiring about enrolment have dramatically increased.

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 2014 RESULTS

School Year – 2014	Number of Students in each category	Percentage of Students in each category
University/TAFE (degree)	0	0%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	9	43%
Working full-time	1	4%

Working part-time/casual	4	19%
Seeking work	6	28%
Not studying or in the labour force	2	9%
Unknown (moved interstate)	1	4%
Total Year 12 students	21	100%

For financial data visit: <http://www.myschool.edu.au>