



## Southport Special School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

## Contact Information

Postal address:	PO Box 377 Southport 4215
Phone:	(07) 5552 0333
Fax:	(07) 5552 0300
Email:	principal@southportspecs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	The Principal

## School Overview

Southport Special School offers specialised services for students with disabilities. All students enrolled have an intellectual impairment and are identified as having high support needs. Inclusive practices are offered via a curriculum for students aged 5 to 18 years incorporating elements of the Early Years Curriculum, the Australian Curriculum, Lifeskills, Work Experience and Therapy Based programs.

The school focus is to provide students with a range of challenging opportunities to optimise their independence to learn and grow with acceptable skills and attitudes in preparation for adulthood. Secondary school aged students may also become involved in school-based traineeships and vocational education programs.

The school draws on a range of professional staff such as teachers, therapists, a nurse, a guidance officer as well as support staff such as teacher aides and ancillary staff. The school has many volunteers and strong community support for programs.

The original Gold Coast Opportunity School first opened in March 1962. It included two classrooms, one all purpose room, no office, no staffroom, no Home Science and no Medical facilities.

This current site began with six classrooms, one assembly room, one office, one staffroom, one Manual Training room, one Home Science room and one Medical room.

Southport Special School has continued to grow throughout the years. There are currently thirty-seven classrooms onsite including staff planning rooms, Library, Cafe and Home Economics room, Multisensory room, a multipurpose rooms and a therapy pool. At the end of 2017 a further eighteen classrooms will have been constructed to cater for enrolment growth as well as for the replacement of some classrooms.

## Principal's Forward

## Introduction

### School Progress towards its goals in 2016

The report outlines some of the school's achievements in the 2016 school year as well as identifying areas for development.

Our students continue to develop skills designed to maximize independence and communication while supported by staff and parents/carers who are active participants in the learning program.

The school continue to focus on the ACARA curriculum with literacy and numeracy at its core. Staff continued to develop strategies to deliver the ACARA curriculum by focusing on the individual needs of students.

Many teacher aides and teachers have undertaken training in Key Word Signing or AUSLAN in order to improve communication with the students. Our school's key priorities were:

**Communication** – The focus across the school commences with the child recognizing the fundamentals of communication including the ability to attend to another person, enjoying being with others, concentration and attention span, sequencing with another person, taking turns, using vocalisations with meaning and using and understanding non-verbal communication.

**Curriculum** – The school curriculum is divided into three broad areas of learning – Cognition, Communication and Social, Emotional and Physical Development. All programs are student centered with students placed within programs best suited to their needs, abilities and developmental phase. Students may access different subjects at their chronological year level, different year level or through the General Capabilities.

**Transition** - A significant part of the senior schooling program at Southport Special School involves helping students get ready for the transition to post school life. One of the ways we do this is by participating in the Sampling Program. Students spend a few weeks sampling the services available post-school. This allows services and families to ensure that post school placements are the right fit for individuals. This is a collaborative process with families, the school, agencies and the community.

A School Review was conducted in 2016. Its key findings indicated positive progress had been made against the school's key priorities.

### Future Outlook

The school's 2017 explicit improvement agenda is designed to focus on building staff capacity and knowledge.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Prep Year - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	185	70	115	12	97%
<b>2015*</b>	213	83	130	16	94%
<b>2016</b>	219	84	135	9	94%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Students are identified through the verification process to have a moderate to severe intellectual impairment and other secondary impairments. All programs incorporate goals established in meetings with parents/carers.

All students enrolled require specialized teaching to facilitate access and participate in educational programs.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	7	5	6
Year 4 – Year 7	7	7	8
Year 8 – Year 10	7	7	8
Year 11 – Year 12	7	7	7

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Communication
- Intensive Interaction
- ASDAN
- Independent Living Skills
- Functional Academics
- Traineeships

Since 2014, all teacher aides and many teachers have been given the opportunity to learn key word signing or AUSLAN as a communication tool.

## Co-curricular Activities

- Crossroads
- Swimming
- Ten Pin Bowling
- Gymnastics
- Baseball
- Mindful Movement
- Various Sampling Programs
- Camping
- Eisteddfod
- Hospitality
- Work Experience

## How Information and Communication Technologies are used to Assist Learning

ICT plays an important role in the school, not only enabling students to participate in the functional academic areas but also to communicate and access their environment. A variety of devices are used in each classroom. Each classroom has access to an Interactive Whiteboard which can be used in conjunction with other computer software. iPads and laptops are used by the students as guided by the class teacher.

## Social Climate

### Overview

Southport Special School provides all students with an educational program that will assist them to develop their independence and the required skills to optimize daily life.

Our intention is to provide excellence in education through an inclusive curriculum, offering quality programs that identify and address barriers, acknowledge diversity and develop in our students the knowledge, skills and processes to participate equally.

We continue to offer specialized services with students participating in the most appropriate environment, not necessarily a classroom.

Both student and staff successes are recognized and celebrated.

Local community members are made aware of the school through luncheons held periodically on campus by the Hospitality students.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure	2014	2015	2016
<b>Percentage of parents/caregivers who agree* that:</b>			
their child is getting a good education at school (S2016)	100%	96%	92%
this is a good school (S2035)	100%	100%	96%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	96%	92%
their child is making good progress at this school* (S2004)	100%	92%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%	96%
teachers at this school motivate their child to learn* (S2007)	100%	100%	92%
teachers at this school treat students fairly* (S2008)	100%	100%	96%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	96%
this school works with them to support their child's learning* (S2010)	100%	100%	92%
this school takes parents' opinions seriously* (S2011)	100%	96%	96%
student behaviour is well managed at this school* (S2012)	100%	100%	96%
this school looks for ways to improve* (S2013)	100%	96%	96%
this school is well maintained* (S2014)	100%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	99%	99%
they feel that their school is a safe place in which to work (S2070)	97%	96%	95%
they receive useful feedback about their work at their school (S2071)	93%	96%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	93%	92%
students are encouraged to do their best at their school (S2072)	98%	100%	99%
students are treated fairly at their school (S2073)	99%	100%	96%
student behaviour is well managed at their school (S2074)	94%	95%	94%
staff are well supported at their school (S2075)	93%	97%	93%
their school takes staff opinions seriously (S2076)	94%	96%	95%
their school looks for ways to improve (S2077)	99%	100%	98%
their school is well maintained (S2078)	93%	97%	90%
their school gives them opportunities to do interesting things (S2079)	100%	96%	89%

\* 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

Our school values the relationship between home and school and maintains a close relationship with parents/carers. Central to this partnership is the collaborative formulation of a student's individual goals in the ICP.

Parents/Carers meet with the classroom teacher in semester 1 to discuss what goals they wish their child to achieve. A second meeting is held in semester 2 to discuss the progress of these goals and to establish new goals.

Parents/Carers of senior students are invited to attend meetings to establish a Senior Education Training Plan with the assistance and advice of the School Transition Officer. A Personal Future Action Plan is also put into place at this time.

Daily communication with parents regarding student's educational needs or well-being is maintained through a communication book. Many parents/carers have also opted to access QParents as a communication process with the school.

### Respectful relationships programs

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

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.



SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	6	2	13
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	0	0	2
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	265,468	0
2014-2015	279,132	0
2015-2016	290,716	0

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

## 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 <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	57	82	0
Full-time Equivalents	51	52	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	10
Bachelor degree	48
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*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 2016 were \$48,996.

The major professional development initiatives are as follows:

- Coaching
- Leadership Growth
- Building staff capacity

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	95%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.



# Performance of Our Students

## Key Student Outcomes Student Attendance

### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	90%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	78%	79%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Special schools was 89%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%												
2015	83%	87%	86%	92%	93%	94%	88%	94%	87%	90%	92%	93%	89%
2016	86%	82%	87%	89%	91%	94%	87%	87%	91%	88%	91%	81%	88%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

All parents who do not contact school staff to explain a student absence are contacted highlighting the belief that "Every Day Counts".

## NAPLAN

No students at the school participated in NAPLAN in 2016.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	12	11	14
Number of students awarded a Queensland Certificate of Individual Achievement.	12	11	14
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)		0%	0%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	6
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	6
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		0%	0%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
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.	0%	0%	43%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	0	0	0
2015	0	0	0
2016	6	6	0

As at 3rd February 2017. The above values exclude VISA students.

## Apparent Retention Rate – Year 10 to Year 12

### Student Destinations

#### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.southportspeccs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

#### Early leaver's information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

While a small number of student have been employed as part-time employees the majority of students attend activities run by Recreation and Sport.