



# Southport Special School

# ANNUAL REPORT 2017

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

*Every student succeeding. State Schools Strategy 2017-2021*  
Department of Education



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## School Overview

Southport Special School is based in the Northern end of the Gold Coast and 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 4 to 18 years based in the Australian Curriculum incorporating the extended general capabilities with senior students accessing the QCAA. The school focus is to provide students with a range of challenging opportunities to optimise their independence to learn and grow their skills and attitudes in preparation for adulthood. Secondary school aged students may also become involved in work experience, school-based traineeships and vocational education programs. The school draws on a range of professional staff such as teachers, therapists, nurses, guidance officers as well as support staff such as teacher aides and ancillary staff. The school has many volunteers and strong community support for programs.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

The priority focus for our students remains in developing skills designed to maximise independence and communication for their future pathways. These goals are supported by staff and parents/carers who are active participants in the learning program.

The school implements the Australian Curriculum with a core focus on English and Mathematics. Staff continued to develop strategies to deliver the Australian Curriculum by focussing on the individual needs of students.

Our schools key priorities continued to be:

**Communication:** Staff continue to receive training in Key Word Signing and AUSLAN to improve communication with students. The focus across the school is for each child to develop an appropriate means of communication to enhance their learning and independence.

**Curriculum:** The curriculum subjects are determined by the Australian Curriculum documents. Subjects covered include The Arts, English, Health and Physical Education, Civics and Citizenship, Mathematics, History, Science and Technologies. We were excited to add two STEM (Science, Technology, Engineering, and Mathematics) classes in 2017 with a very successful hands-on approach to the learning in those rooms. 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:** The focus for the two years of senior schooling at Southport Special School is to prepare students for life after school. A large part of this process is the sampling program that allows students to choose from the options available to them for their transition to post school life.

## School Vision

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

## Future Outlook

The schools 2018 improvement agenda is a focus on Systematic Curriculum Delivery and Effective Pedagogical Practices. To achieve these outcomes staff are engaged in a range of collaborative processes and professional development 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 2017:</b>	Prep Year - Year 12

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	213	83	130	16	94%
<b>2016</b>	219	84	135	9	94%
<b>2017</b>	236	90	146	11	95%

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

## Characteristics of the Student Body

### Overview

Southport Special School caters for the educational needs of an extremely diverse range of students drawn from a range of economic and social backgrounds. All students at Southport Special School have been identified through a verification process to have a moderate to severe intellectual disability and have been identified as requiring high and very high levels of support.

Many of the students enrolled at the school have more than one disability, including verification in the following areas: Intellectual Impairment; Autism Spectrum Disorder; Hearing Impairment; Vision Impairment; Physical Impairment or any combination of these. All students enrolled require specialized teaching to facilitate access to and participation in educational programs. All programs incorporate goals established in meetings with parents/carers.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	5	6	5
Year 4 – Year 6	7	8	6
Year 7 – Year 10	7	8	6
Year 11 – Year 12	7	7	6

# Curriculum Delivery

## Our Approach to Curriculum Delivery

All teachers use the Australian Curriculum to plan, whilst referring to a range of resources such as C2C SWD documents. A number of assessment tools inform the specific teaching and learning cycle. All cohorts moderate student work against Guides to Making Judgements (GTMJ), using assessment tasks and individual student portfolios.

All students have an Individual Curriculum Plan to support learning, which became expected practice in 2015. These plans inform the classroom programs, and are assessed and reported on each semester.

Students aged fifteen to eighteen have a Senior Education and Training Plan (SET Plan) which are reviewed twice a year. All students have access to community programs. Our secondary school age students have access to work experience and TAFE courses. All transition students have a QCIA Curriculum Plan which is the forerunner to their receipt of a Queensland Certificate of Individual Achievement at the end of their schooling. Independent Living Skills are a focus for students as they progress through their schooling life.

A number of frameworks are utilised to maximise the student learning process. These include:

- Intensive Interaction
- Process Based Learning
- ASDAN

## Co-curricular Activities

- Camps
- Interschool Sports
- Community Access Programs
- Vocational Work Experiences
- Physiotherapy, Occupational Therapy and Speech Therapy

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

Computers and assistive technology are used for a variety of purposes across all sectors of the school. Each classroom has access to desktop computers for student access to conduct research, complete assignments and learn relevant ICT skills. Students are able to engage in online activities through a number of educational resources.

A number of students use adaptive technology to access computers and to increase their communication abilities. Assistive technologies include: communication devices; keyboards; switches; switch adapted toys; and large keyboards. Access to this equipment allows all our students to engage rich learning experiences.

All classrooms have access to an interactive whiteboard, which is used within all teaching and learning programs across the week to engage the students and present the curriculum content in an interactive and supportive way.

Cameras, presentation software and movie editing software are extensively utilised to enhance units of work and related activities implemented across the school. They are also used for moderating student work and presenting examples of student activity to parents through digital portfolios as part of the reporting process.

Teachers are provided with CFT laptops, and ongoing professional development sessions are provided to assist them to integrate ICT into curriculum programs. The school has spent considerable funds on purchasing site licences for the most suitable student software, as well as monitoring and adhering to the replacement schedule for technologies around the school, ensuring we have current and efficient hardware for the students and staff.

# Social Climate

## Overview

It is important to staff at Southport Special School that our students feel safe and secure at school and recognise the school as a place they belong to. Southport Special School has a positive school climate where each day everyone is striving to be 'Safe, Kind Learners'. All staff implement positive behaviour support strategies that encourage the development of positive relationships and appropriate interactions between students. This is a part of the school's implementation of Positive Behaviour for Learning (PB4L). The school has a committee and an external coach which oversee the school's implementation of PB4L strategies.

Staff across the school work together to develop the behavioural, social and emotional skills that will lead to the execution of positive interactions and relationships between students. Our school is a place where every child can learn. This is recognised and celebrated in a variety of ways including: gotchas, recognition at assemblies, Principal's morning tea and celebration days.

Data from the School Opinion Survey indicates that students are very happy to attend Southport Special School. The data also indicates that 97% of parents state that their child feels safe at school. The data also suggests that 98% of staff feel that they enjoy working at this school.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	92%	94%
this is a good school (S2035)	100%	96%	97%
their child likes being at this school* (S2001)	100%	100%	94%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	96%	92%	97%
their child is making good progress at this school* (S2004)	92%	88%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%	90%
teachers at this school motivate their child to learn* (S2007)	100%	92%	97%
teachers at this school treat students fairly* (S2008)	100%	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	97%
this school works with them to support their child's learning* (S2010)	100%	92%	97%
this school takes parents' opinions seriously* (S2011)	96%	96%	97%
student behaviour is well managed at this school* (S2012)	100%	96%	97%
this school looks for ways to improve* (S2013)	96%	96%	97%
this school is well maintained* (S2014)	100%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	99%	99%	98%
they feel that their school is a safe place in which to work (S2070)	96%	95%	92%
they receive useful feedback about their work at their school (S2071)	96%	89%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	92%	92%
students are encouraged to do their best at their school (S2072)	100%	99%	97%
students are treated fairly at their school (S2073)	100%	96%	100%
student behaviour is well managed at their school (S2074)	95%	94%	90%
staff are well supported at their school (S2075)	97%	93%	88%
their school takes staff opinions seriously (S2076)	96%	95%	86%
their school looks for ways to improve (S2077)	100%	98%	95%
their school is well maintained (S2078)	97%	90%	95%
their school gives them opportunities to do interesting things (S2079)	96%	89%	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

Southport Special School maximises opportunities to include parents in their child's education and school-related decision-making. The school has an active and committed P&C that works closely with staff and school administration.

Communication between parents and teachers occurs on a daily basis through the students' communication books. Formally, staff meet with parents twice a year to review the students' Individual Curriculum Plans and discuss the student's individual progress. Informally, staff meet with parents at various times throughout the year according to the needs of the child. Parents are also invited to come to the school for various activities throughout the year, including the Bookweek Parade, Easter Hat Parade and other occasions to celebrate their child's achievements. School newsletters are also utilised to showcase classroom achievements and activities, to keep parents informed and advertise opportunities to get involved with school-related activities. We also showcase news events and school achievements on our school website.

The school has forged strong links with many local community organisations. These organisations support the procurement of educational items and activities which would have otherwise been difficult to access. A number of local schools offer students access to programs as part of their outreach programs.

There is strong support from volunteers who assist in the delivery of daily school programs including the water therapy program. Many of these volunteers progress to employment within the school.

## Respectful relationships programs

Southport Special School refers to the Health and Physical Education area within the Australian Curriculum to inform classroom programs, as well as the Daniel Morcombe support materials and Family Planning documents.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	2	13	12
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	2	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

The school's water usage is monitored by Musgrave Hill State School. There are solar panels installed which reduce the school's electricity usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	279,132	0
2015-2016	290,716	0
2016-2017	303,500	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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	61	86	<5
Full-time Equivalents	55	53	<5

#### 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	52
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 2017 were \$118,536.

The major professional development initiatives are as follows:

- Coaching
- Leadership Growth
- Building all staff capacity

The major professional development initiatives are as follows:

The leadership team continued to focus on establishing and maintaining a high performing leadership team, with the focus on establishing a high performing school.

The leadership team continued its alliance with the 5 other special schools in the region, to foster ongoing collegial support and address issues associated with common needs.

All staff were involved in the designated departmental training including Code of Conduct and Student Protection Training.

All teachers participated in 'Planning Days', which helped develop common understandings for curriculum planning, delivery, moderation and assessment.

New teaching staff were supported through the mentoring program for beginning teachers.

All teacher aides were supported through planned 'Focus Days' to increase their skills and knowledge in the teaching process and its application for a range of students.

Internal staff leaders in Intensive Interaction and Process Based Learning continued to engage and support staff through these approaches to the fundamentals of teaching communication.

The Communication focus also saw staff attending workshops on aided language stimulation, PODD and PECS

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	94%

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

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.



# 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	88%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	79%	81%

\*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 2017 for all Queensland Special schools was 88%.

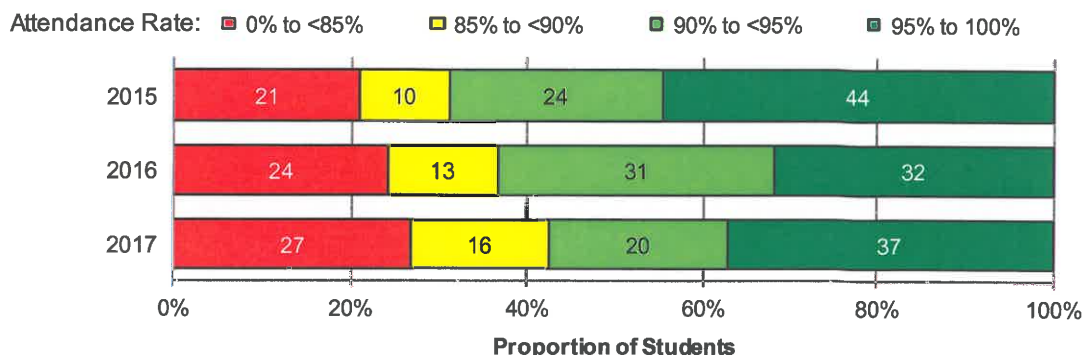
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	83%	87%	86%	92%	93%	94%	88%	94%	87%	90%	92%	93%	89%
2016	86%	82%	87%	89%	91%	94%	87%	87%	91%	88%	91%	81%	88%
2017	72%	84%	86%	78%	88%	87%	93%	89%	89%	91%	89%	88%	85%

\*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.

### Student Attendance Distribution

The proportions of students by attendance range:



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

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

The school attempts, on a daily basis, to contact all parents who do not explain the student absence to the school.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	11	14	5
Number of students awarded a Queensland Certificate of Individual Achievement.	11	14	5

## Student Destinations

### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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

## Conclusion

Southport Special School is both an inward and outward looking school with its strong program of development for staff and its links to the international educational community.

Building staff capacity and leadership is seen to be the focus to improving the educational outcomes for all students at the school.