



Southport Special School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Southport Special School was established in 1970 and is one of the largest special schools in Queensland. Our school is co-educational and provides an educational service for students with an intellectual disability and secondary impairments such as hearing, vision, physical and autism spectrum disorders. We currently provide a service for approximately 270 students from Prep to Year Twelve.

At Southport Special School we value working in collaboration with families and the local community to ensure we support the unique learning needs of every student in our care. We pride ourselves on having a safe, supportive and least restrictive environment.

Our highly experienced staff support student learning through the implementation of the Australian Curriculum, the use of data to inform teaching and learning and through the provision of a wide variety of pedagogical approaches that meet different learning styles. Staff also work closely with families to support specific personal care or medical needs.

As a school community we also value the importance of every student having fun whilst at school.

School progress towards its goals in 2018

During 2018, the school's improvement priorities were:

- Systematic Curriculum Delivery
- An Explicit Improvement Agenda
- Communication and Transition

Staff, families and students worked collaboratively towards these three school improvement priorities. Some of the highlights included:

- Teacher participation in regular team planning days with a focus on collegial conversations centred on student learning needs
- Further implementation of STEAM classes to support students to explore and innovate through the use of an inquiry base approach to learning with an explicit focus on all aspects of STEAM
- Exploration of student communication needs through the Communication Professional Learning Community

Future outlook

Our explicit school improvement priorities and key strategies for 2019 include:

School Improvement Priority 1: Data Informed Teaching and Decision Making

- Consistent and systematic implementation of Whole School Curriculum, Assessment and Reporting Plan
- Build staff capability in the analysis, interpretation and use of data

School Improvement Priority 2: Communication

- Support student access to their learning
- Support staff capability development in the use of Augmentative, Alternative Communication

To support the school to achieve the above priorities resources and targeted professional development have been aligned, some of which includes:

- ✓ **Three Heads of Curriculum** to support teacher knowledge and understanding of the Australian Curriculum and the requirements of the P-12 curriculum, assessment and reporting framework and to further develop
- ✓ **Two Lead Teachers of Augmentative, Alternative Communication** to support staff professional learning through targeted, mentoring and explicit teaching and modelling
- ✓ **Curriculum Team** to build curriculum leadership across all sectors of the school
- ✓ **Targeted professional development for Teacher Aides** on a fortnightly basis

Further to the School Review early in 2019, the school community will undertake a strategic planning process to collaboratively plan for and develop the School Strategic Plan 2020 – 2023. This will include a review of the school's

vision, values, motto and logo. The plan will also outline the specific school improvement strategies with associated timelines and measures of success.

As a school community, we are very excited about our school improvement priorities and we look forward to the strategic planning process which is informed by the School Review Report recommendations.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	219	236	243
Girls	84	90	82
Boys	135	146	161
Indigenous	9	11	9
Enrolment continuity (Feb. – Nov.)	94%	95%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	6	5	6
Year 4 – Year 6	8	6	6
Year 7 – Year 10	8	6	7
Year 11 – Year 12	7	6	6

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Teachers are using an adaptation of the Students With Disabilities (SWD) Curriculum to the Classroom (C2C) units of work which are directly aligned to the Australian Curriculum. These units of work all have associated assessments with Guides to Making Judgements (GTMJs) to which teachers use during moderations. Teachers use evidence of students learning to create individual student portfolios which relates to the students Individual Curriculum Plan (ICP).

Twice a year, teachers undertake formal diagnostic assessment with their students to get accurate data that informs the students curriculum access point. This information is then used to create the students Individual Curriculum Plan for the semester. Both Highly Individualised and Year Level Partial curriculum plans are used at Southport Special School. These plans inform the teaching and learning programs delivered in each classroom 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 Queensland Certificate of Individual Achievement (QCIA) Curriculum plan which is the forerunner to their receipt of a QCIA at the end of their schooling. Independent Living Skills are a focus for students as they progress through their schooling life.

Co-curricular activities

Southport Special School offers a wide variety of co-curricular activities:

- Camps
- Interschool sports
- Community access programs
- Vocational work experiences
- Physiotherapy, Occupational Therapy and Speech Language Therapy

- Music programs include:
 - Steel band
 - Middle School choir
 - Middle School drum ensemble
 - Secondary School drum ensemble
 - Music Mates - Instrumental Music Program

How information and communication technologies are used to assist learning

Computers and assistive technologies are used for a variety of purposes across all sectors of the school. Each teaching and learning environment has access to desktop computers, laptops and / or iPads for student access to conduct research, engage in learning episodes, complete assessments and develop ICT skills. All classes are able to access a variety of online activities included subscriptions to various educational programs and resources such as Reading Eggs and Mathseeds.

Students use adaptive technology to access computers, assist with their learning and increase their communication abilities. Assistive technologies include specific, individualised communication devices, alternative

keyboards, switches and switch adapted devices or toys. These technologies allow for students to access and engage in rich learning environments and experiences.

Each teaching and learning space includes an interactive whiteboard, which are used within teaching programs across the week. This style of technology assists many of our students to engage in curriculum content in an interactive and supportive way.

Digital still cameras, video cameras, presentation software and movie editing software are extensively utilised to enhance units of work and recording of evidence of learning across the school. Students engage with these devices and software to create presentations for class projects and assessment evidence. They are used for moderating student work and presenting examples of student activity and learning to parents through the individual digital portfolios as part of the reporting process.

Teachers are provided with laptops through the Computers for Teachers (CFT) program. 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

Southport Special School is committed to providing a safe, respectful and supportive school environment. The school supports the explicit teaching of positive behaviour through the implementation of a Positive Behaviour for Learning Program (PB4L) program. Staff are supported in their implementation of these processes through the staff "Positive Behaviour for Learning Guide".

Students' positive behaviour is recognised and celebrated. Students are given "Gotchas" for following the three school rules: "Be Safe, Be Kind, Be a Learner". Positive Behaviour is also rewarded through presentation of certificates at assemblies, a Principal's Morning Tea each term and a Celebration Day each semester.

The school wide PB4L team consists of school leaders and Heads of Learning Teams. Parents are encouraged to attend regular meetings where de-identified behaviour data trends are discussed and analysed. For students who require intensive behaviour support a referral process is completed. The completed referral with family permission is reviewed by the school's leadership team. The Principal then coordinates a team response to develop, implement and review an Intensive Behaviour Support Plan.

The school has one full time and one part-time Guidance Officer (GOs). The Guidance Officers actively support students and their families on a case-by-case basis.

Southport Special School has several programs that support individual students' access to curriculum. The school employs two part-time AAC Lead Teachers who guide the implementation of student communication in consultation with the Speech Language Pathologist and classroom teachers. Teachers also have access to an Intensive Interaction co-ordinator and a Process-Based Learning co-ordinator for in-class student support once each week if required.

Southport Special School is also supported by a Chaplain on a weekly basis. The Chaplain provides support both to the families of students and to staff members. The Chaplain has strong links to the local community and utilises these links to promote the wellbeing of the school community as a whole.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	94%	98%
• this is a good school (S2035)	96%	97%	100%
• their child likes being at this school* (S2001)	100%	94%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child feels safe at this school* (S2002)	100%	97%	98%
• their child's learning needs are being met at this school* (S2003)	92%	97%	95%
• their child is making good progress at this school* (S2004)	88%	94%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	94%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	90%	98%
• teachers at this school motivate their child to learn* (S2007)	92%	97%	100%
• teachers at this school treat students fairly* (S2008)	96%	100%	95%
• they can talk to their child's teachers about their concerns* (S2009)	96%	97%	95%
• this school works with them to support their child's learning* (S2010)	92%	97%	98%
• this school takes parents' opinions seriously* (S2011)	96%	97%	98%
• student behaviour is well managed at this school* (S2012)	96%	97%	93%
• this school looks for ways to improve* (S2013)	96%	97%	98%
• this school is well maintained* (S2014)	100%	100%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)			
• they like being at their school* (S2036)			
• they feel safe at their school* (S2037)			
• their teachers motivate them to learn* (S2038)			
• their teachers expect them to do their best* (S2039)			
• their teachers provide them with useful feedback about their school work* (S2040)			
• teachers treat students fairly at their school* (S2041)			
• they can talk to their teachers about their concerns* (S2042)			
• their school takes students' opinions seriously* (S2043)			
• student behaviour is well managed at their school* (S2044)			
• their school looks for ways to improve* (S2045)			
• their school is well maintained* (S2046)			
• their school gives them opportunities to do interesting things* (S2047)			

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	99%	98%	99%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel that their school is a safe place in which to work (S2070)	95%	92%	92%
• they receive useful feedback about their work at their school (S2071)	89%	88%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	92%	95%
• students are encouraged to do their best at their school (S2072)	99%	97%	100%
• students are treated fairly at their school (S2073)	96%	100%	100%
• student behaviour is well managed at their school (S2074)	94%	90%	95%
• staff are well supported at their school (S2075)	93%	88%	93%
• their school takes staff opinions seriously (S2076)	95%	86%	94%
• their school looks for ways to improve (S2077)	98%	95%	99%
• their school is well maintained (S2078)	90%	95%	98%
• their school gives them opportunities to do interesting things (S2079)	89%	89%	95%

* 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 families 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 families and teachers occurs on a daily basis through the students' communication books. Formally, staff meet with families twice a year to review the students' Individual Curriculum Plans and discuss the student's individual progress. Informally, staff meet with families at various times throughout the year according to the needs of the child. Families are also invited to come to the school for various activities throughout the year, including the Book Week Parade, Easter Hat Parade and other occasions to celebrate their child's achievements.

A fortnightly Keeping in Touch with Families newsletter highlights student learning and achievements and also keeps families informed of opportunities to get involved with school-related activities. We also showcase news events and school achievements on our school website Facebook page.

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.

Southport Special School has a dynamic Parent and Citizens (P&C) committee that meets on a monthly basis. The P&C works closely with the school staff and leadership team. Communication between parents and the school occurs on a daily basis through either the use of student communication books or through class Do-Jo. The school has a fortnightly "Keeping in Touch" newsletter that distributes key information to all stakeholders.

Parents are formally consulted each semester through the Individual Curriculum Plan process. Throughout the year parents are invited to school-wide events that celebrate student achievements, including: Book Week, Easter Parade and Music Mates Concerts.

A recently updated Family Resource Room enables families to attend information sessions co-ordinated to meet the needs of the local community. Recently, community members have attended sessions that have included: Key Word Signing, Augmentative, Alternative Communication (AAC) systems and information related to the National Disability Insurance Scheme.

There is strong support from volunteers who assist teaching teams to support student learning. Many of these volunteers progress to employment within the school.

Respectful relationships education programs

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. Southport Special refers to the Health and Physical Education area within the Australian Curriculum to inform classroom programs, as well as the Daniel Morcombe Child Safety Curriculum support materials and True documents. This accompanied with our PB4L focus allows students to develop skills in conflict resolution, respectfully interacting with the diversity of student and staff our school supports.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	13	12	20
Long suspensions – 11 to 20 days	0	0	1
Exclusions	2	0	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school has been active in reducing its environmental footprint in the following efforts:

- Water Consumption – the school has water tanks to help reduce the usage of water including to the pool and some toilets.
- Electricity Consumption – the school has solar panels in the Administration Building to help reduce consumption. In addition, staff are encouraged to turn off air conditioners and other electrical items when not in use.
- Recycling – the school has Recycle Bins which are emptied fortnightly, shredded paper is recycled and some of the classes/students are involved in a bottle/container recycling program.
- Vehicle use – staff car pool where possible to reduce the impact of vehicle emissions on the environment.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	290,716	303,500	366,993
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

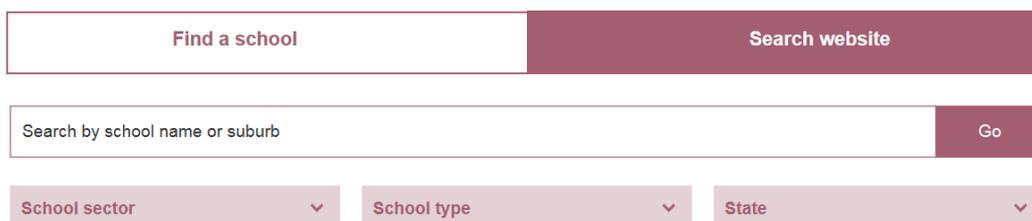
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	66	79	<5
Full-time equivalents	60	49	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	8
Graduate Diploma etc.*	6
Bachelor degree	50
Diploma	2
Certificate	0

*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 2018 were \$50 522.

The major professional development initiatives are as follows:

- STEAM / STEM – \$840.86 - Advancing STEM SER Workshop (3 teachers); STEM Symposium (3 teachers); QUT STEM (1 teacher)
- ASDAN Training & Moderation - \$5,468.00 - (10 teachers)
- Special Education Leadership - \$10,264.55 –QASEL Conferences (9 teachers); Next Level Leadership (8 teachers); Other Leadership PDs (4 teachers)
- Mentoring Beginning Teachers - \$9,617.60 – (10 teachers)
- Literacy and Communication - \$5,548.11 – ISAAC Conference (4 teachers); Sheena Cameron (Reading – 3 teachers, Writing – 3 teachers, Oral Language – 3 teachers); Words Their Way (2 teachers);
- Process Bases Learning and Intensive Interaction Mentoring / PD – (30 teachers)
- MAPA Training - \$2,19.92 (most of the teachers)
- First Aid / CPR - \$2,252.64 (40 teachers)
- Other Professional Development – \$7,858.53 – Resilient Kids PD, Preservice Teacher Workshop, Staff Trauma PD, Pipeline for Success, QCIA Verification, PART Training, Fire Warden Training & Therapeutic Aquatics Course

The proportion of the teaching staff involved in professional development activities during 2018 was 90%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Special schools was 87%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	87%	88%
Attendance rate for Indigenous** students at this school	79%	81%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

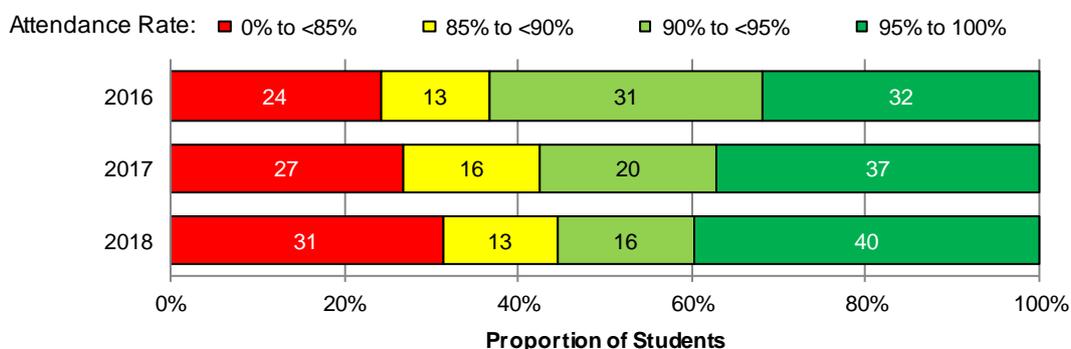
Year level	2016	2017	2018
Prep	86%	72%	83%
Year 1	82%	84%	85%
Year 2	87%	86%	87%
Year 3	89%	78%	90%
Year 4	91%	88%	85%
Year 5	94%	87%	85%
Year 6	87%	93%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enrolment and Attendance at State Schools](#); and [Roll](#)

[Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

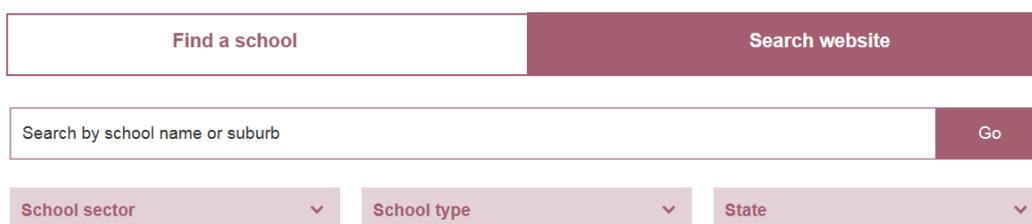
The school also supports student attendance through

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	14	5	12
Number of students awarded a QCIA	14	5	12
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	0	0	0

Description	2016	2017	2018
Percentage of Indigenous students awarded a QCE at the end of Year 12	0%		0%
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP	0%		0%
Number of students awarded one or more VET qualifications (including SAT)	6	0	0
Number of students awarded a VET Certificate II or above	6	0	0
Number of students who were completing/continuing a SAT	6	0	0
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	43%	0%	0%
Percentage of QTAC applicants who received a tertiary offer.			

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	0	0	0
Certificate II	6	0	0
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort		117%	72%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			100%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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