

# Carinity Education Southside Annual Report 2017 (Based on 2016 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:

111

### 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 female students Grades 7 to 12. We take referrals from a range of Government Departments, Community Organisations and schools 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. Southside specialize in providing assistance to students from backgrounds of disadvantage, trauma and abuse. We provide a supportive and flexible learning environment that enables all our students to work towards overcoming the barriers they have previously faced when accessing education.

41% 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**

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)

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

### **Service Education**

Service Education: Grade 9 students have been volunteering with the St Vincent de Paul Society for two hours per week. This assists students to be engaged in the

community and provides a sense of value as they give back to others.

### **Transition Program**

Transition Program: Having noticed that many students did not properly engage with the school community resulting in a high drop-out rate we commenced a transition program. Students in the transition program do not face the challenge and stress of regular classroom assessment and are afforded a gentler start in their introduction to the community. Students learn about the various opportunities offered in the school and undertake basic literacy and numeracy assessment. The length of time spent in transition ranges from a few days to about six weeks. Initial analysis suggests a lower drop-out rate where students spend time in transition.

### **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 for mums and bubs

Reproductive and Sexual Health

Fitness Personal Trainer

Yoga

Domestic violence

Reading to your child

Music for children

Relaxation

Depression

Behavior development strategies

Health and Age appropriate transitions

Clinic Nurse for immunization and development

Basic first aid for mum's

### **Careers program**

At Southside we have a dedicated Careers program. This program has been timetabled into our Year 10, 11 & 12 classes. The career program still works with Year 7, 8 & 9 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 2016 have included:

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

### **Extra-curricular Activities:**

#### **School events**

During the year Southside holds a number of events that students, families and the community are encouraged to take part in. These days provide an opportunity for students to showcase their skills and to strengthen connections with their families and broader community.

#### **Events in 2016 included:**

Meet the families BBQ

Harmony Day

Restaurant Day

NAIDOC Celebrations

Wellbeing Day

Swimming Carnival

Cross Country Carnival

Athletics Carnival

Christmas Party

### **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:

Doing Schools differently

Lord Mayors Youth Advisory Council

Sunnybank Primary School Harmony Day

FOGS Indigenous Employment and Careers Expo

Building Futures Montessori Educators Day

### **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

### **Holiday Program**

Southside runs a holiday program throughout each of the school holidays. The 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, the program also helps engage new student's transition into school in a relaxed environment.

### **Activities have included:**

Cooking

Beach Days

Sport

Art Attack

Cultural Excursions

Movies

Ten Pin Bowling

### **Café**

The café is an enterprise that the students run at Carinity Aged Care Wishart. Every Tuesday students set up a café environment 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. Some of the residents have this visit to the café as their outing. 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.

### **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's philosophy of *Unconditional Positive Regard* which underpins the climate of the school. 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. Students are in small cohorts supported by youth workers/teacher aides who work with the student in a positive learning environment.

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.

### **Student Support Team**

Southside Student Support team was formed to enable us to respond to students needs requiring intensive and / or specialist support which goes beyond those needs generally found in a special assistance school classroom.

### **Parental Involvement:**

Parents, Carers and families are encouraged to volunteer at the school, attend school events and celebration days. Volunteering include classroom support, kitchen library and administration support. School event days are held each term and are an opportunity to celebrate student achievements and connect with the broader community.

Parent/Carer days are held in May and August each year. These days are a great opportunity to meet significant adults in the students' lives to celebrate their achievements and support the student. On these days Parents, Carers and families are invited to meet with all the staff and to discuss the students' progress and strengths with their Teachers and Youth workers. We provide food, tea and coffee throughout the day so that families have an opportunity to engage in less formal environment with school staff.

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.

The students and staff publish a school newsletter each term to keep Parents, Carers and the Community informed of activities within the school.

### **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

- Survey indicated the staff are friendly and helpful.
- Survey indicated the school prepared students well for further study or employment.
- 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

*Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.*

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

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### Staffing Information

#### Staff Composition, Including Indigenous Staff:

In 2016 we employed:

- A fulltime Principal
- 6 fulltime classroom teachers, 3 part time 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 full time administration officer and 2 part time administration officers
- A part time IT Coordinator
- 2 part time kitchen hands
- 1 part time Grounds man

18% of staff identify as Indigenous Australians

### Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Masters	17%
Bachelor Degree	75%
Diploma	8%
Certificate	0%

### Expenditure on and Teacher Participation in Professional Development:

#### a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Child Protection and Duty of Care	All
Mental Health and young people	All
Reboot Strategies for engagement	All
Reboot : Engage in life and learning	All
Brain Gym	All
Introduction to Outcome Stars	All
Health & Safety	All
First Aid & CPR	All
VET related Updates	4
Curriculum Updates	5
Fire Safety	All
Staff Wellbeing	All
Total number of teachers participating in at least one activity in the program year	All

#### b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
10	\$9817.00	\$981.70
The total funds expended on teacher professional development in 2016		\$9817.00

The proportion of the teaching staff involved in professional development activities during 2016	100%
The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]	

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

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
29	183	277	87%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 87% in 2016			

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

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
10	10	100%
From the end of 2015 100 % of staff were retained for the entire 2016 school year		

**Key Student Outcomes**

*[Schools may wish to include comparative data from previous year(s) in this section]*

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

The average attendance rate for the whole school as a percentage in 2016 was 68%
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**Average student attendance rate for each year level:**

Year levels	Average attendance rate for each year level as a percentage in 2016
Year 7	63%
Year 8	72%
Year 9	73%
Year 10	68%
Year 11	68%
Year 12	69%

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 2016**

#### **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/> under this section of the report.*

## Benchmark Data for Year

2 Year 7 students attended NAPLAN

2 Year 9 students attended NAPLAN

<b>Reading</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2016)	456	541	100%
Year 9 (2016)	531	581	100%
<b>Writing</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2016)	344	515	100%
Year 9 (2016)	387	549	100%
<b>Spelling</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2016)	339	543	100%
Year 9 (2016)	474	580	100%
<b>Grammar and Punctuation</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2016)	433	540	100%
Year 9 (2016)	496	569	100%
<b>Numeracy</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2016)	428	550	100%
Year 9 (2016)	484	589	100%

### Apparent Retention Rate Year 10 to 12:

The school's apparent retention rate must be published. The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%).

Year 12 student enrolment as a percentage of the Year 10 cohort is 36%

### Year 12 Outcomes:

Outcomes for our Year 12 cohort 2016	
Number of students awarded a Senior Education Profile	11
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	0
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	10
Number of students awarded a Queensland Certificate of Education at the end of Year 12	10
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	0%
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	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	0%

### \*\*\*Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2016 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.