

CARINITY EDUCATION
Southside
Accept. Aspire. Achieve.

Annual Report 2021



Carinity Education Southside

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Descriptive Information

School Sector:

Independent

School's Address:

153 Lister Street Sunnybank, 4109 Brisbane, Queensland

Total Enrolments:

116

Year Levels Offered:

Years 7 to 12

Co-educational or Single Sex:

Female students only

Characteristics of the Student Body:

Carinity Education Southside is a Special Assistance 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 specializes 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. Approximately 40% of our students are First Nations Australians, with many other cultures also represented. We embrace each culture within our school environment and create a welcoming community for all who attend or visit. Approximately 7% of our students are young mothers. They have an opportunity to complete their schooling while their children access the onsite Early Learning Centre. Enrolments of students in out-of-home care are prioritized.

Distinctive Curriculum Offerings:

Many students come to school with 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 their ongoing difficulties, we will not be able to engage them effectively in the classroom and in learning. At Southside we work under the Outcomes Star and Therapeutic Crisis Intervention Models to explicitly and implicitly teach young people emotional literacy, self-regulation and resilience-building strategies. By using a Trauma-Aware approach at Southside, which includes building strong relationships and co-regulating with students we can see positive changes in the behaviours and the academic outcomes of the young women.

With a dedicated student support team including a Youth Therapeutic/Wellness Lead and two Indigenous Youth and Family Support Workers we have been able to implement a range of strategies and programs that provide intensive personal support to address our students' 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
- CYMHs
- Department of Child Safety, Youth and Women
- Department of Youth Justice
- Brisbane Youth Service
- YFS
- Domestic Violence Resource Centre
- Inala Elders and other Indigenous Elders
- Search Light Inc
- Immunization Outreach Team
- Inala Youth Service
- Indigenous Youth Service
- Bridges Reconnect
- Reconnect Service Education
- Sisters Inside

Service Education:

In 2020 our Service Education Program was interrupted by COVID19, hindering our ability to volunteer at various charities. Instead, this time was used to develop important life skills such as cooking and budgeting for groceries. In Term 4 we were able to once again visit the RSPCA at Wacol, learning about animal care and responsibilities. The Service Education program assists students to be engaged in the community and provides a sense of value as they give back to others.

Transition Program:

Having noticed that many students did not properly engage with the school community resulting in a high drop-out rate we run 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 six weeks, or possibly longer.

Early Learning Centre, Parenting program and support:

Southside has formed a strong partnership with Search Light Inc to provide an Early Learning service including a parenting program to the mothers who attend the school. The ELC provides care and education that is culturally appropriate. The programs are age appropriate providing the children with a positive start to their education. The ELC provides nutritious meals each day. Mothers also have access to nappies, formula and other supports when required. The children attending the ELC are able to access the medical services provided by Inala Indigenous Health at the school.

The ELC also runs 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
- Domestic violence
- Reading to your child
- Music for children
- Relaxation
- Depression
- Behavior development strategies
- Health and age-appropriate transitions
- Water safety and swimming lessons
- Clinic Nurse for immunisation and development
- Basic first aid for mums

VET opportunities:

At Southside we value preparation for the real world and the workforce. In Year 10 our students take a subject called Futures which prepares them for the senior phase of learning, further study and the workplace. Through ongoing careers sessions students begin to develop an awareness of their career interests, of workplace expectations, 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 Curriculum and VET Coordinator and year level Youth Workers maintain 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.

In Years 11 and 12, a number of VET subjects are available to be studied at school. Southside offers Certificate I and II Hospitality, Certificate II Visual Arts, Certificate II Community Services and Certificate II Business Studies.

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 2020 have included:

- Swimming
- Creative Circle
- Mindfulness
- Gym
- Gymnastics
- Dance
- Ten-pin bowling
- Basketball
- Athletics
- Yoga

Extra-curricular Activities:

School events and Community Participation

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. In 2020 we needed to adapt to our changing world and cancel some much-loved events, and down-size others.

Events in 2020 included:

- Restaurant Day
- Wellbeing/Open Day
- Swimming Carnival
- Cross Country Carnival
- Athletics Carnival
- Christmas Party

Cultural participation:

Sadly, in 2020, participation in Cultural events both inside and outside of school was limited. This was due to COVID19 restrictions, and our desire to protect our valuable Elders and their communities.

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 students' transition into school in a relaxed environment. Activities have included:

- Cooking
- Beach Days
- Sport
- Family Feud Quiz Days
- Movies
- Ten Pin Bowling
- Tie-dying
- Christmas crafts

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 antisocial 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 underpins the climate of the school. This philosophy informs the structure and strategies we utilise. 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 who work with the student in a positive learning environment. Southside creates a community atmosphere 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 behaviour 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. In 2020, parental involvement was limited due to restrictions, but encouraged over the phone and via email.

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 a 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

Satisfaction Data:

Parent/Carer are surveyed twice a year, in May and August at Parent/Carer Day. The majority of Parents/Carers feel:

- Their child's wellbeing, communication, literacy, numeracy, relationships with teachers, behavioural choices, engagement and attendance have improved considerably.
- 100% of parents/carers rated their general satisfaction with the school program as positive.

Students are surveyed twice a year, in May and August at Parent/Carer Day. The majority of students feel:

- This school is better than their previous education experiences.
- This is a safe place to learn.
- They receive more support with their learning at Southside.

Contact Person for Further Information:

The Principal

School Income Broken Down by Funding Source

For details of school funding, visit the My School website:

<https://www.myschool.edu.au/school/47959/finances>

Staffing Information

Staff Composition, Including Indigenous Staff:

In 2020 we employed:

- A fulltime Principal
- 4 fulltime classroom teachers, 7 part-time teachers
- 3 fulltime Youth workers and 4 part time Youth Workers
- A fulltime Deputy Principal – Student Support

- A fulltime Student Support Officer and 2 part time Indigenous Support Officers
- A fulltime VET and Curriculum 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/Maintenance Officer

22% of staff identify as First Nations 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
Doctorate or higher	0
Masters	2
Bachelor's degree	13
Diploma	4
Certificate	8

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
Health and Safety	All
First Aid and CPR	All
VET Related Updates	3
Curriculum Updates	9
BKSB (Basic Key Skill Builder)	All
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
13	\$11388	876
The total funds expended on teacher professional development in 2020		\$11388
The proportion of the teaching staff involved in professional		100%

development activities during 2019	
The major professional development initiatives were as follows: VET updates, Child Protection, Student Engagement, Student and Staff Wellbeing and Therapeutic Crisis Intervention training.	

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
13	12	92%
From the end of 2019 92 % of staff were retained for the entire 2020 school year		

Key Student Outcomes

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

The average attendance rate for the whole school as a percentage in 2020 was 65%. Attendance was greatly affected by COVID19.

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2020
Year 7	71%
Year 8	65%
Year 9	64%
Year 10	62%
Year 11	62%
Year 12	63%

The above figures are not a true reflection of student engagement. Disengaged students and students with severe anxiety receive at-home visits from our Support Team, and work-from-home packs to support their ongoing education.

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 appropriate work can be completed at home.

Furthermore, attendance was greatly affected by the worldwide pandemic and the provision to work from home.

NAPLAN results for Years 7 and 9 in 2020

Benchmark Data for Year

In 2020, NAPLAN was cancelled due to COVID19.

Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 40%. This data is not a true reflection of student numbers, as at Carinity Education Southside our highest enrolments are in the Senior School. Students are also given the opportunity to complete Senior over three years, rather than two. As a result, this data is skewed.

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2020	
Number of students awarded a Senior Education Profile	7
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an ATAR	0
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	1
Number of students awarded one or more Vocational Education and Training (VET) qualifications	6
Number of students awarded a Queensland Certificate of Education at the end of Year 12	3
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	86%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	NA

Post-school Destination Information

- This year, 4 of 7 Year 12 completers from Carinity Education — Southside responded to the survey. To maintain data confidentiality, reports are not generated for schools with fewer than five responses.