

CARINITY EDUCATION
Southside
Accept. Aspire. Achieve.

Annual Report 2020



Carinity Education Southside

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Descriptive Information

School Sector:

Independent

School's Address:

153 Lister Street Sunnybank, 4109 Brisbane, Queensland

Total Enrolments:

114

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. 40% of students are Indigenous 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. 7% of students are young mothers. They have an opportunity to complete their schooling while their children access the onsite Early Learning Centre.

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 explicitly addressing the issues and the behaviours 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 Communities
- 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 2019 all year levels have been volunteering with various charities and organisations for two hours per week. Charities and organisations include RSPCA, Pajama Foundation, Zonta, Carinity Gardens Aged Care and Horses in Mind. This 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 immunization 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 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.

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 2019 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.

Events in 2019 included:

- Harmony Day and International Women's Day (joint celebration)
- Restaurant Day
- NAIDOC Celebrations
- Wellbeing/Open Day
- Swimming Carnival
- Cross Country Carnival
- Athletics Carnival
- Christmas Party

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
- Harmony Day: Sunnybank Primary School
- Indigenous sporting events

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
- Cultural Excursions
- Movies
- Ten Pin Bowling
- Tie-dying

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 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 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 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. 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 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.
- 93% of parents/carers rated their general satisfaction with the school program as good or excellent.

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.

Further feedback from Google Review: Absolutely adore this school. I love teachers who actually listen and help their students; A fantastic school with an administrative team that puts the students first. The care and support provided to the girls at this school offers them opportunities they otherwise might miss out on. Keep up the good work, Carinity Education 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 2019 we employed:

- A fulltime Principal
- 6 fulltime classroom teachers, 4 part-time teachers
- 4 fulltime Youth workers and 4 part time Youth Workers
- A fulltime Deputy Principal – Student Support
- A fulltime Student Support Officer and 2 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/Maintenance Officer

23% 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
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	5
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	\$13720	\$1055
The total funds expended on teacher professional development in 2019		\$13720
The proportion of the teaching staff involved in professional development activities during 2019		100%
The major professional development initiatives were as follows: VET updates, Child Protection, Student Engagement, Student and Staff Wellbeing and Therapeutic Crisis Intervention training.		

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	190	208	96%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97% in 2019.			

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 2019 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 2019 was 74%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2019
Year 7	52%
Year 8	82%
Year 9	74%
Year 10	74%
Year 11	81%
Year 12	79%

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. It should also be noted that there were only two students in Year 7 in 2019.

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.

NAPLAN results for Years 7 and 9 in 2019

Benchmark Data for Year

In 2019, only twelve students sat NAPLAN tests across Years 7 and 9, with only one of those students sitting the whole suite of tests. Therefore, to protect the privacy of those students, NAPLAN data will not be included in this report.

Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 114%. 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 2019	
Number of students awarded a Senior Education Profile	22
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)	4
Number of students awarded one or more Vocational Education and Training (VET) qualifications	14
Number of students awarded a Queensland Certificate of Education at the end of Year 12	8
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	64%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	NA

Post-school Destination Information

Due to a low response rate (n=11), care should be taken interpreting results.

- In 2020, four Year 12 completers were engaged in education, training or employment.
- Of the 11 respondents, four continued in some recognised form of education and training, all studying a VET certificate.
- No respondents transitioned directly into paid employment.