

SOUTHPORT SPECIAL SCHOOL

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Principal's foreword

Introduction

This report outlines some of the school's achievements in the 2008 school year as well as identifying areas for development. Our students continued to develop skills designed to maximise independence supported by staff and parent/carers who were active participants in the learning process. It has been through the support of the local community – service groups, local businesses and other government departments – that the school has been able to extend programs and outcomes for students.

Future outlook

Major priorities for 2009 include:

To grow the school as a "learning school" for staff, community, students and parents

Upgrade of school facilities – classrooms, play areas

MOVE training for staff to provide a constructive, ability focussed way forward for students with physical disabilities

Development of Music and Smart Moves programs

Our school at a glance

School Profile

Total student enrolments for your school: 113

Year levels offered: Prep and compulsory years 1 to 18 located at the Kumbari Avenue site. A number of High school aged students attend the transition program based at Southport State High School. An educational program is also offered at the Gold Coast Hospital for students who are hospitalised. All students have an intellectual impairment.

All programs are coeducational.

Curriculum offerings

Our distinctive curriculum offerings

- Communication
- Physical development
- Independent living skills
- Functional academics
- Leisure and recreation
- Arts related programs eg Art and Craft, Music
- The school offers an inclusive curriculum for students with a predominant diagnosis of intellectual impairment and often additional impairments such as physical, hearing, visual, speech-language and autistic spectrum disorder. All programs incorporate goals established in a negotiated Individual education Plan and, for students aged 16 to 18 years, a Senior Education and Training Plan.

Extra curricula activities

- Hydrotherapy
- Horticulture
- Horse Riding
- Community Access Programs
- Work Experience
- Hospitality and Catering
- Technology

How computers are used to assist learning

ICT and computers play an important role in the school, not only in enabling students to participate in the functional academic areas but also to communicate and access their environment. A variety of technology devices are used in each classroom. The school has installed a number of interactive whiteboards in classrooms which can be utilised in conjunction with other computer software.

Social climate

Southport Special School provides all students with an educational program that will assist them to develop their independence and the required skills to optimize their quality of life.

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

Our school at a glance

We continue to offer specialised services through inclusive practices with students participating in learning in the most appropriate environment not necessarily the classroom.

Both student and staff successes are appropriately recognised and celebrated.

Local community members are made aware of the school through luncheons periodically held on campus. These luncheons are catered for by the senior students. As well as preparing the meal the students also set the tables, meet and greet the visitors and wait on tables.

School Opinion Survey results indicate that the majority of parents agree:

- Their child is happy to go to school.
- They are happy with school discipline; and

Their child is treated fairly.

Involving parents in their child's education.

Our school values the partnership with the home, and maintains close relationships with parents/carers.

Central to this partnership is the collaborative formulation of a student's Individual Education Plan (IEP). Parents meet with the class teacher in Semester 1 to discuss what goals they wish their child to achieve. A second meeting is called in Semester 2 to discuss the level of achievement of these goals and to review them or establish new ones.

Parents/Carers of Senior students are invited to attend meetings to establish a Senior Education Training Plan with the assistance and advice of the Schools Transition Officer. A Personal Future Action Plan is also put into place at this time.

Daily communication with parents, regarding a student's education needs or personal well being is maintained through a communication book.

School Opinion Survey results indicate that:-

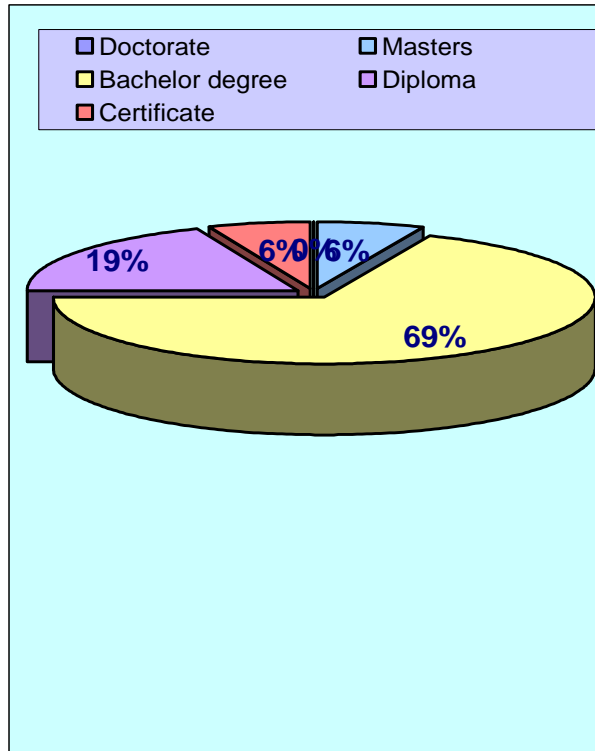
- Staff at the school make parents/carers feel welcome.
- Parents/Carers have opportunities to participate in the life of the school

Parents/Carers believe Southport Special School is a good school.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	22
Diploma	6
Certificate	2



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$10,704 .
- The major professional development initiatives are as follows:
 - Manual Handling
 - Non-Violent Crisis Intervention
 - First Aid
 - ICT training
 - PECS Training
- The involvement of the teaching staff in professional development activities during 2007 was 100 %. The involvement of the teaching staff in professional development activities during 2008 was 75 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 96 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 93 %.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures		Yr 3	Yr 5	Yr 7	Yr 9
Reading	Average score for the school		Not applicable	Not applicable	Not applicable	Not applicable
	Average score for Queensland		371.1	466.1	528.1	568.2
	For the school the percentage of students at or above the national minimum standard.	2008	Not applicable	Not applicable	Not applicable	Not applicable
Writing	Average score for the school		Not applicable	Not applicable	Not applicable	Not applicable
	Average score for Queensland		391.8	468.9	522.7	555.3
	For the school the percentage of students at or above the national minimum standard.	2008	Not applicable	Not applicable	Not applicable	Not applicable
Spelling	Average score for the school		Not applicable	Not applicable	Not applicable	Not applicable
	Average score for Queensland		366.7	462.0	528.0	567.8
	For the school the percentage of students at or above the national minimum standard.	2008	Not applicable	Not applicable	Not applicable	Not applicable
Grammar and Punctuation	Average score for the school		Not applicable	Not applicable	Not applicable	Not applicable
	Average score for Queensland		370.4	476.6	518.0	563.2
	For the school the percentage of students at or above the national minimum standard.	2008	Not applicable	Not applicable	Not applicable	Not applicable
Numeracy	Average score for the school		Not applicable	Not applicable	Not applicable	Not applicable
	Average score for Queensland		367.9	458.2	539.0	570.7
	For the school the percentage of students at or above the national minimum standard.	2008	Not applicable	Not applicable	Not applicable	Not applicable

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	Not applicable
Writing	Not applicable

Performance of our students

Number	Not applicable
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Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	Not Applicable

Outcomes for our Year 12 cohort of 2008	
Number of students awarded a Senior Statement.	Not applicable
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	Not applicable
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	Not applicable
Number of students awarded an International Baccalaureate Diploma (IBD).	Not applicable
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	Not applicable
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	Not applicable
Number of students receiving an Overall Position (OP).	Not applicable
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	Not applicable
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.	Not applicable
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	Not applicable

Post-school destination information	
At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.	

Value added	
Community links continue to provide our students with increased opportunities for learning.	

Parent, student and teacher satisfaction with the school	
79 % of parents believe that their child is getting a good education at this school.	
80 % of parents believe that this school is a good school.	