

Template - School Annual Report 2020 (Based on 2019 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:

61 Sandstone Place, Parkinson, QLD 4115

Total Enrolments:

2019 – 60 students

Year Levels Offered:

Years 7 - 9

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

57% Males

43% Females

5% Indigenous

The vast majority of students attending The Spot Academy present with a variety of complex needs that make their participation in mainstream schooling difficult. Students who attend The Spot Academy tend to enjoy learning in smaller groups with a focus on their well-being in an inclusive and non-judgmental environment.

Distinctive Curriculum Offerings:

The Spot Academy is a co-ed secondary school offering a safe, inclusive and future focused education and well-being program. Through solid literacy, numeracy, and life skills, The Spot Academy's educational program aims to identify areas of interest/talent for which an Individual Support Plan is developed. A key feature of the

program will see the application of a wide range of projects that focus on preparing students for life, work and further training. The Spot Academy focuses on promoting continuous engagement through a variety of education programs targeting individual student learning needs and interests.

The Spot Academy offers specific numeracy and literacy programs. These programs are aimed at supporting students who are behind in these areas.

Corrective Reading for Literacy

EMMS/GEMS Maths for Numeracy

Extra-curricular Activities:

Clubs and Societies are offered weekly to support student engagement and to explore different interest areas.

Lego Club

Music

Board games

Sport & fitness

Mindfulness

Cooking

Art Therapy

Gardening

Sewing/Crafts

Social Climate:

The Spot Academy facilitates in small intimate learning spaces. We have a safe respectful environment that is renowned amongst all students and staff. Social and emotional lessons are weekly, focusing on resilience and self-efficacy. Anti-bullying & LGBTI+ programs are regular components involving all staff and students, peer leaders, volunteers and guest speakers. Community involvement is highly encouraged.

Duke of Edinburgh program is a youth development program we offer to our Year 9 students. They improve their physical well-being, volunteer in their community and experience team activities in new environments. This program will also offer them QCE points as they move into their Senior years.

Restorative practice is part of our behavior process, discussions with students and parents/carers will take place to support students with strategies to move forward with identified behaviors. Our welfare team is strong and always involved in this process.

We follow a Nurtured Heart Approach (NHA) which recognizes greatness in all young people. All front-line staff are trained facilitators in this approach.

The Spot Academy has a commitment to Child Protection and is actively involved with services in the community to support and protect our students. All TSA staff completed Child Protection Training annually.

Parental Involvement:

Parents/Carers are invited to The Spot Academy at any time, we have an open-door policy. Parent/carer interviews are held each semester, with the option of a 1:1 appointment with specific staff if requested. The

Welfare team will encourage parent/carer/family involvement where they can to support the student. Staff contact parents/carers on a regular basis through email/phone/in-person

The Spot Academy have a Mentoring program. Mentors are part of TSA life on a daily basis. They complete a 2-day orientation to become a Mentor. Each year level has Mentors assigned to offer added support for our students. This support can range from tutoring, reading programs, co-facilitation, leadership and communication skills. Mentors are highly regarded with the staff and students and are very much needed. Mentors can range from people completing studies at TAFE or university to retirees wanting to give back to the community.

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data:

Student surveys and reports using Google classroom provide polls and open-ended questions to gather data on student satisfaction and ideas for improvement.

Anecdotal comments from parents via email and phone communication.

Support letters from parent/carers.

School enrolment waitlist shows regular referrals.

Staff surveys to gauge well-being, satisfaction, staff retention and professional opportunities.

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies.

Title: Kathy Hadley, Head of Campus

Staffing Information

Staff Composition, Including Indigenous Staff:

Full time staff

1 x Head of Campus, 1 x Heading of Teaching, 1 x Welfare Coordinator, 1x Administration & Enrolment officer, 6 x teachers, 5 x Teacher Aides, 1 x Cook, 1 x Psychologist

Part time staff

1 x CEO, 1 x CFO, 1 x Payroll Officer, 1 x HR Manager, 1 x IT/ Services Manager 1 x Mentoring Coordinator

Our staffing is a multi-cultural group of people who embrace diversity and inclusion. We represent many countries in the world. Indigenous and Non-Indigenous from Australia and New Zealand, Samoa, England and Ukraine

Staff qualifications:

Qualifications of Leadership/Teachers

Qualification	
Doctorate or higher	0
Masters	0
Bachelor Degree	7
Diploma	3
Certificate	2

Qualifications of Welfare Staff/Teacher Aides

Qualification	
Doctorate or higher	0
Masters	0
Bachelor Degree	2
Diploma	4
Certificate	6

Staff participation in Professional Development:

a) Leadership/Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Child Protection in Schools - ISQ Training	7
Disability Standards of Education – ISQ training	7
Exploring NHA	7
First Aid/CPR	6
Emergency Management Training	3
Sue Larkey ASD training	6
Middle Leadership Program - ISQ	1
Principal Leadership Program - ISQ	1
Boundaries Training	7
Flip the Lid - Welfare	2
Total number of teachers participating in at least one activity in the program year	7

a) Welfare Staff/Teacher Aides Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Child Protection in Schools - ISQ Training	7
Disability Standards of Education – ISQ training	7
Exploring NHA	7
First Aid/CPR	6
Emergency Management Training	3
Sue Larkey ASD training	7
Boundaries Training	6
Flip the Lid - Welfare	2

Total number of teachers participating in at least one activity in the program year	7
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b) Expenditure on Professional Development

Total Number of Leadership/Teacher/Welfare/Teacher Aide staff	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
14	\$12156	\$868
The total funds expended on teacher professional development in 2019		\$12156.00
The proportion of the all frontline staff involved in professional development activities during 2019		100%
For Leadership/Teacher/Welfare/Teacher Aide staff the average staff attendance rate was 96.5% in 2019		

c) 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
6	6	100%
From the end of 2018, 100 % of staff were retained for the entire 2019 school year		

Key Student Outcomes

The average attendance rate for the whole school as a percentage in 2019 was 80.2 %	
Year levels	Average attendance rate for each year level as a percentage in 2019
Year Group 7	84.3%
Year Group 8	81.1%
Year Group 9	75.9%

A description of how non-attendance is managed by the school:

Students marked absent as 'unexplained' are produced on a list for parents/carers to receive an 'Absentee' text. This list is checked by administration to filter excused absences. This list is then managed by a dedicated staff person who monitors absentees daily and is in regular contact with parents/carers offering support as required to increase attendance. All absences are recorded in TASS, school data base.

If students do not meet an average rate of 80% attendance, the school attendance policy is implemented. If students/parents cannot be contacted, information is uploaded to senior management who discuss enrolment with parents.

NAPLAN results for Years 3, 5 and 7 and 9 in 2019

Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	N/A	432	
Year 5 (2019)	N/A	506	
Year 7 (2019)	479	546	-12.27%
Year 9 (2019)	N/A	581	
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	N/A	423	
Year 5 (2019)	N/A	474	
Year 7 (2019)	445	513	-13.25%
Year 9 (2019)	402	549	-26.77%
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	N/A	419	
Year 5 (2019)	N/A	501	
Year 7 (2019)	481	546	-11.90%
Year 9 (2019)	566	582	-2.74%
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	N/A	440	
Year 5 (2019)	N/A	499	
Year 7 (2019)	479	542	-11.62%
Year 9 (2019)	559	574	-2.6%
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	N/A	408	
Year 5 (2019)	N/A	496	
Year 7 (2019)	488	554	-11.90%

Year 9 (2019)	469	592	-20.77%
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