

Birkdale State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Our School has developed a fine reputation in academic, sporting and cultural endeavours. We are an inclusive school that has high expectations for all staff, students and parents. The daily program is conducted within a tolerant and disciplined framework where children's faces show they are happy and safe.

The learning journey for students at Birkdale is guided by staff who are current in teaching practice and rich in knowledge regarding current curriculum and educational trends. It is our mission that we provide students with not only knowledge but processes and complex reasoning to become lifelong learners.

This report contains comment and data about the footprint made by our school in 2011.

School progress towards its goals in 2014

All areas of the 2014 AIP completed

Future outlook

Key Priorities for 2015

Improvement Agenda

- LITERACY / NUMERACY – Focus relates to reading, writing, number & algebra, including U2B strategy
- CLOSING THE GAP
- BUILDING CONSISTENT TEACHER CAPACITY AND EMBEDDING PEDAGOGICAL FRAMEWORK
- 21st CENTURY LEARNING
- SUCCESSFUL INCLUSION OF ALL STUDENTS WITH NEEDS

Priority Areas of Development

- WELLBEING-STAFF AND STUDENTS
- QUALITY PARENT SCHOOL AND COMMUNITY PARTNERSHIPS
- INTRODUCTION OF POSITIVE BEHAVIOUR FOR LEARNING

Our school at a glance

School Profile

The BIRKDALE VISION emphasizes OUR SCHOOL VALUES by:

- Promoting active and positive partnerships between students, staff parents and the wider community.
- Treating all people with respect and dignity and valuing their individuality.
- Providing flexible, timely responses to student needs.
- Giving each individual the opportunity to participate and to achieve his/her personal best.
- Building foundations for future participation in both learning and society
- Providing the best possible educational resources and facilities

Located in the Redlands Shire, it has been part of the community for 94 years and has built a reputation and lasting traditions over a long period of time. Change has occurred in many areas such as facilities, teaching and learning, programming and the needs of the clientele. Teachers have embraced these new changes. The positive effects on School results have been celebrated by the School community.

The School has a mix of older and newer teaching spaces. A school Hall, a three computer labs and a revamped Library cater for students using up-to-date ICT's and resourcing for Key Learning areas. A well- resourced Prep program, with modern buildings and rooms and a custom built playground allow for safe, secure playtime and is a well- used resource for curriculum -based activities.

Kitchen units have been established to allow for real life learning experiences for all students to occur.

The School has two ovals, the larger, Agnes Street, is the main sporting field, containing play structures, a toilet block, tennis, basketball and handball courts, shade areas and practice nets catering for all students, particularly in Years4-7. The lower school has the exclusive use of play equipment and a playing field on Mary Street Oval.

Birkdale is fortunate that it is the only school in the local area with a swimming pool. Used in summer by students in Years 1-7.

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6/7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	668	285	383	93%
2013	650	293	357	92%
2014	687	311	376	95%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Birkdale State School's Primary and Prep enrolments are predominantly drawn from the suburbs of Thorneside and Birkdale. In recent years, the school has attracted increasing enrolments from outside of our catchment. This meant that our school would quickly pass its student capacity, which resulted in Birkdale State School becoming an Enrolment Managed School in August 2014.

The student population is unique, combining a rich blend of socio-economic and culturally diverse elements. There is a mix of socioeconomic families ranging from single parent to nuclear and extended families. Housing encompasses, single dwellings, unit living, housing commission homes and well established canal development housing.

2014 saw the last year that year 7 students attended primary school.

Student mix reflects a small but steady growth in families from ethnic and cultural backgrounds encompassing our Pacific ring neighbours in South East Asia, India, New Zealand and Pakistan. Our 21 ESL students, a small group of Indigenous Australians (64 students), naturalised Australians and descendants from local families who once lived and farmed the areas around the school make up the majority of the School population. A small number of families move in and out of the area from other suburbs, towns, cities and States.

Within the Special Education Program, there has been a movement from students with intellectual impairments to those with ASD. Students are in class, learning alongside their regular peers.

Changes will continue to be made to reflect community expectations and needs.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	23	20
Year 4 – Year 6 Primary	26	26	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	50	16	25
Long Suspensions - 6 to 20 days	8	3	1
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

At Birkdale State School we have developed and continue to improve on an innovative and inclusive approach to schooling based upon strong educational foundations, individual student needs and community expectations.

Our LIGHTHOUSE PROGRAMS are:

- Daily LITERACY BLOCKS, includes explicit teaching, incorporates ICT and guided reading groups from Prep through to Year 6
- School NAPLAN initiative providing a consistent, school-wide strategy to deliver the English and Mathematics curricula through explicit teaching and planned and structured student learning.
- SEAMLESS PATHWAYS across Prep - Year 2 This allows teachers to provide for the extension or remediation of all students in the various curriculum aspects across the year levels.
- ABILITY GROUPING IN MATHEMATICS across Years 3,4,5,6/7. This allows teachers to provide for the extension or remediation of all students in the various aspects of the curriculum across the year levels.
- COMPETITIVE EDUCATION ATTAINMENT LEVELS are maintained across Prep- Year 6/7
- CLEAR AND CONCISE CURRICULUM ORGANIZATION, teaching delivered with rigor in the classroom and moderated assessment is the focus of academic attainments for all students at Birkdale.

Recognition of and teaching at the SPECIFIC YEAR APPROPRIATE LEARNING JUNCTURES FOR SWD in the inclusive classroom setting, has been implemented since 2010. Students are encouraged to actively participate in their year level activities which are adjusted to their year level juncture to meet their individual learning needs.

Extra curricula activities

A strong and exceedingly talented, multi-aged PERFORMANCE MUSIC GROUP: Participation numbers, upwards of 60 students. The group combines elements of dance, song, instrumentation and interpretative dramatic elements in each performance.

- Four extremely popular SCHOOL CHOIRS - THE SENIOR, PERFORMANCE, JUNIOR AND BUMBLEBEEES, cater for students from Prep to Year 6: Participation numbers, upwards of 150 students. Participation at Eisteddfods is a performance highlight for all of the choirs. At recent competitions both groups performed exceptionally well, placing first in their divisions.
- A GUITAR GROUP for Years 1-6/7 students: Participation numbers, upwards of 30 students. The group continues to grow and expand in numbers due to high demand and interest.

- UKULELE GROUP from Prep students and onwards: Participation numbers, upwards of 20 students. This group continues to be a popular choice by our young students and their parents.

We were proud to be recognised and gazetted by DETE in 2014 as having two Programs of Excellence in our Music Department: 1. Choral and 2. Instrumental.

A PREMIERSHIP SPORTING FOCUS encourages all students to participate as individuals and / or as a member of a team to attain the highest level of sporting proficiency. All sports are recognized and students are encouraged to celebrate their achievements with peers and the wider school community. Some of our sporting options include

- Cross Country Team: Participation numbers, upwards of 60 students training three days per week for the chance of team selection
- District Sports Team: Participation numbers, upwards of 45 students train to attain their optimum performance level.
- District Swimming Squad: Participation numbers, upwards of 30 students are selected to train and participate at the next competition level.
- Softball, Netball, Soccer, Cricket, T Ball, and Rugby League are offered to students. At least two teams are fielded in both the Junior and Senior divisions. Some teams are mixed male and female. All students are encouraged to trial for a sport of interest from Year 4.
- Osprey Cup: This is a local derby organised around a range of sports across local schools, which compete for the honour of winning this trophy.

SCIENCE CLUB: CSIRO partnership: Scientist in Schools-Accredited Scientist runs fortnightly lunch club
We look forward to expanding our partnership with CSIRO to include a Mathematician in School at Birkdale State School.

EXTENSION PROGRAMS for students from across Prep –Year 6/7 included:

- Birkdale BRAINIACS-literacy and ICT
- EngQUEST: Science and Technology
- IMPACT program- Project 600: Higher order thinking and problem solving

How Information and Communication Technologies are used to assist learning

Our aim is to equip students with the capacity to manoeuvre through a multi-digital world. Computers are used across the School as a digital means for the presentation of culminating activities across all Key Learning areas. Computers are also used to assist concept development in the early years and to provide worthwhile activities for Literacy and Numeracy blocks. Three Computer Labs and computers in classrooms has provided an avenue to further embed computer skills in investigations and provide a school-based program for basic skill development. In 2014, pods of mini iPads were provided across one of junior school, year level with a future focus to increase this access into other junior school year levels.

Social Climate

Our vision is 'to maintain Birkdale School as a community of life-long learners dedicated to excellence in teaching and learning, where diversity is embraced in a safe, just and tolerant environment.' To this end, the School continues to work with the School community to develop and improve on the documented strategies and processes, which have been produced over time. These remain in flux, ready to improve and change.

Bullying is not tolerated at Birkdale. Our three rules, Be Safe, Be Responsible and Be Respectful are explicitly taught each week in class and discussed at Assembly each week. We celebrate positive behaviour modelling by students.

Our Responsible Thinking Process assists those students having behavioural difficulties to think, and react in a positive way through debriefs and planning for the future. Parents are important partners in our process and are always made aware of potential difficulties which may arise with their children. 94% of parents are satisfied that this is a good school. 97% of parents are satisfied that their children feel safe at school. 98% of staff are satisfied that student behaviour is well managed at school and it is a safe place to work. 100% of students are satisfied that they are receiving a good education at school and our improved enrolments are testament to a focus on behaviour and learning

The students are encouraged to become involved in making Birkdale a safe and happy place to learn. Specific programs have been developed to maintain this involvement and have been listed below.

- YEAR 6 PEACEKEEPERS: Participation numbers, upwards of 60 students, are provided with training over a four week period and are then tested on their knowledge of the position in the support of younger children during play time. Conflict resolution, assisting students to play safely, and assisting teachers to supervise students needing to leave the immediate play area are all elements of their role. The students receive a badge and wear coloured vests for easy identification. These students are regarded as important role models for their younger peers.
- LIBRARY MONITORS: Participation numbers, upwards of 40 students assist in the smooth running of the Library Resource Centre
 - before school, during lunch sessions and at special library activities such as Book Week celebrations and Education Week.
 - The students are drawn mainly from the upper school (Years 5, 6, 7) and are trained in cataloguing, book returns, shelf stacking,
 - Other aspects of library maintenance, student supervision and support in the library precinct. They are encouraged to read to younger peers, assist with board-game activities or computer activities, and encourage the use of library manners whilst enjoying the Library resources. Each of our students is issued with a Library Monitor badge for easy identification.

STUDENT COUNCIL: has representatives from across the year levels and holds regular meetings, where students make decisions on raising funds for needy causes or for a specific school need that will benefit the student body.

Parent, student and staff satisfaction with the school

Birkdale has established a great reputation across the Bayside community and surrounding areas. This is reflected by the continual growth in enrolment in an area with a significant number of alternative educational programs available. Survey data reflects a satisfied and supportive parent body, a motivated, knowledgeable and enthusiastic school staff and a particularly happy and cooperative student group.

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	93%	100%	91%
this is a good school (S2035)	100%	100%	94%
their child likes being at this school* (S2001)	100%	100%	94%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	93%	100%	86%
their child is making good progress at this school* (S2004)	93%	100%	88%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	100%	90%
teachers at this school motivate their child to learn* (S2007)	93%	100%	90%
teachers at this school treat students fairly* (S2008)	93%	92%	89%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	92%
this school works with them to support their child's learning* (S2010)	97%	100%	87%
this school takes parents' opinions seriously* (S2011)	93%	91%	88%
student behaviour is well managed at this school* (S2012)	80%	92%	92%
this school looks for ways to improve* (S2013)	89%	92%	97%
this school is well maintained* (S2014)	93%	88%	98%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	95%	95%	100%
they like being at their school* (S2036)	91%	92%	98%
they feel safe at their school* (S2037)	87%	91%	98%
their teachers motivate them to learn* (S2038)	96%	99%	99%
their teachers expect them to do their best* (S2039)	99%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	92%	96%	98%
teachers treat students fairly at their school* (S2041)	79%	89%	96%
they can talk to their teachers about their concerns* (S2042)	85%	91%	95%
their school takes students' opinions seriously* (S2043)	84%	90%	96%
student behaviour is well managed at their school* (S2044)	82%	90%	94%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their school looks for ways to improve* (S2045)	94%	97%	98%
their school is well maintained* (S2046)	94%	87%	99%
their school gives them opportunities to do interesting things* (S2047)	94%	92%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	94%
they feel that their school is a safe place in which to work (S2070)		100%	98%
they receive useful feedback about their work at their school (S2071)		91%	84%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		98%	98%
staff are well supported at their school (S2075)		92%	84%
their school takes staff opinions seriously (S2076)		92%	88%
their school looks for ways to improve (S2077)		94%	94%
their school is well maintained (S2078)		87%	86%
their school gives them opportunities to do interesting things (S2079)		92%	90%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Birkdale State School operates with the assistance and support of an active Parents and Citizens' Association.

Our School recognizes that without parent participation in the educational life of their children, open and meaningful communication between home and school is significantly reduced.

Trust can be maintained and further enhanced when there is an equal and contributing partnership between home and school. We encourage all parents to become active participants in their School through a variety of ways: membership of our P&C, general fund raising through various committees, volunteering their time to support the Tuckshop, Library or classrooms programs, providing invaluable assistance during PE lessons and Sport programs, through active involvement in music activities and so on.

Our parents interest in and willingness to develop their understanding of current educational methodologies, through the participation in forums and training programs has provided the School with both an invaluable resource and the opportunity to have further in-class support for students through access to further individualized learning environments involving small group and one-to-one situations.

Our parents are partners in the education process. We value their support and recognize that without their active involvement, the learning environment at Birkdale would be significantly affected. Our collective desire is to provide a modern, dynamic and progressively exciting educational program necessary for our students.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Birkdale is a school with a mixture of a mainly timber high set and demountable type buildings. The classrooms are hot in summer and cold in winter. Thus there is a necessity to use electricity for heating and cooling. To offset these rising costs, staff are encouraged to conserve power by turning off all unnecessary appliances and lighting when they are not in use.

Some buildings still reflect the 1950s era. Aging plumbing and drainage does cause grave concern for water conservation and wastage. Students and staff are encouraged to inform the Office of any water leakage, so that appropriate repairs can commence quickly. Replacement of aging facilities is a focus when facility reports are sought and actioned.

Our grounds are grassed and trees are a major feature in the environment. Students are encouraged to look after their environment by maintaining a clean and attractive place in which to learn and play.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	192,362	3,727
2012-2013	181,782	3,057
2013-2014	202,033	7,552

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

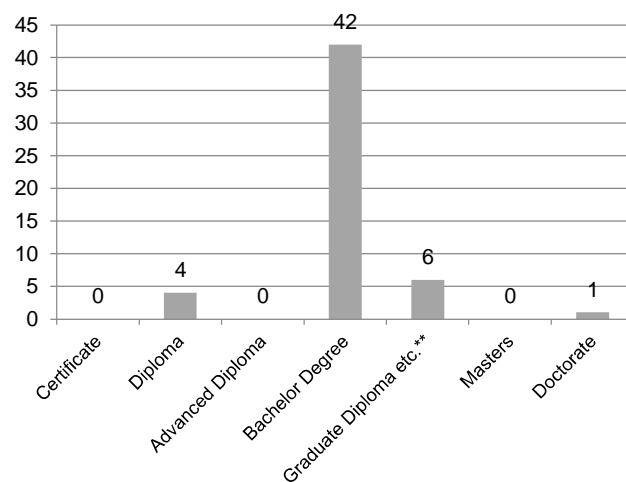
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	53	23	<5
Full-time equivalents	42	15	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	42
Graduate Diploma etc.**	6
Masters	0
Doctorate	1
Total	53



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$19 053.53

The major professional development initiatives are as follows:

- ICT
- Reading
- Coaching and peer mentoring
- Curriculum planning
- Differentiation
- Data Analysis
- Behaviour Management
- First Aid
- WPH+S

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%

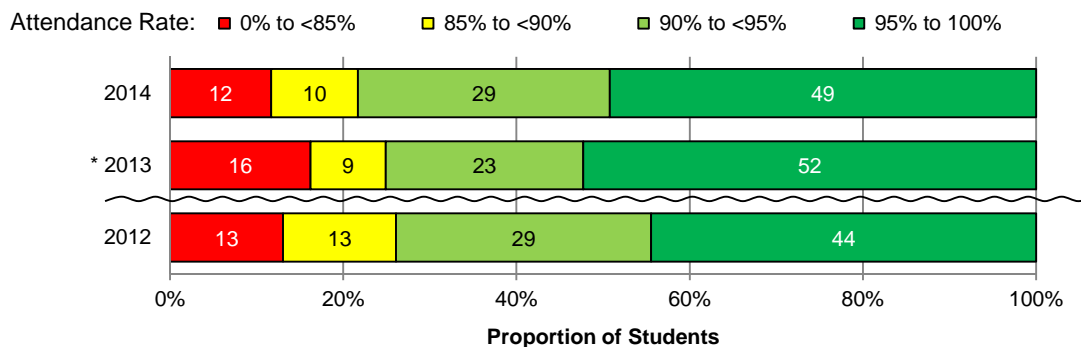
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	93%	93%	92%	91%	93%	90%					
2013	93%	93%	92%	93%	91%	93%	93%					
2014	93%	94%	94%	93%	93%	93%	92%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

A daily process of marking rolls at 9.00am and 2.00pm is conducted. A Late note can be obtained at the office. Teachers will attempt to follow up with parents/caregivers if they recognise a pattern in a student's absences or is concerned about a student's lack of attendance.

The office generates weekly absence reports for students with unexplained absences and provide them to the Deputy Principal where follow up contact is made with parent/caregivers.

Birkdale State School

- Establishes and publicises an attendance target and reports progress toward that target.
- Includes information about the attendance policy in the school handbook and in information for new families. Ensuring that parents of prep students understand the importance of attending school every day.
- Includes frequent and consistent messages about the importance of attendance in communications across the school community including newsletters, website, flyers, posters, at staff meetings and assemblies.
- Encourage open dialogue with staff, students, parents, and the community to identify potential improvements and new ideas to celebrate attendance.

Celebrates each class which has achieved 95% whole class attendance at the end of each semester, with a special reward.

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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

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Achievement – Closing the Gap

There were 64 Indigenous students at Birkdale across Prep to Year 7. NAPLAN results continue to show an upward trend in the areas of, writing and numeracy. Birkdale State School provides intensive literacy support to identified students. Indigenous student attendance rate has increased from 2013. Student attendance is monitored by the Principal and classroom teachers who follow up with a phone call home after repeated absences from school.

Our School will continue to provide programs and a learning environment which will build on the good results already achieved.