Birkdale State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Birkdale State School has just celebrated a 'Centenary of Excellence in Education' after opening its doors in 1916 with 28 student enrolments. The school now has approximately 650 students and is situated on the corner of Birkdale Road and Agnes Street in Birkdale. Our school has a diverse cultural and socio economic community. Community support is evident with an active P&C Association and school community. The school has a good relationship with local high schools, child care centres and community groups. This is apparent in the popularity of the school in the area which attracts a significant number of enrolments from the surrounding suburbs.

Our learning programs cater to the needs of every student no matter what their learning requirements. We have programs to inspire our brightest students and challenge them to produce their best work. We have programs focussing on reading, writing and maths designed to improve the achievement of all students across all year levels. We have programs to assist students with learning difficulties through our Learning Support Program. We believe that every student can learn and we have designed learning programs and use teaching strategies that will maximise this learning.

Through our Positive Behaviour for Learning we teach and model the personal attributes of being safe, being responsible and being respectful. These qualities underpin our relationships within the school. Our school also has some of the most modern and up-to-date resources, technologies and teaching equipment available. Every student has access to these resources and to the information available through the Internet.

Our Parents and Citizens' Association provide outstanding support to our school with specific financial support for our technology program, our literacy program, grounds beautification and landscaping, and our library resources. Our P&C meet on the second Monday of each month at the school and all interested members of the community are welcome to attend.

Principal's Forward

Introduction

Welcome to Birkdale State School. The 2016 Annual Report outlines the achievements of the past year and the future directions that Birkdale State School is moving towards.

At Birkdale we believe the quality of teaching and learning directly affects how students learn, engage and participate in the learning process. Our school mantra signifies our commitment to teaching and learning.

Vision: Engaging today's learners to become tomorrow's leaders

Beliefs and Philosophies

- Students are at the centre of all we do
- All students can learn with the right support
- Working collaboratively with the community plays a vital role in a child's learning
- High yield strategies and evidenced based teaching are core to student success
- Collegiality and teamwork enhance student success and support school community
- health and well being

School Progress towards its goals in 2016

At Birkdale State School the emphasis will be on providing the best opportunities to achieve the intended curriculum. We will achieve this through:

Focus on targeted teaching of Reading
- Explicitly focussing on Reading through the embedding of the Birkdale State School Reading Framework and South East Region Reading Strategy including decoding/comprehension skills
- Data driven student differentiation for Reading with a focus on improvement in the Upper 2 Bands
- Individual student goals, strategies and targets for student improvement
- Building staff capacity supported by the HOC and the Peer Coaching approach; Supporting consistency and enhancing strong metalanguage and Reading pedagogy

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Focus on targeted teaching of Numeracy and Mathematics
· Embed Guaranteed Viable Curriculum in Mathematics
· Provide students with explicit strategies / tools for problem solving
· Instructional Coaching model; Embed Guaranteed Viable Curriculum in Mathematics
· Data driven individual student goals, strategies and targets for student improvement

Focus on targeted teaching of Writing
· Develop and implement The Birkdale State School Writing Program
· Provide students with explicit strategies / tools for sustained writing
· Instructional Coaching model; Embed school wide consistent writing practices
· Data driven individual strategies and targets for student improvement

Embed the Positive Behaviour for Learning Philosophy across the whole school
· Embed the implementation of social and emotional programs through the **Birkdale Social Skills Program**
· Consistently implement a school wide positive behaviour system to recognise and celebrate student achievement
· Explicitly identify and teach expected behaviours for academic and social success as per the Birkdale Behaviour Expectations.

At Birkdale State School, we know literacy and numeracy are keys to improving student outcomes. We will:
· Continue our clear focus on literacy and numeracy by embedding them within all teaching Units
· Respond to a range of student achievement data and select strategies that meet individual learning needs
· Build teacher capacity and pedagogical practice using Instructional Coaching
· Ensure that the teaching of literacy and numeracy is consistent throughout the school as identified in the Birkdale State School Pedagogical Framework
· Clearly articulate sequences of learning for each year level.
· Provide quality resources to enhance the teaching of English and literacy, Mathematics and numeracy
· Embed ICTs across the curriculum to enhance student learning

Future Outlook

· **Student centered curriculum;** engaging, promoting, and rewarding student learning by using the whole school approach to learning strategies and implementing quality teaching and learning process and practices.

Evidenced based teaching and learning which strives to improve student outcomes through:

· Collection of user-friendly quality data
· The explicit teaching of evidence based programs
· The implementation of high yield teaching and learning strategies and practices

· **A safe supportive school environment;** ensuring diversity, inclusivity, and the social and emotional wellbeing of the entire school community, ensuring every member of BSS is equipped to succeed

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	687	311	376	54	95%
2015*	638	295	343	49	95%
2016	640	308	332	42	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview
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 comprises 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.

Student mix reflects a small but steady growth in families from ethnic and cultural backgrounds encompassing our Pacific Rim neighbours in South East Asia, India, New Zealand and Pakistan. Our EALD 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.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	23	22
Year 4 – Year 7	27	26	26
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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Curriculum Delivery

Our Approach to Curriculum Delivery

At Birkdale State School we continue to improve on and innovate an inclusive approach to schooling based upon strong educational foundations; individual student needs and community expectations. Curriculum delivery is supported through:

- Daily literacy blocks with explicit teaching, incorporating guided reading groups and ICT.
- School wide NAPLAN strategy providing consistent delivery of literacy and numeracy through explicit teaching and planned and structured student learning.
- Extension and remediation groups for literacy and numeracy.
- Clear and concise curriculum organization, rigorous pedagogy and moderated assessment is the focus for academic attainments for all students.
- Cooperatively planned inclusive support for students with special needs.

Co-curricular 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 BUMBLEBEES, 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 50 students training three days per week for the chance of team selection
- District Sports Team: 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
- 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 maneuver 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. Pods of mini iPads are provided across the junior school and a BYoD ipad classes has been established in the lower school with a future focus to increase this into other school year levels.

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Social Climate

Overview

Our aim is to create the environment for each student to progress towards responsible self-management and lifelong learning.

To this end, we foster a culture that promotes learning for all members of the school community and work together to provide a safe learning environment where staff, parents and students feel challenged, supported and welcomed.

This is achieved through the explicit teaching of the You Can Do It – 5 keys to success. Confidence, persistence, resilience, organisation and getting along are success keys which underpin the social and learning behaviours of students at Birkdale State School. Whether in classrooms or playgrounds, these keys are modelled by staff and students and form the basis of our positive behaviour support program.

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

Birkdale students are encouraged to participate in extra curricula activities and the school offers a range of lunchtime and after school activities to engage the creative interests of students in the areas of the arts and sport.

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.
· 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	90%	96%
this is a good school (S2035)	94%	94%	99%
their child likes being at this school* (S2001)	94%	96%	97%
their child feels safe at this school* (S2002)	97%	98%	99%
their child's learning needs are being met at this school* (S2003)	86%	86%	89%
their child is making good progress at this school* (S2004)	88%	90%	90%
teachers at this school expect their child to do his or her best* (S2005)	99%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	88%	88%
teachers at this school motivate their child to learn* (S2007)	90%	92%	94%
teachers at this school treat students fairly* (S2008)	89%	86%	88%
they can talk to their child's teachers about their concerns* (S2009)	92%	92%	99%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	87%	92%	91%
this school takes parents' opinions seriously* (S2011)	88%	84%	93%
student behaviour is well managed at this school* (S2012)	92%	90%	96%
this school looks for ways to improve* (S2013)	97%	92%	97%
this school is well maintained* (S2014)	98%	94%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	99%	97%
they like being at their school* (S2036)	98%	94%	93%
they feel safe at their school* (S2037)	98%	98%	98%
their teachers motivate them to learn* (S2038)	99%	99%	93%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	94%
teachers treat students fairly at their school* (S2041)	96%	98%	88%
they can talk to their teachers about their concerns* (S2042)	95%	94%	88%
their school takes students' opinions seriously* (S2043)	96%	93%	90%
student behaviour is well managed at their school* (S2044)	94%	90%	84%
their school looks for ways to improve* (S2045)	98%	100%	96%
their school is well maintained* (S2046)	99%	98%	85%
their school gives them opportunities to do interesting things* (S2047)	98%	98%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	90%	90%
they feel that their school is a safe place in which to work (S2070)	98%	97%	95%
they receive useful feedback about their work at their school (S2071)	84%	87%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	95%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	97%	98%
student behaviour is well managed at their school (S2074)	98%	87%	93%
staff are well supported at their school (S2075)	84%	84%	83%
their school takes staff opinions seriously (S2076)	88%	76%	90%
their school looks for ways to improve (S2077)	94%	100%	98%
their school is well maintained (S2078)	86%	84%	80%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school gives them opportunities to do interesting things (S2079)	90%	90%	93%

* Nationally agreed student and parent/caregiver items
\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

Our school community is enthusiastically supported by the P&C. This group meet regularly and is active in school decision making and fundraising. The P&C enables the school community to be active members in the school renewal process in the areas of learning, supportive school environment and facilities development.

A comprehensive parent volunteer and training program enables our parents to have numerous opportunities to be involved in school programs throughout the school. These programs provide opportunities for parents to assist with learning across a range of year levels and curriculum areas. Each year we recognised our parent and community volunteers for their contribution to supporting Birkdale State School and these events are quite large considering that most of our parents are acknowledged.

The school has developed partnerships with local businesses and the school also works in conjunction with a number of child care facilities who provide prep enrolment information and child care services for students and families.

The school facilities such as the Outside Hours School Care, hall, oval, and under cover area are used extensively by the community outside of school hours and in doing so, provide a valuable community facility and raise revenue for the school.

Respectful relationships programs

You Can Do It – 5 Keys to success forms the basis of all social, emotional and learning behaviours at Birkdale State School. It is used to develop and explicitly teach healthy and respectful relationships, tolerance and acceptance of all members of our school community. Along with components of the Respectful Relationship program, as well as health curriculum units, we aim to ensure the health and well being of all students is an enacted school belief.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	25	14	11
Long Suspensions – 6 to 20 days	1	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Birkdale State School engages in a number of programs which help it reduce its environmental footprint and minimise its impact on the environment. These include:

· The installation of solar panels which help reduce our schools electricity costs and provides the school with a program to monitor and manage electricity usage.
· The use of a bore to water ovals to reduce our amount of domestic water usage.

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- The school has its own vegetable gardens used as part of the school science program to learn about living things and how to develop sustainable food sources. These are used as part of the tuckshop menu.
- The student council run a recycling program aimed at reducing waste at school and reducing the amount of landfill. This includes recycling bins, worm farms and compost bins.

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	202,033	7,552
2014-2015	205,791	5,600
2015-2016	198,745	4,784

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	48	21	<5
Full-time Equivalents	40	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	5
Bachelor degree	28
Diploma	3
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $44400

The major professional development initiatives are as follows:

- Reading; Implementing the Birkdale Reading Program
- Team Building – Developing a shared vision and understanding of roles responsibilities and pedagogical approaches
- Coaching and Mentoring – Instructional coaching training
- Planning and reviewing of curriculum implementation with a focus on student data analysis and differentiation

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

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Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	92%	92%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

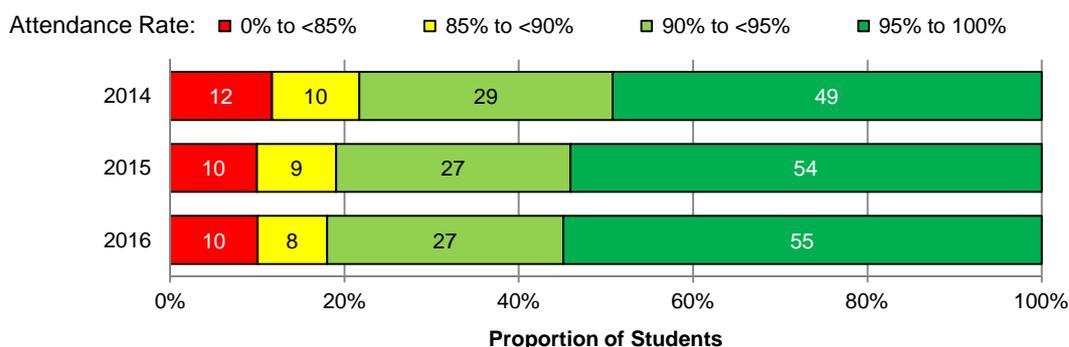The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	94%	94%	93%	93%	93%	92%					
2015	95%	93%	94%	94%	94%	93%	93%						
2016	95%	95%	94%	93%	94%	94%	92%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	12	10	29	49
2015	10	9	27	54
2016	10	8	27	55

Proportion of Students

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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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 daily absence reports for students with unexplained absences and provides a txt message service to inform parents of absence. Repeated absences are reported to the Deputy Principal where follow up contact is made with parent/caregivers.

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

NAPLAN

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.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.