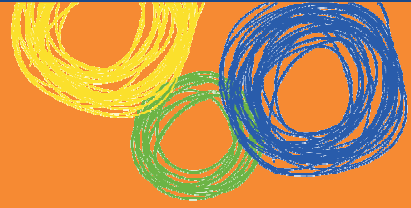


Birkdale State School (1545)

Queensland State School Reporting

2012 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Steve Logan, Principal

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 2012

All areas of the 2012 AIP completed.

Future outlook

Key Priorities for 2013

- Literacy/Numeracy
- 21st Century Learning
- Building consistent teacher capacity
- Quality parent school partnerships
- Successful integration of students with special needs
- Closing the Gap
- Flying Start

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 93 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 modern Arts/Technology building, and two 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 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 area with a swimming pool. Used in summer by students in Years 1-7, it boasts a new swimming club.

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

Our school at a glance

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	623	287	336	94%
2011	636	278	358	94%
2012	668	285	383	93%

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. The clientele has undergone changes over the past years. Enrolment numbers are continuing to increase after a steady decline due to a number of factors including the building of new State and Private schools in the area.

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

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 ESL students total 6 students, a small group of Indigenous Australians (44 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. Management changes have occurred and parents are now choosing Birkdale to enrol students with low incident disabilities starting at Prep age, Changes will continue to be made to reflect community expectations and needs.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	23	21
Year 4 – Year 10	27	27	26
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	44	45	50
Long Suspensions - 6 to 20 days	13	11	8
Exclusions	0	2	0
Cancellations of Enrolment	0	0	0

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 across Years 1-7.

- . STOP - READ - GO initiative operating across the Prep classrooms and strongly supported by Parent and community volunteers.

- . 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, and 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- Year7

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 in 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 BUMBLEBEES, cater for students from Prep to Year 7: 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 1-7 students: Participation numbers, upwards of 30 students. The group continues to grow and expand in numbers due to high demand and interest.

UKULELE GROUP for Prep and Year 1 students: Participation numbers, upwards of 20 students, This group continues to be a popular choice by our young students and their parents.

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 Years 4

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. The Computer Lab in the Library Resource Centre has provided an avenue to further embed computer skills in investigations and provide a school-based program for basic skill development.

By establishing a student ICT/multimedia club, we anticipate that students will develop advanced skills to further participate in ICT and digital imaging competitions and on-line events.

Students will be introduced to additional ways to enhance computer use through the use of digital portfolios in general daily program. Year 5 students are involved with Project 600.

Our school at a glance

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 discussed daily in class and 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. 96% of parents are satisfied with the 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.

YEAR 7 BUDDIES: Students assist Prep and Year 1 students in classrooms and at play as 'big brothers and sisters'. They read to and with them, encourage them and show a genuine interest in these young children. Year 7 students learn to watch out for and support their younger peers in the school environment.

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. There has been upward movement in all performance measures related to parent, student and staff satisfaction, staff professional development and support with school and systemic initiatives satisfaction and overall staff morale in the school.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	93.3%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	93.3%
their child is making good progress at this school*	93.3%
teachers at this school expect their child to do his or her best*	96.6%
teachers at this school provide their child with useful feedback about his or her school work*	86.7%
teachers at this school motivate their child to learn*	93.1%
teachers at this school treat students fairly*	93.3%
they can talk to their child's teachers about their concerns*	96.7%
this school works with them to support their child's learning*	96.6%
this school takes parents' opinions seriously*	92.9%
student behaviour is well managed at this school*	80.0%
this school looks for ways to improve*	89.3%
this school is well maintained*	93.1%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	95.4%
they like being at their school*	90.9%
they feel safe at their school*	87.3%
their teachers motivate them to learn*	96.3%
their teachers expect them to do their best*	99.1%
their teachers provide them with useful feedback about their school work*	91.8%
teachers treat students fairly at their school*	78.7%
they can talk to their teachers about their concerns*	84.5%
their school takes students' opinions seriously*	83.6%

Our school at a glance

student behaviour is well managed at their school*	81.8%
their school looks for ways to improve*	93.6%
their school is well maintained*	93.6%
their school gives them opportunities to do interesting things*	93.6%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	75.0%
with the individual staff morale items	92.8%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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, 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 1950's 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	178,346	4,382
2010-2011	193,860	3,859
2011-2012	192,362	3,727

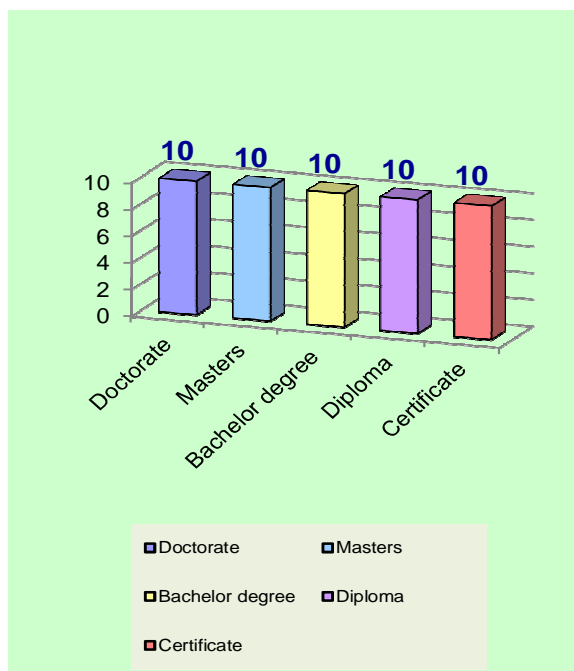
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	52	21	<5
Full-time equivalents	41	15	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	10
Masters	10
Bachelor degree	10
Diploma	10
Certificate	10



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$ 24,833.04.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

ICT
 Literacy
 Reading/Writing
 EATSIPS Training
 WH&S
 First Aid

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.7%	94.2%	94.4%

Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 93.4% of staff was retained by the school for the entire 2012 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 web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

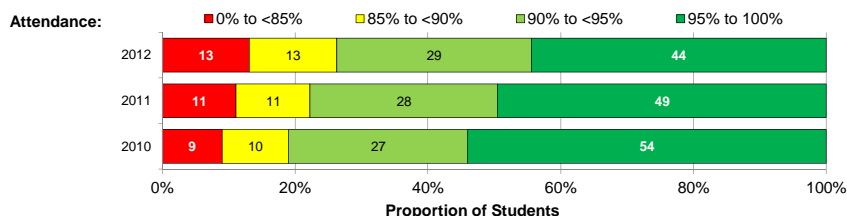
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	93%	94%	93%	94%	92%	93%	N/A	N/A	N/A	N/A	N/A
2011	93%	94%	92%	95%	95%	92%	91%	N/A	N/A	N/A	N/A	N/A
2012	91%	93%	93%	92%	91%	93%	90%	N/A	N/A	N/A	N/A	N/A

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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. The Office give the Principal reports of students that have more than 3 unexplained absences and he follows up on these.

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.

Performance of our students

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 whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

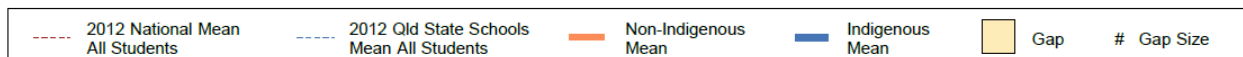
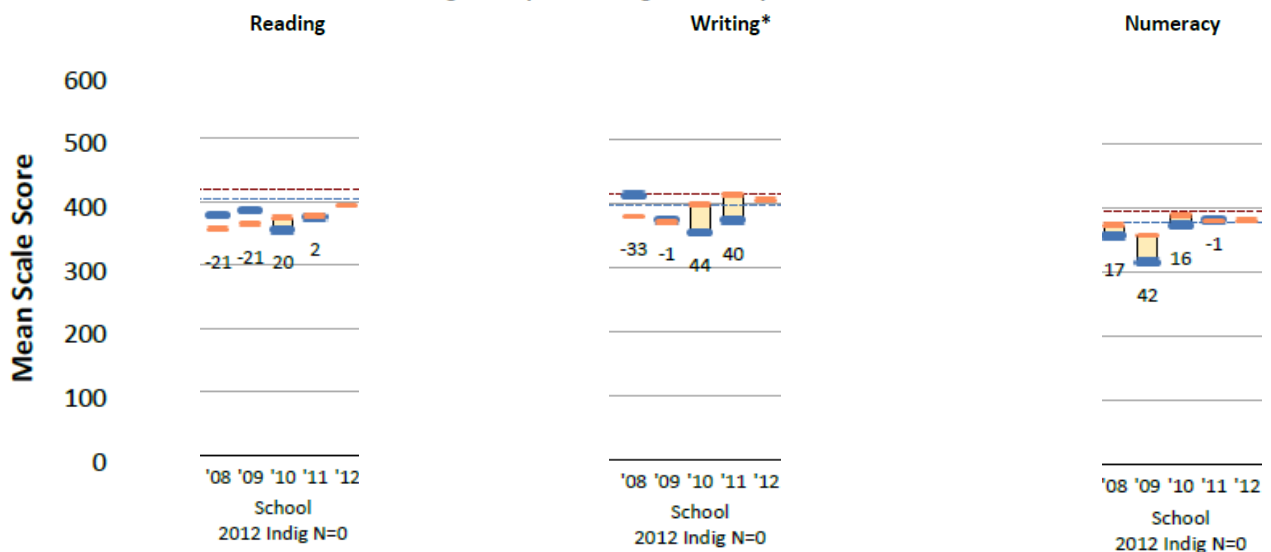
There were 46 Indigenous students at Birkdale across Prep to Year 7 out of a total enrolment of 668 students. NAPLAN results continue to show an upward trend in all areas of reading, writing and numeracy.

In reading and writing, indigenous students are performing above or at the level of their non-indigenous peers. In numeracy there has been a marked shift upwards by the Indigenous students, where they are performing just below the National mean.

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

2012 CLOSING THE GAP REPORT

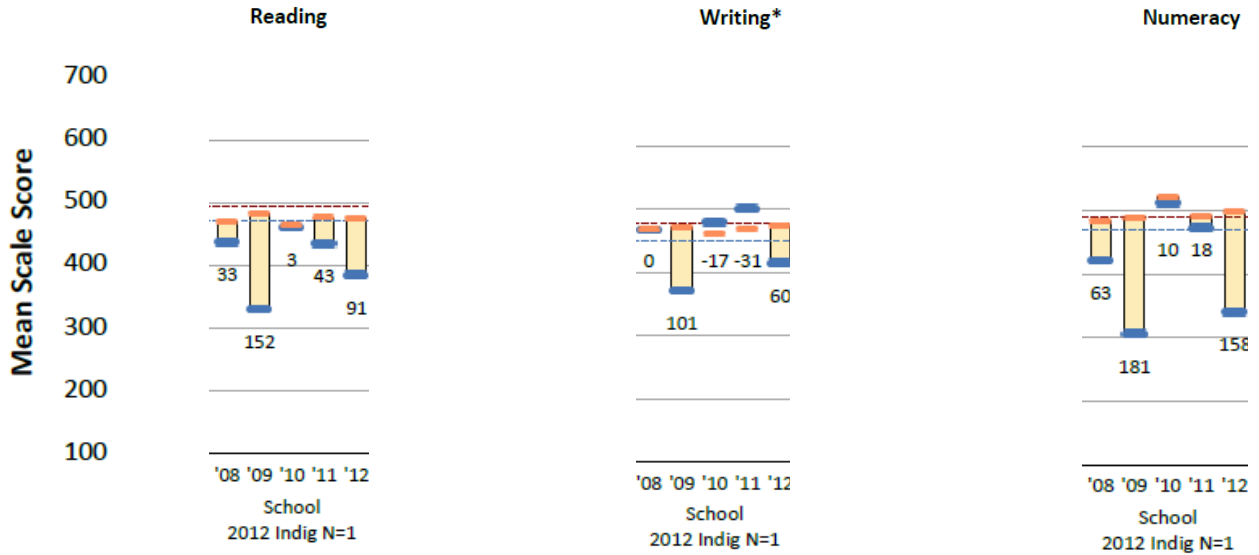
NAPLAN Year 3 Mean Scale Score - Indigenous/Non-Indigenous Gap



Performance of our students

2012 CLOSING THE GAP REPORT

NAPLAN Year 5 Mean Scale Score - Indigenous/Non-Indigenous Gap



NAPLAN Year 7 Mean Scale Score - Indigenous/Non-Indigenous Gap

