

Birkdale State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Welcome to Birkdale State School. The 2015 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.

Birkdale Vision

Birkdale State School is committed to providing all the capacity for "lifelong learning" through quality planning, pedagogy and assessment for **Better Learning. Better Behaviour. Better Opportunities.**

Beliefs and Values

Birkdale State School believes that all students are being prepared to be engaged, informed and active Australian citizens. Underpinning this belief are the values of:

- **Strong leadership** with an unrelenting focus on improvement and the development of literacy and numeracy skills
- **Teaching focused on the achievement of every student.** A shared commitment to inclusion of diverse cultures, backgrounds and individual differences.
- **Monitoring progress and responding to student needs.** – Facilitating the three way learning partnership between students, parents and staff and using quality data to inform goal setting and student improvement
- **Quality curriculum and planning.** Developing and delivering a high quality learning framework for staff and students. Being accountable for student outcomes by ensuring high quality teaching and learning opportunities and the ongoing development of staff.
- **Providing a safe supportive environment** which addresses the academic, social, emotional and extra curricula needs of students.

School progress towards its goals in 2015

At Birkdale State School the staff has been very focussed in providing students with the best opportunities to achieve. We are successfully working towards achieving the following goals:

- Continuing use current research based practices as the focus for learning.
- Continued focus on literacy, numeracy, curriculum and pedagogy.
- Monitoring and refining standards, goals and targets for student improvement in all areas.
- Developing Expert Teaching Teams who cater for students through, explicit teaching for the whole class, targeted teaching for particular needs and intensive and collaborative support for students.
- Responding to student achievement and selecting strategies that meet identified learning needs on teacher team data analysis and planning days.
- Implementing the Australian Curriculum.
- Enhancing differentiation and gifted education support.

Future outlook

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

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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	650	293	357	43	92%
2014	687	311	376	54	95%
2015	638	295	343	49	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 2015, 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:

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 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		
	2013	2014	2015
Prep – Year 3	23	20	21
Year 4 – Year 7 Primary	26	27	26
Year 7 Secondary – Year 10			

Phase	Average Class Size		
	2013	2014	2015

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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	16	25	14
Long Suspensions - 6 to 20 days	3	1	1
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.

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.

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 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 improve 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. Pods of mini iPads are provided across the junior school and a Year 1 BYoD class has been established with a future focus to increase this access into other school year levels.

Social Climate

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.

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.

Birkdale students are encouraged to participate in extra curricula activities and the school offers a range of 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.
- 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.
- 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

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	91%	90%
this is a good school (S2035)	100%	94%	94%
their child likes being at this school (S2001)	100%	94%	96%
their child feels safe at this school (S2002)	100%	97%	98%
their child's learning needs are being met at this school (S2003)	100%	86%	86%
their child is making good progress at this school (S2004)	100%	88%	90%
teachers at this school expect their child to do his or her best (S2005)	100%	99%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	90%	88%
teachers at this school motivate their child to learn (S2007)	100%	90%	92%
teachers at this school treat students fairly (S2008)	92%	89%	86%
they can talk to their child's teachers about their concerns (S2009)	100%	92%	92%
this school works with them to support their child's learning (S2010)	100%	87%	92%
this school takes parents' opinions seriously (S2011)	91%	88%	84%
student behaviour is well managed at this school (S2012)	92%	92%	90%
this school looks for ways to improve (S2013)	92%	97%	92%
this school is well maintained (S2014)	88%	98%	94%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	100%	99%
they like being at their school (S2036)	92%	98%	94%
they feel safe at their school (S2037)	91%	98%	98%
their teachers motivate them to learn (S2038)	99%	99%	99%
their teachers expect them to do their best (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	98%	98%
teachers treat students fairly at their school (S2041)	89%	96%	98%
they can talk to their teachers about their concerns (S2042)	91%	95%	94%
their school takes students' opinions seriously (S2043)	90%	96%	93%
student behaviour is well managed at their school (S2044)	90%	94%	90%
their school looks for ways to improve (S2045)	97%	98%	100%
their school is well maintained (S2046)	87%	99%	98%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2047)	92%	98%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	94%	90%
they feel that their school is a safe place in which to work (S2070)	100%	98%	97%
they receive useful feedback about their work at their school (S2071)	91%	84%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	97%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	97%
student behaviour is well managed at their school (S2074)	98%	98%	87%
staff are well supported at their school (S2075)	92%	84%	84%
their school takes staff opinions seriously (S2076)	92%	88%	76%
their school looks for ways to improve (S2077)	94%	94%	100%
their school is well maintained (S2078)	87%	86%	84%
their school gives them opportunities to do interesting things (S2079)	92%	90%	90%

'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.

Our school also conducts open days, a science and toy expo, parent teacher evenings as well as hosting fetes, working bees and social events.

Parent support for student learning, volunteering to support student learning and attendance at school functions and parent teacher interviews is high.

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, pool, tennis courts 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.

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.
- 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.
- 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	181,782	3,057
2013-2014	202,033	7,552
2014-2015	205,791	5,600

*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.

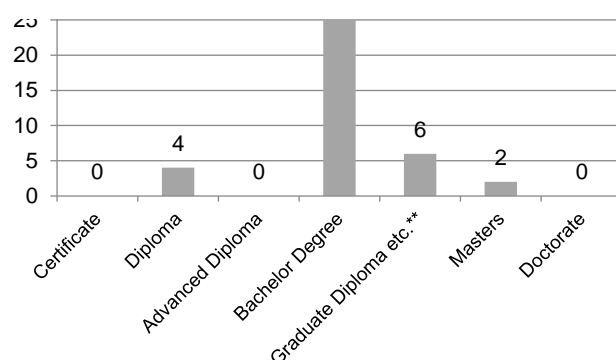
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	50	27	<5
Full-time equivalents	40	17	<5

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	42
Graduate Diploma etc.**	6
Masters	2
Doctorate	0
Total	50



*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 2015 were \$32000

The major professional development initiatives are as follows:

- ICT
- Reading
- Coaching and Mentoring
- Curriculum Planning
- Differentiation
- Data Analysis
- Behaviour Management
- First Aid
- WH&S

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

SEARCH

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

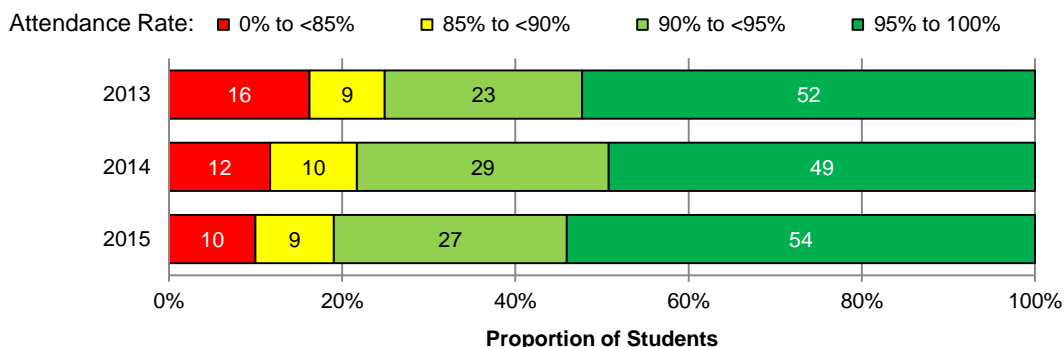
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	93%	93%	92%	93%	91%	93%	93%					
2014	93%	93%	94%	94%	93%	93%	93%	92%					
2015	95%	93%	94%	94%	94%	93%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.



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.

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.
- Celebrate 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**.

Find a school

Where it says **'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.