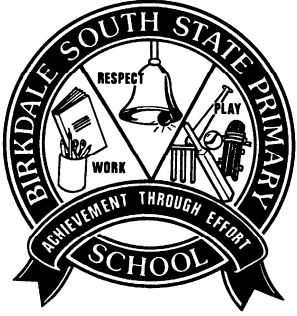


QUEENSLAND STATE SCHOOL REPORTING - 2010

Birkdale South State School (1915)

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Principal's foreword

Introduction

The School Annual Report provides information on Birkdale South State School and data on outcomes for all students enrolled. Birkdale South State School has been providing high quality public education to families in the Redland Shire since 1982. The school aim is to assist students to become successful and support them academically, socially and physically to achieve through effort.

The key school priorities for 2010 were to:

Improve performance of all students in literacy & numeracy through targeted initiatives, including implementing the government response to the Queensland Education Performance Review and continue to ensure consistent, high quality teaching and learning through the Queensland Curriculum, Assessment and Reporting Framework and participation in the National Curriculum from 2011.

Continually improve learning outcomes for all students and help them become the best they can be by providing high-quality curriculum teaching as well as supporting their holistic wellbeing through health and physical activity programs, strategies that support positive behaviour; and learning environments that encourage creative thinking and actions as global citizens.

Improve and enhance the use of digital technologies to the achieve AA School ICT eLearning Index Report.

Enhance staff capacity and capability to deliver improved student performance through strategic and effective workforce planning including professional development.

School progress towards its goals in 2010

Below is a summary of the school's progress towards the 2010 goals outlined in Operational Plan

Literacy & Numeracy

For English the target was 85% or more of students achieve C standard or higher with the outcome being Semester 1 = 78% and Semester 2 = 81%.

For Mathematics the target was 85% or more of students achieve C standard or higher with the outcome for Semester 1 = 80% and Semester 2 = 80%.

QUEENSLAND STATE SCHOOL REPORTING - 2010

Birkdale South State School (1915)

Birkdale South SS is statistically similar to the Nation in the following NAPLAN domains when comparing the number of students who achieved at or beyond the national minimum standard:

Year 3 – Reading, Writing, Spelling, Grammar & Punctuation and Numeracy

Year 5 - Reading, Writing, Spelling, Grammar & Punctuation and Numeracy

Year 7 – Reading, Writing and Numeracy

Birkdale South SS is statistically similar to the Nation when comparing the number of students whose achievement levels placed them in the upper top 2 bands of NAPLAN:

Year 3 – Writing and Grammar & Punctuation

Year 5 - Reading, Writing, Spelling, Grammar & Punctuation and Numeracy

Year 7 – Reading, Writing, Spelling, Grammar & Punctuation and Numeracy

Maximising Student Achievement

The student behaviour profile targets and achievements were:

Whole School – 85% or higher of students achieve a C or better for behaviour and effort in Semester Reports.

	Behaviour	Effort
Semester 1	92%	95%
Semester 2	90.5%	94%

The goal of students with a disability having an EAP was achieved.

All identified Gifted and Talent students had learning support plans established and enacted.

The target for all students in care to have an ESP with measurable and obtainable goals was achieved.

Intervention programs were put in place to support Indigenous students. Great success was achieved with the Multi Lit & Corrective Reading program.

Future outlook

The key improvement areas for 2011 continue to be literacy, numeracy, student achievement, smart classrooms and staff capacity. Our goal is to improve student learning outcomes in literacy and numeracy so that they are at the expected level. This will be achieved through enhanced pedagogical practice and maximising ICTs to assist learning.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: P-7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
689	330	359	90%

Characteristics of the student body:

Birkdale South has been providing a quality education in the Redland City Council area since 1982. The local area has developed from a rural small crops zone to residential estates. The school population grew to over 700 in under a decade. The school is organised into single class groups for each year level from Prep to Year 7. There a small number of composite numbers. Average class size for Prep to Yr 3 is 23 and Yr 4 to 7 is 25. The student population is 48% girls and 52% boys. Indigenous students make up 4% of the student population. Students with special needs make up 2% of the student population and are supported in the regular class setting by a specialist teacher and teacher time.

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA Value = 994

Average ICSEA value = 1000

Distribution of students	Bottom Quarter	Middle Quarter		Top Quarter
School Distribution	29%	22%	31%	19%
Aust Distribution	25%	25%	25%	25%

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	100%	92%	8%	0%
Year 4 – Year 10	25	93%	79%	14%	7%
All Classes	24	96%	85%	11%	4%

Our school at a glance

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	28
Long Suspensions - 6 to 20 days	0
Exclusions	1
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

German or Japanese language for Year 4/5/6/7.

Camping program for Year 3 to 7 students with locally based canoeing and mountain biking adventures.

Daily physical activity program and interschool sport program.

Additional support programs to literacy across both Early and Middle Phases of Learning.

Our school at a glance

Extra curricula activities

Comprehensive music program including vocal training, keyboard, guitar, drums, choral groups, instrumental and stage bands, SUPA Club, Fete, Carols Evening, Discos, Fancy Dress and Bush Dance.

How Information and Communication Technologies are used to assist learning

Students access information and communication technology in their classrooms which is used to support learning and allows them to experience the impact of globalisation. Year 7 students use information and communication technology on a daily basis and as a result develop a high level of ICT literacy. The school library has a computer laboratory for class use. All classrooms also have a bank of computers and interactive whiteboard for both teacher and student use. Virtual classrooms were established so that all students had access to appropriate websites and ICT resources to support their learning. Each virtual classroom features digital resources, online learning options including forums, blogs, wikis and allows teachers to connect, communicate and collaborate with their students. The school has invested in appropriate software to support Literacy and Numeracy development. The software is used to develop skills and is viewed by the students as highly engaging. The software compliments classroom work and provides students with developmentally appropriate learning opportunities.

Social climate

Birkdale South State School provides a supportive school environment for students to progress towards responsible behaviour which is achieved through the use of a non-coercive approach to student management that builds relationship, encourages self discipline, self-evaluation and focuses on quality. The Responsible Behaviour Plan for Students articulates processes used by the school to provide a safe and supportive environment. The You Can Do It program is part of a whole school approach that teaches children the foundation skills of organisation, persistence, confidence and getting along which build resilience and promote educational success. During 2010 an average of 94% of students achieved a C standard or higher for effort in their learning. The School Chaplain works three days a week and has expanded the pastoral care program offered by the school.

Parent, student and teacher satisfaction with the school

Parents, students and teachers express a moderate to high level of satisfaction with Birkdale South as a school as evidenced by the results of the annual School Opinion Survey.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	88%
Percentage of students satisfied that they are getting a good education at school	84%
Percentage of parents/caregivers satisfied with their child's school	92%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	65%
Percentage of staff members satisfied with morale in the school	67%

Our school at a glance

Involving parents in their child's education.

Birkdale South State School has a comprehensive enrolment procedure which ensures that the needs of newly enrolled students are understood and areas of concern identified. Entry level diagnostic assessment provides the foundation for the learning program for new students. Parent communication strategies include weekly newsletter, annual parent/teacher evening, semester parent interviews, semester report card, student of concern interviews and Learning Expo. Volunteer parent helpers are inducted and then support teachers in their work. Parent involvement opportunities include Tuckshop, Parent Representatives, Parents and Citizens' Associations, Music Support Group and Chaplaincy Committee. Parent involvement opportunities include Education Week, Under Eights Day, Book Week, Sport Carnivals, Music Performances and Fete.

Reducing the school's environmental footprint

Our school has installed solar panelling and energy efficient lighting to help reduce our energy consumption and greenhouse emissions. We have also installed water tanks to help conserve water usage. Water that is not captured in the water tanks is re-directed to a holding dam for future use eg oval irrigation.

Interactive whiteboards in all classes and learning areas have been installed. The use of the interactive whiteboards had helped reduce paper usage across the school.

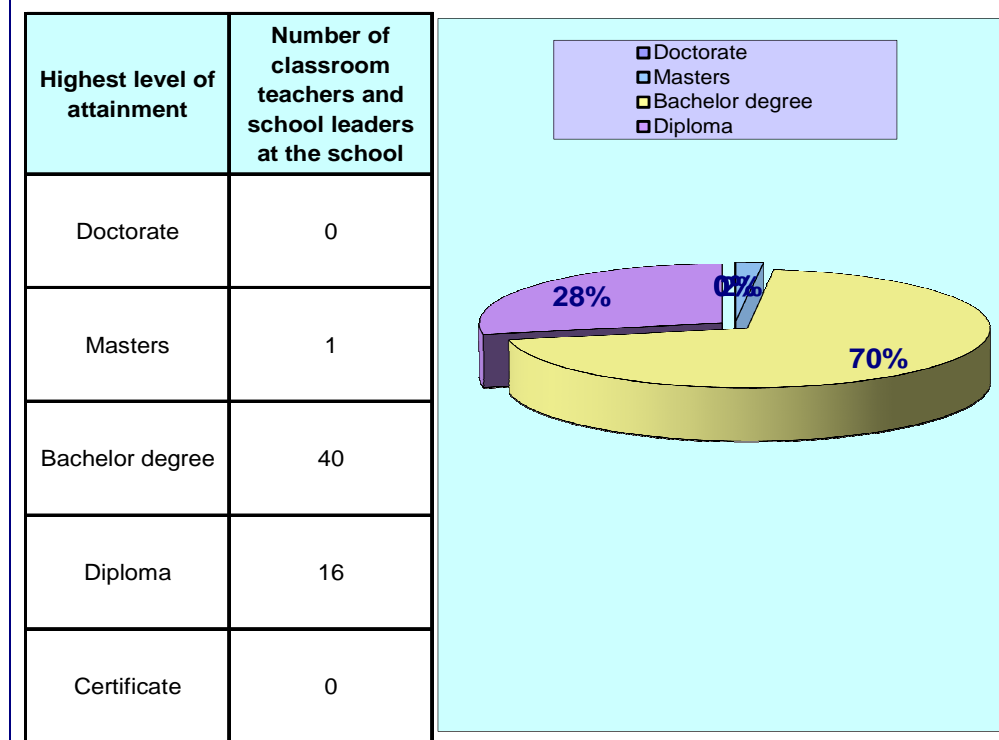
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$64,609	\$30,564	\$20,410	\$8,587	\$5,048	\$0	\$0	164,112	1,410	0
2009	\$53,453	\$27,211	\$0	\$0	\$3,578	\$0	\$22,664	160,606	1,132	0
% change 2009 - 2010	21%	12%	N/A	N/A	41%	N/A	-100%	2%	25%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	57	17	0
Full-time equivalents	48	12	0

Qualifications of all teachers.



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$35 300.

The major professional development initiatives are as follows:

- First Steps in Mathematics
- The Teaching of Reading
- ICT Certificate & Pedagogical Licence
- Interactive Whiteboard Master Class
- Using data to inform what we do

The involvement of the teaching staff in professional development activities during 2010 was 80%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 89% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 94%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93%	94%	95%	95%	95%	93%	93%					

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.

Class rolls are marked daily with class teachers following up absences with students. A note is sent home to parents if a reason is not provided for an absence. A quarterly review of attendance is conducted to identify students with a high level of absenteeism. Parents are asked to provide a justification for a high level of absenteeism.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

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

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

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

Our school ensures that appropriate support is provided to our Indigenous students to help them achieve their full potential. A teacher aide is employed to work with our Indigenous students throughout the year and their results are monitored very closely by the school administration. Our focus is on improving learning outcomes and attendance rates. Improving Indigenous student outcomes is a key priority for our school.

Our targeted Yr. 3 NAPLAN results revealed a negative gap in the domains of Reading, Writing and Numeracy. This means that our Indigenous students outperformed Non Indigenous students. Our aim is to have no the gap in student learning outcomes between that of Indigenous and Non Indigenous students. Our focus is on tracking individual improvement from Yr. 3 to Yr. 5 and Yr. 5 to Yr. 7.

Our Indigenous student attendance rate is equivalent to our Non Indigenous rate. The average attendance rate for our Indigenous students as a percentage in 2010 was 93%.