

Birkdale South State School (1915)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Birkdale South State School is a consistently solidly performing school with an enrolment of 600+ students. This report details the growth, development and performance of Birkdale South State School in 2012. It provides parents and members of the school community with information about our program development, teaching and learning foci, community partnerships and standards achieved by our students.

"Achievement Through Effort" has been the school motto for 30 years, and inspires learners to aim high for their endeavours. To achieve by "doing one's best" is to aim for excellence. Birkdale South is a safe, happy and friendly school, focussed on developing creative learners, achieving personal excellence, respect and responsibility. The vision for our school is to provide a safe and effective learning environment committed to continual learning and growth, where students strive to achieve their personal goals.

In partnership with parents and our wider school community, Birkdale South State School strives to provide students with access to a high quality education that equips them with knowledge, skills and attributes necessary for their future. Enhancing our playground is a P&C Association focus.

Our school community is committed to valuing each student as an individual. The curriculum at Birkdale South is student centred and boasts an 'excellent' reputation for offering quality educational programs that cater to students' learning needs. We put **students first**.

Birkdale South State School has wonderful facilities which include a purpose-built hall, "Chris Eveans Performing Arts Centre", which proudly hosts school and community events, a multipurpose Maths /Science facility and well equipped Resource Centre.

Birkdale South State School's professional community is built around high performing teams and this is our vehicle for operationalising school improvements. Professional learning and capacity building are prioritised to ensure that staff are informed of the most current teaching practises to improve student outcomes. Consistent Teaching and Learning practices are outlined in our *BSSS Pedagogical Framework*.

We are known for excellence in our Sport, Choral Music and Instrumental Music Programs. We invite you to come and experience our diverse and unique community. We are community hub for Quandamooka Country and proudly host a weekly Jarjums Club.

As well as highlighting the strengths and successes of Birkdale South State School during 2012, this report also details the areas for further development in 2013.

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School progress towards its goals in 2012

The following goals and actions have been summarised from the 2012 Annual Implementation Plan and also the Quadrennial School Review process undertaken throughout 2012 -

Learning:	<ul style="list-style-type: none"> • Monitor student attendance & engagement – closely monitored and improved attendance noted 2012 • Provide safe, tolerant, disciplined & flexible learning environments – Behaviour Plan Reviewed 2012 • Ensure student learning needs are considered when making organisational decisions – Local Consultative Committee / P&C processes • Ensure teaching programs incorporate intellectually challenging learning recognising individual difference, maximising engagement – Differentiation and Higher Order Thinking Frameworks in place 2012 • Identify, support, provide intervention to ensure all students achieve to potential – Student Improvement Plan in place 2012 • Ensure accurate & continual monitoring, assessment & reporting, data analysis informs teaching & learning – Birkdale South accountability Framework (BSSSAF) in place 2012 • Develop student capacity to navigate their world – investigations into mobile learning planned for 2013 • Extend information & communication technologies across the curriculum – Interactive whiteboards in every classroom 2012 • Prioritise resource management & accountability practices to identified teaching & learning needs – Outstanding 2012 Financial Audit
Literacy:	<ul style="list-style-type: none"> • Build teacher capacity to adapt and contextualise Education Queensland Curriculum to Classroom resources to ensure quality instruction and differentiation of the Australian Curriculum and whole school programs through the use of a consistent whole-school Curriculum Framework and planning documents • Continued emphasis on reading comprehension and written expression strategies in all classrooms through the introduction of Journeyming – students grouped with like ability. Explicit teaching of the levels of thinking using think aloud, modelling and reciprocal teaching and systemic curriculum instruction in the four reading comprehension levels through the six question types: Literal – recall and translation; Inferential – interpretation; Higher-order inferential – application and logical analysis; Critical/creative – synthesis. These have been a priority for both teachers and teacher aides supporting students within the classrooms, coupled with strategic data collection, analysis and interpretation via the leadership of P-3 and 4-7 Reading Coaches. • Focus on Spelling for students to master the different aspects of the English spelling system through the development of: Phonological knowledge; Word-function knowledge; Meaning knowledge; Etymological knowledge. Teachers match teaching focus with learning needs of students through the appropriate developmental sequence of stages according to the “Words their way” Program. • Early and sustained identification and support for students with special needs – both below and above classroom competency levels - within the classroom by ensuring an inclusive curriculum is provided and implemented in conjunction with support staff, SEP and STLaN
Numeracy:	<ul style="list-style-type: none"> • Delivery of highly effective mathematics instruction and curriculum through both the Australian Curriculum and C2C support resources and continued delivery of specific numeracy whole school programs inclusive of the NAPLAN strategy detailed in the 2012 NAPLAN Plan. • Appointment of our Mathematics Coach focussed on the continued implementation of the First Steps Mathematics Program. Support teachers to address student misconceptions and gaps in number understanding as these have proven to represent the largest source of children’s difficulties with numeracy • Develop student competency in numeration which is fundamentally concerned with the understanding and skills needed to name, rename and process numbers, including automatic recall of number facts
Science:	<ul style="list-style-type: none"> • Delivery of subject specific Science instruction that aligns with the accountabilities of the Australian Curriculum, supported by Education Queensland Curriculum into the classroom resources and assessment processes • Professional Development and student moderation opportunities provided to ensure consistency of student achievement allocation and collegial sharing of effective practice
EATSIPS:	<ul style="list-style-type: none"> • Appointment of a school Indigenous Education Worker focussed on supporting student learning outcomes, embedding perspectives in curriculum offerings by working alongside teachers and connecting with community. • Continued to monitor all aspects of the Principal’s Markbook for those students who identify as Aboriginal or Torres Strait Islander or both. Less than 5% of the student population is from an indigenous family background – 32 students in all. • Link with cluster schools via the Moving Together Reference Group to develop provisions of opportunity for all students that are both relevant and culturally significant • Ensure the cross curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures are embedded across curriculum delivery and the school is resourced to support this instruction.

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ICT:	<ul style="list-style-type: none"> • A focus on whole school implementation of 21st Century teaching and learning through professional capacity building and skill sharing – Appointment of a P-3 and 4-7 Technology Coach. • Continued upgrade to whole school networking to support increased purchase of devices and network access • Continual development of leadership capacity in staff by providing opportunities to contribute to the advancement of the school-based program through participation in seminars and forums, and to embark on ICT accreditations – focussed on effective use of the Interactive Whiteboards, made part of every classroom space. • Enhancing home school partnerships in learning by providing digital learning links, website subscriptions and EdStudios (virtual classroom spaces) that can be accessed from home to build curriculum knowledge and engagement
Student Behaviour / You Can Do It Program:	<ul style="list-style-type: none"> • Revision of whole school, School Responsible Behaviour Plan to ensure alignment with state wide and regional policy • BSSS Behaviour Committee continues to advise on the direction and reform of school policy including weekly "You Can Do It" focus lessons, ensuring a cohesive and embedded approach to school wide positive behaviour • Continued development of student leadership as Playground Pals or as a member of an interests-based club (e.g. Languages, Choir, Jarjums Club, Dance group, Gardening group)
Priority Areas of Development	<ul style="list-style-type: none"> • Engagement with the National Curriculum in English, Maths, Science and the introduction of History and the alignment of assessment and standards to support the National Curriculum. • Continuing development in the teaching of reading, spelling, writing, language conventions and numeracy • Working towards an explicit improvement agenda informed by the Teaching and Learning Audit 2011 • Working with staff toward improved pedagogy and performance in reading • Strategic emphasis has been placed on the growth of the Early Years. Pre-Prep assessment /data gathering was based on Brigance Assessment. As a result of trends and data collected, learning opportunities have also been extended to the parents of pre-prep students in the form of seminars and workshops relating to Early Learning – particularly reading. • Birkdale South State School is committed to providing our Year 7 students with multiple opportunities to connect with High School programs and related learning in order to ease the transition from primary school to High School. Our students had the opportunity to join the Flying Start Program with entry to High School in Year 7 at Alexandra Hills State High School and Cleveland State High school. In conjunction with our local feeder High School several joint programs have been undertaken that enable our students to experience the High School campus.
Home, School & Community Partnerships:	<ul style="list-style-type: none"> • Further strengthen home-school- community links & partnerships – Range of participation opportunities provided by school and P&C Association – 30 events for 30 years; Lunch on the Lawn • Continue to network within Cluster & across Region to share knowledge and best practice – Participation in schools networks • Market the unique & distinctive programs & approaches to education at BSSS to increase awareness of offered programs, raising school profile within wider community – Letter to school community from Principal sent as a letterbox drop to local area • Continue to offer information sessions to parents & volunteers that inform, support & encourage – Reading, Volunteering, 123Magic
Professional Learning Community:	<ul style="list-style-type: none"> • Develop & maintain competent & dedicated teachers ensuring the success of the school – Coaching model adopted • Encourage & support staff to develop professional working & learning teams, & support trialling of innovative practices to further encourage sharing & collaboration – Strengthening of Year Level Teams • Provide learning & development opportunities through the Developing Performance Framework for all staff to ensure continuous growth of skills, knowledge & professional behaviours – all teachers have a Personal Plan • Provide sufficient, efficient information & communication technology to access regional, national, global information sources – maintenance and improvement of school infrastructure continuously being monitored • Quality Leadership & Coordination: implement strategies to strengthen leadership density within the school with clearly defined roles & responsibilities – Further definition of roles to be outlined in 2013

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Future outlook

Birkdale South State School is a school committed to improve curriculum programs and delivery to maximise student learning.

2013 Improvement Agenda	2013 Priority Areas of Development
Reading – Teaching of Inferential Comprehension Spelling – Analyse the whole school spelling program Numeracy – Implement standardised school based testing	Data – Interrogate data and Investigate Effect Size Pedagogy – Document the BSSS Pedagogical Framework Early Years Partnerships –connecting to community partners

During 2013 our school will work on strategies and activities to:

- Implementing the National Curriculum in English, Maths, Science and **History**
- Further developing actions to align to our school improvement agenda – reviewing data and re-establishing aspirational school wide targets and standards of achievement in the areas of Literacy, Numeracy
- Furthering our Assessment for Learning Culture – to support moderation of student achievement.
- Develop criteria based assessment and investigations and continue to provide professional development for staff to further their skills in teaching Mathematics
- Implement a range of intervention / support programs to support the needs of all underachieving students inclusive of students who are achieving at level and moving them beyond with enrichment and extension opportunities.
- ICTs – implement Smart Classrooms agenda. The use of ICTs in teaching and learning across all Key Learning Areas and making use of virtual learning spaces within classrooms will continue to be a focus
- Foster Community Relations – to promote and encourage parental engagement
- Enhance student social and emotional outcomes through the school You Can Do It Program, Chaplaincy and applied Student Services Model

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	689	330	359	94%
2011	663	317	346	95%
2012	644	315	329	96%

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

Characteristics of the student body:

Birkdale South State School has been providing a quality education in the Redland City Council area since 1982. The local area has developed from a rural small crop zone to residential estates. The school is organised into single class groups for each year level. There are a small number of composite classes. The school caters for students with diagnosed and verified disabilities who require an adjustment to their educational program according to individual need. Students are from a range of ethnic and socio-economic backgrounds. The number of students from “English as a second language” backgrounds is minimal.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	24	19
Year 4 – Year 10	25	25	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	28	42	60
Long Suspensions - 6 to 20 days	0	0	4
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

A strong disciplinary line was taken in 2012.

Curriculum offerings

Our distinctive curriculum offerings

The BSSS Curriculum is based on the Australian Curriculum with Curriculum to the Classroom (C2C) as the main tool of delivery, covering all Key Learning Areas – English, Mathematics, Science, The Arts, Studies of Society and the Environment, Technology, Health and Physical Education and Languages (Japanese/German).

Our distinctive curriculum offerings include:

- . Dedicated Literacy block of instruction
- . A whole school Social / Emotional curriculum is implemented including a camping program for Years 4-7
- . ICT embedded in curriculum delivery through use of Interactive whiteboards extensively across the campus
- . Intervention Programs- Support A Reader / Writer / Talker & Maths Intervention Programs/ Corrective Reading including extension opportunities for academically able students

Extra curricula activities

- Sport – interschool, athletics, swimming, cross country and morning fitness, bike riding program; external providers of Soccer, AFL, Tennis
- Instrumental Music Program- Junior & Senior Stage Band, external providers :Drums, Guitar; Keyboard
- Choral program- Junior & Senior, Bi-ennial School Musical
- Under 8's Day Celebrations, Makers Faire 4-7
- Student Discos, Bush Dance and Fancy dress
- Carols Evening
- Extension Focus: Chess Club, Debating, Days of Excellence, ICAS competitions, Tournament of the Minds

How Information and Communication Technologies are used to assist learning

The school has a computer lab with 30 computers, data show and interactive whiteboard are used for focussed whole class lessons as timetabled on a teacher book in basis. Each classroom also has a bank of computers for student use enabling individual and small group work to complete and practise tasks integral to student learning. The school boasts an Interactive Whiteboard in all Yr P-7 classrooms, the Library and the in the computer lab. The school has invested in appropriate software to support Literacy and Numeracy development. The software complements classroom work and provides students with developmentally appropriate learning opportunities. A bank of iPads are available to all Special Needs Students and a purchasing plan is established to procure more tablets for implementation of blended learning using mobile devices.

Social climate

The school provides a safe, supportive and productive learning environment with key elements such as student behaviour, feeling safe and being treated fairly.

This school has a high level of expectation and a comprehensive whole school approach to:

- Development of responsible student behaviour through consistency of expectations and procedures
- Character development and student support, both academically and socially through the You Can Do it Program which supports teaching students the foundation skills of organisation, persistence, resilience, getting along, confidence
- Specific proactive and intervention programs as supported by the school's Guidance Officer, Behaviour Advisory Teacher, Learning Support Teacher, Special Needs Teacher, the school Chaplain, school administration and teachers, working as a team with the parent, to help the child become an independent and self-disciplined learner and enable them to be the best that they can be.
- The Safety House Committee sponsored the painting of a prominently located Mural depicting the "You Can Do It -Keys to success" and "Bullying No Way". During Anti-bullying week a focus was made of how to deal with bullying and building Resilience.
- A noticeable improvement in student response to being addressed was evident by years end, as was the general tone and climate of the school with a focus on A for effort.

Through the School Chaplaincy programs like - Kids Hope Oz; Supa club; Seasons for Growth; Pastoral Care; Parent Prayer Group; Linking families to Community Support Agencies; Food Parcels for Families- our school is strong in human capacity building and endurance.

Our school at a glance

Parent, student and staff satisfaction with the school

An improved School Opinion Survey was part of the 2012 Success Story. Parents, students and teachers expressed a high level of satisfaction with Birkdale South, as a school, evidenced by the results below.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	93.8%
this is a good school	100.0%
their child likes being at this school*	96.9%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	90.6%
their child is making good progress at this school*	90.6%
teachers at this school expect their child to do his or her best*	96.9%
teachers at this school provide their child with useful feedback about his or her school work*	90.3%
teachers at this school motivate their child to learn*	96.9%
teachers at this school treat students fairly*	93.8%
they can talk to their child's teachers about their concerns*	96.9%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	93.1%
student behaviour is well managed at this school*	93.1%
this school looks for ways to improve*	100.0%
this school is well maintained*	87.5%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	94.1%

Our school at a glance

they like being at their school*	92.2%
they feel safe at their school*	90.0%
their teachers motivate them to learn*	94.1%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	93.0%
teachers treat students fairly at their school*	83.0%
they can talk to their teachers about their concerns*	84.0%
their school takes students' opinions seriously*	89.0%
student behaviour is well managed at their school*	74.7%
their school looks for ways to improve*	93.0%
their school is well maintained*	89.9%
their school gives them opportunities to do interesting things*	93.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	92.6%
with the individual staff morale items	98.1%

* 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

The 10/10 for our school is the sense of pride and the sense of community- within our students, staff, parents and wider Community. We are all committed to ensuring a quality education that recognises the individual talents and needs of our students. It is important to all that the entire school community makes positive contributions to Birkdale South State School. We are all about developing the whole child to fulfil their potential.

Parents are very welcome at Birkdale South State School. Regular communication informs the school community of school events and invites participation in school and class activities including .

- Meet the teacher - parent information session in week 3 of the school year where the teacher establishes relationships and communicates an overview of learning, behavioural and homework expectations; class routines and procedures; code of responsible student behaviour; the term's curriculum and how parents may support their child in their learning; calendar of student events.
- Parent forums/ workshops.
- Under 8's Day & Book Fair
- Culminating units of work that showcase student learning with special class and year level events
- including weekly class presentations at student assembly
- Parent teacher interviews and end of semester reporting
- Parent volunteer support in the classroom, excursions, events
- Weekly Assembly /Special Event Parades/ Education Week Activities
- Sporting Events

Reducing the school's environmental footprint

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

The Sustainability Environmental Management (SEM) Plan was completed and implemented in 2012.

Efforts made in 2012 to reduce the school's environmental footprint:

- energy efficient lighting and solar panels (the impact of this initiative can be seen in the table below – enormous)
- water is captured in tanks to conserve water usage (reduced by over one-third in 2 year span)
- interactive whiteboards and the electronic delivery of the school newsletter reduce paper usage
- Student focus on sustainability in curriculum offerings impacted by teacher involvement in constructing the SEM Plan

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	164,112	1,410
2010-2011	163,008	1,036
2011-2012	2,478	917

- Music performances, Musicians' Dress Up Day
- Parent and Citizens' Association
- Be Part of It – Coffee Network
- Working in partnership with the Chaplaincy Committee
- Playgroup conducted on site

Our staff profile

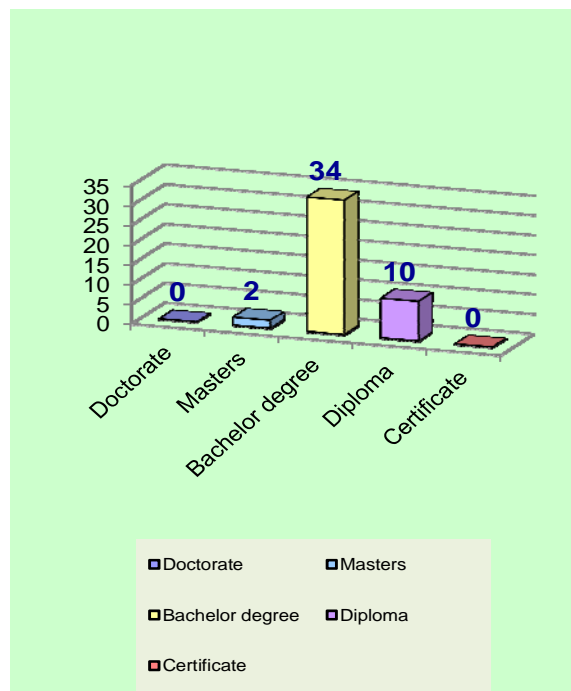
Staff composition, including Indigenous staff

In 2012 our school employed an Indigenous Education Worker. Though she is not Aboriginal or Torres Strait Islander, her children are. We are a school strongly supportive of Equal Opportunity and/or targeted employment to support cultural diversity.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	46	19	0
Full-time equivalents	35.9	13.1	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	34
Diploma	10
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$18,391. 21% of the school budget was spent on Professional Development

The major professional development initiatives are as follows:

Year Level Planning – including the unpacking of the Australian Curriculum and related 5week Curriculum into the Classroom Units

Reading Coaches – mentoring ; Reading Inservice for Teacher Aides

Mathematics Coach –mentoring teachers to follow up First Steps in Mathematics 2011

ICT Coach - mentoring ; Embedding 21stCentury Learning Practices and Instruction including EQ / Learning Place Platforms eg

Our staff profile

- EdStudios Workshop – Brad Legge
- Essential Skills for teaching – Sue Dahl
- Effective Classroom Differentiation – Jenny Stevens
- Music for Special Needs Workshop
- School for One
- Prep Reading and Writing –Angela Ehmer
- Gifted Education Mentor Training – Melinda Clynick
- Apps for Autism
- Year 3 & 5 Numeracy
- Enhancing teaching and learning with iPad
- Promethium Bus
- Sevens Steps to Writing Success
- OneSchool Training
- Workplace,Health & Safety Training
- First Aid Refresher
- Workplace Rehabilitation Training– Loreyse Agnew-Green, Megan Murphy
- Interlink Training
- EOY Training

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.	94.5%	94%	94.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99.6% 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%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was	93%.		

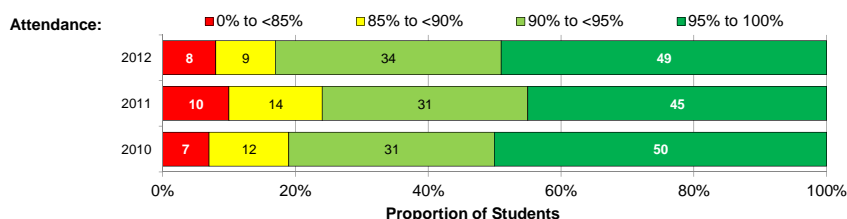
Student attendance rate for each year level (shown as a percentage)

	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%	94%	95%	95%	95%	93%	93%					
2011	92%	93%	94%	93%	92%	93%	93%					
2012	94%	93%	93%	94%	94%	92%	93%					

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.

Class Rolls are electronically marked at the beginning of the day and at the commencement of the afternoon session after the 2nd break. Children who arrive after school has commenced (9:00am is the time that roll is completed) are to report to the school administration building to receive a late slip. This late slip is then handed to the child's classroom teacher so that late attendance to class can be recorded.

If a student is to be absent from school parents to notify the school via a written note or the office phone number. The school will contact parent/carers if there have been a number of unexplained or high absences reported.

Our Indigenous Education Worker works with families to maintain attendance and has personal contact should there be concern around attendance. Office staff follow up unexplained absences on a regular basis to keep records accurate and reduce this data.

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.

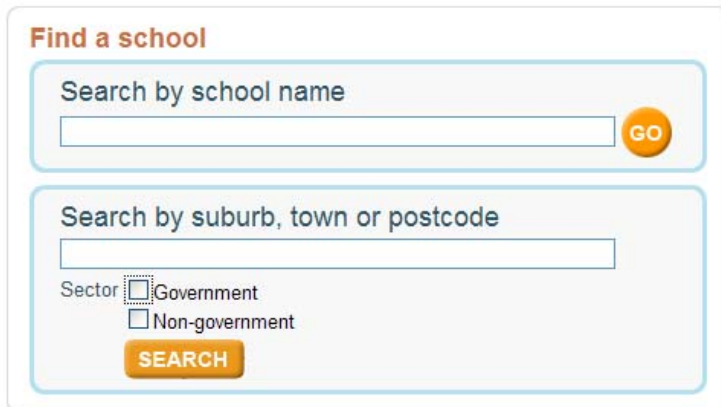
Our school very much supports the "Every Day Counts" initiative by the Department of Education and Training.

Performance of our students

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name" with a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode" with a text input field. Below this is a "Sector" section with two radio buttons: "Government" and "Non-government". At the bottom of the second section is 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

Birkdale South State School's priority of attendance, retention, attainment and workforce capacity "Close the Gap" between the indigenous and non-indigenous population. The school continually reviews and monitors data in ensuring this target is met.

Our plan of embedding culture and providing an Indigenous Education Worker (IEW) within our school has added to the safe space that is being established for parents and students to engage in the education process. Our IEW is making connections to students – Jarjums Club, school/classroom profile, Dance Workshops; Parents – Drop in time each Tuesday morning, EATSIPs team membership, Personal phone calls to parents, supporting Indigenous Hub playgroup Dthingu Oompi and other Trackers initiatives; Community – establishing links with other schools, elders and organisations from personal interactions and also via our Moving Together Reference Group for Redlands/Bayside.

In 2013 every Aboriginal and /or Torres Strait Islander Student at Birkdale South will have an Individual Learning Plan. We have a variety of students in our school who receive monitoring / acknowledgement/ support in different ways – some receive individual or group support from teacher's aides, some have subsidised inclusion in gifted and talented activities to promote their ability. We are proud of the academic achievements of many of our Indigenous students and focus on providing the appropriate level of support for students that we have concern are at social or academic risk as is the case with all Birkdale South students.