

# Birkdale South State School

## Queensland State School Reporting

### 2014 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 2014. 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.

Our school is committed to improving learning outcomes for all students through fostering a culture of high performance in teaching and learning that values and promotes leadership, attracts high performing educators and seeks to set the agenda in an environment with high community capital and well developed partnership links to early childhood agencies, outstanding performing high schools, universities and local industries.

Our school is central to the community and fosters lifelong learning for all key stakeholders through high quality learning experiences and individualised learning programs that engage all learners.

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.

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, Performing Arts Centre, which proudly hosts school and community events, a multipurpose Maths /Science facility, Technology lab and well equipped Resource Centre.

Birkdale South State School's professional community is built around high performing teams and this is our vehicle for implementing 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 2014, this report also details the areas for further development in 2015.

## School progress towards its goals in 2014

Focus Area	Strategies	Implemented	Target/s	Progress
Reading	- Literacy blocks with guided reading supported by reading coaches, Lower Literacy Intervention (StIn- Gr2), <i>Cars and Stars</i> Program, PM Data wall, <i>Supporter Reader</i> program to parents with an early years focus, Corrective Reading Program (StIn & TAs), SRA program implementation	Term One  Semester One	Grade 3,5 & 7 students 30% U2B Naplan,2014  Students reaching PM Reading benchmarks as per <i>school assessment framework- see data wall.</i>	Initiatives implemented and ongoing.  27.6% U2B Grade 3 27.3% U2B Grade 5 14.3% U2B Grade 7
Spelling	Booster teacher implementation (Naplan), <i>Words Their Way</i> program implementation embedded into C2Cs, Spelling bees, implementation of <i>Spelling Mastery Program</i> (P-7)	Term One  Semester 2	Gr 3, 5 & 7 students 30% U2B Naplan, 2014	Initiatives implemented  30% U2B Grade 3 31.2% U2B Grade 5
Writing	Literacy blocks (P-7) with daily writing and immediate teacher feedback, <i>7 Steps to Writing</i> PD for teachers & TAs, Booster teacher support (Naplan), CCT support through promotion of writing program and <i>Supporter writer</i> workshops for parents.	Term One Term 3  Term One Term 2	Gr 3, 5 & 7 students 30% U2B Naplan, 2014	Initiatives implemented  19.7% U2B Grade 3 19.5% U2B Grade 5

Numeracy	<i>First Steps</i> PD for teachers & TAs, <i>Jemm &amp; Emm</i> (4-7) program using classroom WBs, booster Naplan teacher support for identified students, implementation of numeracy program (CCT/GEM).	Term 3	Gr 3,5 & 7 students  30% U2B Naplan, 2014	Initiatives implemented.  18.4% U2B  Grade 3
Student Behaviour	Continue <i>You Can Do It Program</i> (P-7), establishment of a <b>behaviour committee</b> to implement initiatives and monitor student behaviour across the school, continue Kids Hope Mentor Program, utilise AVT Behaviour support and implement structured play opportunities at lunchtimes. Build staff capacity around the implementation of <i>Positive Behaviour for Learning (PBL) Program</i>	Term Two  Term One  Term Two	Less than 10 SDAs per term	Initiatives implemented.  Reduction in short SDAs below 10 pa.

### School Improvement Agenda (2014)

Shared Pedagogical Framework	Shared Pedagogical Framework implemented.  - Explicit Instruction & Dimensions of T/L
Continue Professional Learning Teams across the school to build staff capacity and promote leadership opportunities to staff.	Year level and Stage teams  Shared responsibilities across each team/grade level.
Student Personalised Learning	Individual learning goals (Term 1), literacy, numeracy and social implemented  -Implementation of Student Learning Portfolios & 3 Way conferences
Optimal Learning Opportunities	Continue <i>"The Purple Patch"</i> - a period of no interruptions to classroom learning 9-11am daily & organisation of school events outside optimal learning

	<i>periods.</i>
Curriculum support to teachers around planning and assessment and student learning extension	Head of Curriculum appointed to support curriculum delivery.

### Future outlook

#### **2015 Improvement Areas:**

- # Reading- P-3 through a consistent approach to teaching reading
- # Spelling P-6 through the implementation of a whole school spelling program
- # Numeracy- P-6 through a shared approach to teaching mathematics and 100% of teachers trained in First Steps in maths.
- # Explicit teaching –supported by pedagogical coaches
- # Feedback delivery- to students and teachers
- # Partnership development with neighbouring Early Childhood Centres, and universities through the establishment of a Birkdale South alliance to Early Childhood Education.
- # Behaviour management- through implementing a *Positive Behavior for Learning* approach (PBL).

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	644	315	329	96%
2013	589	294	295	94%
2014	603	306	297	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. 5% of our student population identify as indigenous.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	19	21	21
Year 4 – Year 7 Primary	22	24	21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	60	32	37

Long Suspensions - 6 to 20 days	4	4	1
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive 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, Geography, History, Technology, Health and Physical Education and Languages (Japanese 4-7).

#### 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
- . Individual Student Learning Goals (Literacy, Numeracy, Social & Emotional)
- . Student Learning Portfolios
- . Three way Conferences twice a year involving the child, teacher and parent/s.

### Extra curricula activities

- Sport – interschool, athletics, swimming, cross country and morning fitness, bike riding program; external providers of Soccer, AFL, Tennis, rock climbing, archery and canoeing.
- 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- school musical & student talent program
- 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 year's 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.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	94%	97%	89%
this is a good school (S2035)	100%	89%	94%
their child likes being at this school* (S2001)	97%	95%	89%
their child feels safe at this school* (S2002)	100%	92%	94%
their child's learning needs are being met at this school* (S2003)	91%	89%	89%
their child is making good progress at this school* (S2004)	91%	92%	86%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	100%	87%
teachers at this school motivate their child to learn* (S2007)	97%	95%	87%
teachers at this school treat students fairly* (S2008)	94%	95%	91%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	90%
this school works with them to support their child's learning* (S2010)	100%	97%	87%
this school takes parents' opinions seriously* (S2011)	93%	84%	84%
student behaviour is well managed at this school* (S2012)	93%	84%	83%
this school looks for ways to improve* (S2013)	100%	97%	91%
this school is well maintained* (S2014)	88%	95%	93%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	94%	90%	98%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they like being at their school* (S2036)	92%	87%	92%
they feel safe at their school* (S2037)	90%	93%	96%
their teachers motivate them to learn* (S2038)	94%	95%	95%
their teachers expect them to do their best* (S2039)	100%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	94%	94%
teachers treat students fairly at their school* (S2041)	83%	89%	90%
they can talk to their teachers about their concerns* (S2042)	84%	80%	87%
their school takes students' opinions seriously* (S2043)	89%	89%	93%
student behaviour is well managed at their school* (S2044)	75%	81%	84%
their school looks for ways to improve* (S2045)	93%	93%	96%
their school is well maintained* (S2046)	90%	94%	93%
their school gives them opportunities to do interesting things* (S2047)	93%	92%	96%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	93%
they feel that their school is a safe place in which to work (S2070)		98%	98%
they receive useful feedback about their work at their school (S2071)		83%	74%
students are encouraged to do their best at their school (S2072)		100%	98%
students are treated fairly at their school (S2073)		98%	92%
student behaviour is well managed at their school (S2074)		74%	90%
staff are well supported at their school (S2075)		76%	79%
their school takes staff opinions seriously (S2076)		76%	83%
their school looks for ways to improve (S2077)		100%	95%
their school is well maintained (S2078)		95%	95%
their school gives them opportunities to do interesting things (S2079)		87%	95%

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Our school has a strong 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
- Three way conferences and end of semester reporting
- Parent volunteer support in the classroom, excursions, events
- Weekly Assembly /Special Event Parades/ Education Week Activities
- Sporting and social events

### Reducing the school's environmental footprint

Our school conserves water through storing water catchment in a dam located at the rear of the school. This has enabled us to reduce water consumption throughout the school.

We adopted a no paper based newsletter that was emailed to parents and changed communication from weekly to fortnightly. A deliberated move to more digital technology has enabled the school to reduce the use of paper and electricity.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	2,478	917
2012-2013	150,600	1,020
2013-2014	155,987	1,513

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.

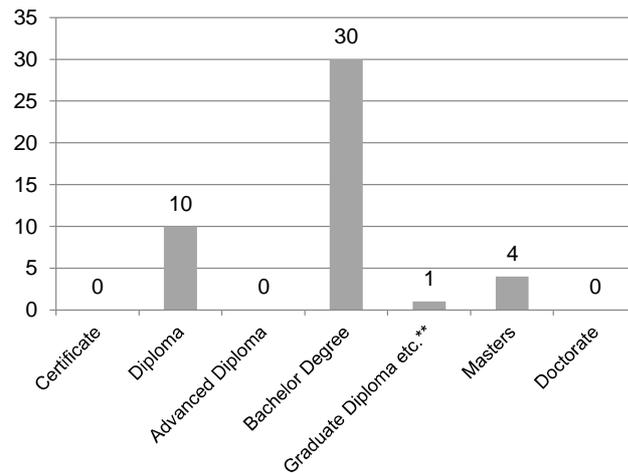
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	45	23	0
Full-time equivalents	36	15	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	10
Advanced Diploma	0
Bachelor Degree	30
Graduate Diploma etc.**	1
Masters	4
Doctorate	0
<b>Total</b>	<b>45</b>



\*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 2014 were \$21 020

The major professional development initiatives are as follows:

# QAR

#First Steps in maths

# First aid/CPR

# Adjustment to students with disabilities (behaviour management)

# Essential Skills for teachers

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%

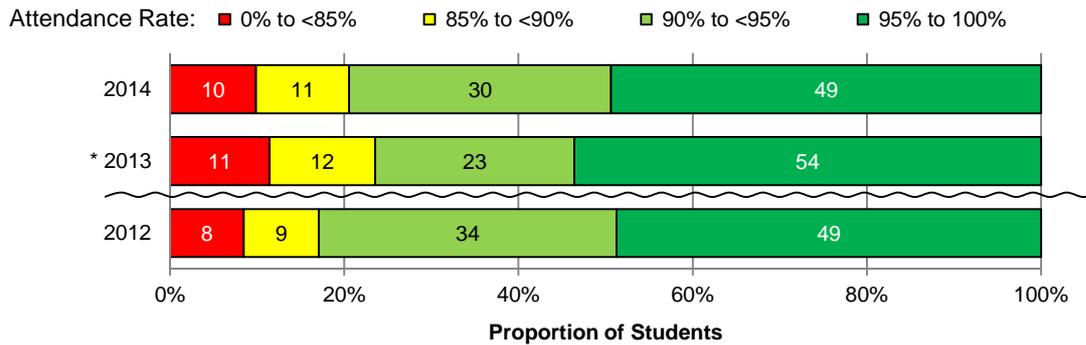
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	94%	93%	93%	94%	94%	92%	93%					
2013	93%	93%	92%	93%	93%	93%	93%					
2014	94%	94%	94%	92%	93%	93%	92%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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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.

Student attendance is aligned with our behaviour management policy where teachers monitor student attendance on a daily basis.

### 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**

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Sector  Government  
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**Achievement – Closing the Gap**

In 2014, 5% of our student population identified as Indigenous.

**Attendance**

90.6% Indigenous

93.4% Non- Indigenous

**Attainment**

In grades 3, 5 & 7, Indigenous students performed similar to and/or above non- indigenous students in all domains of learning.

**Retention**

n/a