

Birkdale South State School

Queensland State School Reporting

2015 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 2015. 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 2015, this report also details the areas for further development in 2016.

School progress towards its goals in 2015

Focus Area	Strategies	Implemented	Target/s	Progress
Reading	Collaboratively design and implement a whole school reading program based upon the essential elements of "The Big 6" ie. Fluency, Oral language, Vocabulary, Comprehension, Phonological awareness, Phonics.	Term One Semester One	Grade 3 & 5 students 30% U2B Naplan, 2015 Students reaching PM Reading benchmarks as per school assessment framework- see data wall.	Initiatives implemented and ongoing. 44.3% U2B Grade 3 25% U2B Grade 5
Spelling	Booster teacher implementation (Naplan), Words Their Way program implementation embedded into C2Cs, Spelling bees, implementation of Spelling Mastery Program (P-6)	Term One Semester 2	Gr 3 & 5 students 30% U2B Naplan, 2015	Initiatives implemented 32.9% U2B Grade 3 27.9% U2B Grade 5
Writing	Literacy blocks (P-6) with daily writing and immediate teacher feedback, 7 Steps to Writing PD for teachers & TAs, Booster teacher support (Naplan), CCT support through promotion of writing program and Supporter writer workshops for	Term One Term 3 Term One	Gr 3 & 5 students 30% U2B Naplan, 2015	Initiatives implemented 35.4% U2B Grade 3 10.3% U2B

	parents.	Term 2		Grade 5
Numeracy	<i>First Steps</i> PD for teachers & TAs, <i>Jemm & Emm</i> (4-6) 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, 2015	Initiatives implemented. 18.4% U2B Grade 3
Student Behaviour	Continue <i>You Can Do It Program</i> (P-7), establishment of a behaviour committee 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.

Future outlook

BIRKDALE SOUTH IMPROVEMENT AGENDA

2016

Focus Area	Strategies	Target/s	Teacher's role to assist <i>line of sight</i> to school improvement
Reading	Daily implementation of whole school reading program (<i>The Big 6</i>) with a focus upon strategies to move identified students into the U2B focussing on inferencing strategies and aligned with individual student reading goals.	Grade 3 students 48% U2B Reading Naplan, 2016 80% A-E English assessment (grades 1-3)- 'C' or above	# Know and implement the school reading program using evidence based high yield strategies # Identify students to move to U2B # Know your ind/class data (oneschool) # Know the assessment plan for your year level # Use data to inform your teaching practice # Implement U2B reading intervention strategy & questioning strategy # Be an active participant in scheduled data conversations # Contribute to PLTs
Writing	Literacy blocks to include daily writing based on <i>7 Steps to Writing Program</i> .	Gr 3 students 40% U2B Naplan, 2016	# Implement 7STWP and focussed daily writing. # Provide immediate feedback to students # Provide consistency with CATs
Numeracy	Implementation of <i>Guaranteed and</i>	Gr 3 students 35% U2B	# Know and implement school maths curriculum

	<p><i>Viable Curriculum</i> (completed in 2015).</p> <p>Numeracy blocks implemented based upon agreed high yield strategies (P-6) focusing on Inquiry Based Learning</p>	<p>Naplan, 2016</p> <p>Quality assured through learning walks and planning.</p>	<ul style="list-style-type: none"> # Provide collaborative inquiry to problem solving # Share best practice of high yield strategies with colleagues # Ensure consistence around CATs as per assessment plan # Promote mathematical literacy through role modelling and class word walls # Be an active participant in data conversations # Contribute to PLTs by sharing best practice/experiences.
Teaching Pedagogy	<p>Explicit instruction approach implemented in all classrooms based on</p> <p><i>"I do, we do, you do."</i></p> <p><i>(including warm ups and plough backs)</i></p>	<p>Quality assured through learning walks and planning evidence</p>	<ul style="list-style-type: none"> # Use explicit instruction as per school pedagogical framework # Use indiv/group inquiry approach to promote higher order thinking & and greater concept understanding # Work collaboratively with HOC & M/T around high yield strategies
Student Attendance	<p>Implement student attendance tracking program to promote improved student attendance through individual and whole class incentives.</p>	<p>Target 97%</p>	<ul style="list-style-type: none"> # Mark electronic rolls as per school requirements # Monitor your class attendance # Be proactive in monitoring attendance, contact parents after 2 or more days absent or patterns of absences. # Notify admin of concerns # Apply <i>intentionally inviting classroom initiatives</i> (Know your kids?) # Focus on engaging your students in learning (Mindset = <i>If I'm away I will miss out on something that is fun!</i>) # Be every child's <i>significant other</i> at school-build rapport.
Positive Behaviour for Learning (PBL)	<p>Continue PBL program with a focus on tier two students.</p>	<p>Less than 8 short SDAs</p> <p>p/a.</p> <p>20/24 classes meet semester target (83%)</p>	<ul style="list-style-type: none"> # Apply PBL principles when managing behaviour # Be familiar with the SRB Plan # Communicate with parents using DOJOs. # Celebrate learning/behaviour with your class # Record all contacts/behaviour incidents on oneschool.

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	589	294	295	25	94%
2014	603	306	297	29	96%
2015	583	295	288	30	96%

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 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.

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	21	22
Year 4 – Year 7 Primary	24	21	25
Year 7 Secondary – Year 10			
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	32	37	18
Long Suspensions - 6 to 20 days	4	1	0

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 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 4-6).

Our distinctive curriculum offerings include:

- . Dedicated Literacy block of instruction
- . A whole school Social / Emotional curriculum is implemented including a camping program for Years 4-6
- . 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 4-6
- Student Discos, Bush Dance and Fancy dress
- Carols Evening- school musical & student talent program
 - Debating interschool competitions
 - Chess Club and Interschool competitions P-6
- Extension Focus: Chess Club, Debating, Days of Excellence, ICAS competitions, Tournament of the Minds

How Information and Communication Technologies are used to improve 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-6 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. In 2016, the school is introducing BYO ipads to 6 classes and is aiming to be 100% BYO ipad by 2019.

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 resilience.

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)	97%	89%	97%
this is a good school (S2035)	89%	94%	90%
their child likes being at this school (S2001)	95%	89%	90%
their child feels safe at this school (S2002)	92%	94%	94%
their child's learning needs are being met at this school (S2003)	89%	89%	87%
their child is making good progress at this school (S2004)	92%	86%	84%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	87%	97%
teachers at this school motivate their child to learn (S2007)	95%	87%	97%
teachers at this school treat students fairly (S2008)	95%	91%	84%
they can talk to their child's teachers about their concerns (S2009)	100%	90%	94%
this school works with them to support their child's learning (S2010)	97%	87%	90%
this school takes parents' opinions seriously (S2011)	84%	84%	81%
student behaviour is well managed at this school (S2012)	84%	83%	77%
this school looks for ways to improve (S2013)	97%	91%	100%
this school is well maintained (S2014)	95%	93%	87%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	90%	98%	93%
they like being at their school (S2036)	87%	92%	88%
they feel safe at their school (S2037)	93%	96%	92%
their teachers motivate them to learn (S2038)	95%	95%	97%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their teachers expect them to do their best (S2039)	98%	97%	98%
their teachers provide them with useful feedback about their school work (S2040)	94%	94%	90%
teachers treat students fairly at their school (S2041)	89%	90%	84%
they can talk to their teachers about their concerns (S2042)	80%	87%	87%
their school takes students' opinions seriously (S2043)	89%	93%	82%
student behaviour is well managed at their school (S2044)	81%	84%	74%
their school looks for ways to improve (S2045)	93%	96%	94%
their school is well maintained (S2046)	94%	93%	85%
their school gives them opportunities to do interesting things (S2047)	92%	96%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	93%	98%
they feel that their school is a safe place in which to work (S2070)	98%	98%	100%
they receive useful feedback about their work at their school (S2071)	83%	74%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	96%	94%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	98%	92%	96%
student behaviour is well managed at their school (S2074)	74%	90%	87%
staff are well supported at their school (S2075)	76%	79%	91%
their school takes staff opinions seriously (S2076)	76%	83%	89%
their school looks for ways to improve (S2077)	100%	95%	100%
their school is well maintained (S2078)	95%	95%	98%
their school gives them opportunities to do interesting things (S2079)	87%	95%	96%

'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 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 deliberate move to more digital technology has enabled the school to reduce the use of paper and electricity. Preparation has begun to allow for academic reports to be emailed to parents in 2016.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	150,600	1,020
2013-2014	155,987	1,513
2014-2015	151,424	525

*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.

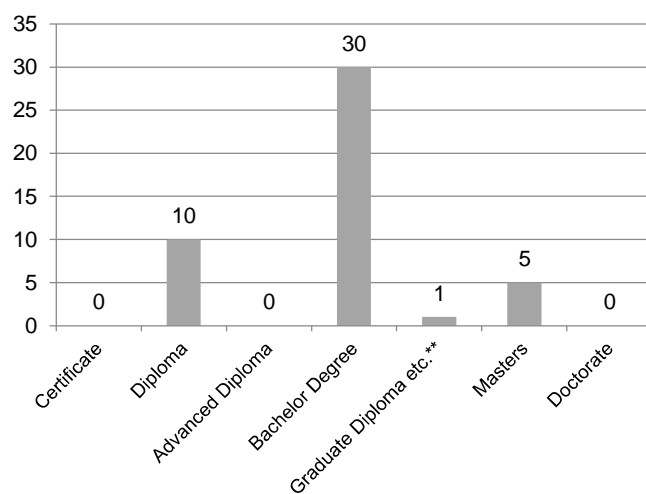
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	43	23	0
Full-time equivalents	37	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	5
Doctorate	0
Total	46



*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 \$19528

The major professional development initiatives are as follows:

- # First Steps in maths
- # First aid/CPR
- # Adjustment to students with disabilities (behaviour management)
- # Essential Skills for teachers
- # A Guaranteed & Viable Curriculum for Numeracy

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.	94%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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

GO

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).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	93%

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	94%	93%	93%	92%	93%	93%	93%	93%	93%				
2014	93%	94%	94%	94%	92%	93%	93%	92%					
2015	94%	92%	93%	94%	95%	92%	92%						

*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.

Find a school

Sector:

Government

Non-government

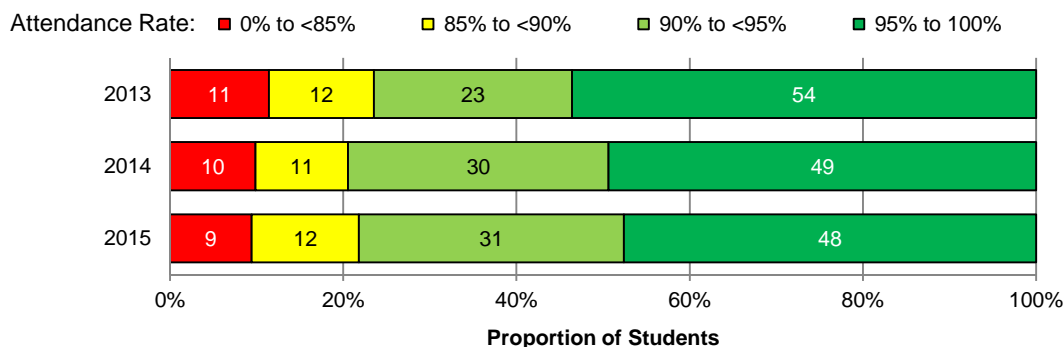
SEARCH

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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.

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.

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 weekly 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 with both class and whole school targets clearly communicated and monitored throughout the school community. Individual class attendance rates are clearly shown as a visual representation on the classroom door.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading,

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.