



Birdsville State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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### School overview

Birdsville State School is a small remote school situated in the Diamantina Shire, eleven kilometres north of the South Australian Border. Established in 1899, our school, now a multigrade co-educational school from Kindy to Grade 6, builds on our uniqueness, celebrates our accomplishments and provides our students with a wide range of opportunities. As one of nine small schools committed to the Outback Advantage Cluster, we believe there are many potential advantages to being educated in a small, rural, multi-age setting. Together as a network, we are implementing a successful curriculum, with a central focus on high levels of literacy and numeracy. Through individual learning plans, data tracking, mapping, recording, moderating and reporting every student's progress, we are preparing our students as lifelong learners. All parents are encouraged to become actively involved in the school through school events and our Parents and Citizens Association, which provides advice and additional resources critical to our success.

### School progress towards its goals in 2018

Queensland schools annually publish information to parents about student and school performance. This report contains important information about the progress of our school in 2018. A copy of this document is also on the school website and a hard copy is available on request.

At Birdsville State School, we consistently maintain a student centred approach. Our focus is always student well-being, achievement and improvement.

During 2018, we continued to provide a supportive learning environment to assist students to reach their full potential. Whilst we are a remote and isolated school, we maintain high expectations of all students and staff, priding ourselves on being a thinking school that consistently provides a high quality education to all students. During 2018, we continued working with the Outback Advantage cluster and commenced work with the C2C curriculum writing team on the Small Schools Curriculum Framework (now known as the P-6 Curriculum Model). Both teams intentionally collaborated to develop a multi-age curriculum, fully aligned with Australian Curriculum (Version 8) and delivered to all students with precision and integrity. The initial scope of the project was to produce units of work in the learning areas of English and Mathematics, the work quickly extended to include Science and HASS (Humanities and Social Sciences). The units were trialled by schools within the Outback Advantage cluster as they were developed.

In addition to this work, we also continued developing the expertise of staff, with a particular focus on STEM. Our cluster teacher, shared with Bedourie State School, is our appointed 'STEM Champion'. This teacher has attended professional development to assist us in the delivery of quality learning programs in this area.

Work in both of these focus areas will be ongoing throughout 2019.

During 2018, our school also underwent a major internal refurbishment of the main school building. The Department of Education made a significant investment in the upgrade of our facilities and our students are enjoying learning in a 'state of the art' and modern learning facility.

### Future outlook

During 2019, we will continue intentional collaboration with the Outback Advantage cluster and the C2C writing team. This will ensure we are able to deliver learning, precisely aligned to Australian Curriculum (Version 8) and individual student learning needs.

To complement the Mathematics Units currently being delivered and refined, we will work with the Outback Advantage schools to develop a sequenced overview to support the teaching of Number. A HOC (Head of Curriculum) will be employed by the Outback Advantage Cluster to collate work completed to date, on an online platform. This will ensure ease of access for all Cluster schools and seamless transition, when and if, change of staff is experienced.

STEM initiatives developed in 2018, will be implemented during 2019. Students in Years 4-6 will have the opportunity to participate in a pilot Technology learning program, delivered by the IMPACT Centre online. The school is working towards the establishment of a dedicated Maker Space to be located in our resource building.

In 2019, Birdsville State School is providing a State Delivered Kindergarten Program. This year we will be trialling planning developed by Early Childhood and Community Engagement. This planning will intentionally align with both the Early Years Learning Guidelines and the Australian Curriculum based C2C units, developed with the C2C

writing team in 2018. This resource will allow us to deliver quality learning, seamlessly, in our small school, multi-age context.

Refurbishment work will also continue in 2019 with an external upgrade of our main teaching block, the addition of an enclosed eating area and new fencing to the school pool.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Early Childhood - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	4	7	6
Girls	1	1	1
Boys	3	6	5
Indigenous		1	1
Enrolment continuity (Feb. – Nov.)	80%	100%	67%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

### Characteristics of the student body

#### Overview

Our student body consists of both Indigenous and non-Indigenous children. All children live in the remote, iconic township of Birdsville or on outlying properties. The majority of parents are employed with the Diamantina Shire Council being the predominant employer.

#### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	4	6	4
Year 4 – Year 6		1	2

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Our school is a participant in the Remote Kindy Pilot, delivered in a multi-age context. Learning content for Kindergarten students is based on the Early Years Learning Guidelines. In 2018, we had no Kindy aged children.

Curriculum content for our Prep to Year 6 students is based on the Australian Curriculum. In 2018, school enrolments fell within two juncture groups, Prep-Year 2 and Years 3-4. The multi-age units developed in collaboration with the Outback Advantage Cluster and the C2C writing team, were delivered across P-4, and other learning areas were delivered to these two groupings. Within our multi-age classroom, all students have access to their curriculum entitlement. Learning is differentiated or adjusted where required to ensure inclusivity of individual learning needs.

IMPACT, an enrichment and extension project offered via the IMPACT Centre is delivered weekly. IMPACT is offered across three rounds, using online web conferencing, a virtual classroom and specialist distance education teachers. Offerings are made to students on a case-by-case basis from learning areas individually identified by staff as suited to individual learning needs.

### Co-curricular activities

Attendance at annual Sports Camp held in Windorah and an annual Splash and Arts Camp in Bedourie along with other school form the Outback Advantage Cluster. Participation in a Biennial School Camp, broadening the horizons of our isolated students and organised to provide the opportunity for children to enrich their learning in different environments and encourage them to participate in experiences vastly different from those available in the local area. In 2018, we visited Brisbane and its surrounds during Ekka Week and travelled with Bedourie State School.

Our town is a well-known iconic tourist town and students have a range of opportunities to participate in various events throughout the year, in 2018 these included:

- Commonwealth Games Queens Baton Relay
- Birdsville Races Fun Run
- Performances at the Big Red Bash with The Crack Up Sisters & The Story Players

### How information and communication technologies are used to assist learning

Our school has a ratio of 1:1 laptops and Ipads per student. Both newly refurbished classrooms are equipped with an interactive projector and there is an interactive screen in the resource building. Students and staff use these technologies as a tool for learning across all the key learning areas. Students are always developing their skills to use a variety of computer programs to assist their learning across the curriculum.

Additionally, students were timetabled to access a range of subscribed accounts such as Reading Eggs, Literacy Planet, Mathletics and Studyladder. Students engaged with these programs to consolidate, enrich and extend on classroom teaching and learning.

The Department of Education provides classroom teachers with a laptop for work related purposes. These resources are used for planning and reporting, and to assist in, the delivery of teaching and learning related activities.

## Social climate

### Overview

At Birdsville State School, we believe that staff and students have the right to work to their potential, free from disruption, abuse and threat in a safe and supportive environment. To enable this productive learning to occur, we believe that different learning styles and abilities must be catered for and appropriate behaviours need to be explicitly taught, modelled, encouraged and developed. Ultimately, each individual must be responsible for his/her own actions. Birdsville State School implements a positive behaviour program that enables students to maximise their potential through understanding and analysing their positive behaviour and how this affects their learning. Students are continuously exposed to explicit teaching of expectations to support their understanding of the school rules: Be Safe, Be Respectful and Be Responsible. Incidents of bullying are managed through the procedures outlined in the endorsed Responsible Behaviour Plan. Students are taught problem-solving strategies based on the 'High Five', use a friendly voice, use a firm voice, ignore, walk away and report. Where required, students are supported with building positive behaviours through the implementation of individual behaviour plans.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	DW	67%	DW
• this is a good school (S2035)	DW	67%	DW
• their child likes being at this school* (S2001)	DW	75%	DW
• their child feels safe at this school* (S2002)	DW	75%	DW
• their child's learning needs are being met at this school* (S2003)	DW	75%	DW
• their child is making good progress at this school* (S2004)	DW	75%	DW
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	DW
• teachers at this school motivate their child to learn* (S2007)	DW	75%	DW
• teachers at this school treat students fairly* (S2008)	DW	100%	DW
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	DW
• this school works with them to support their child's learning* (S2010)	DW	100%	DW
• this school takes parents' opinions seriously* (S2011)	DW	100%	DW
• student behaviour is well managed at this school* (S2012)	DW	75%	DW
• this school looks for ways to improve* (S2013)	DW	100%	DW
• this school is well maintained* (S2014)	DW	100%	DW

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	DW	100%	DW
• they like being at their school* (S2036)	DW	100%	DW
• they feel safe at their school* (S2037)	DW	100%	DW
• their teachers motivate them to learn* (S2038)	DW	100%	DW
• their teachers expect them to do their best* (S2039)	DW	100%	DW
• their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	DW
• teachers treat students fairly at their school* (S2041)	DW	100%	DW
• they can talk to their teachers about their concerns* (S2042)	DW	100%	DW
• their school takes students' opinions seriously* (S2043)	DW	100%	DW
• student behaviour is well managed at their school* (S2044)	DW	100%	DW
• their school looks for ways to improve* (S2045)	DW	100%	DW
• their school is well maintained* (S2046)	DW	100%	DW
• their school gives them opportunities to do interesting things* (S2047)	DW	100%	DW

Percentage of students who agree# that:	2016	2017	2018
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\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	67%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	83%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	83%	100%

\* Nationally agreed student and parent/caregiver items.

# '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

At Birdsville State School, we see parents/carers as an integral part in the development of the school and its students. We promote opportunities for parents/carers to take part in the school by becoming a member of the Parents and Citizens Association and attending all meetings. By supporting school events and taking an active role in education, the partnership between school and parents/carers contributes to positive outcomes for student learning. Our newsletter, The Pelican Brief, is issued twice a school term and articles are regularly placed in the Desert Yarns, the Diamantina Shire Council's monthly newsletter. In addition to this, any arising matters or ad hoc items are communicated to parents/carers via letters or emails home throughout the term. Parent/teacher interviews are offered twice a year, and parents/carers are advised that the door is always open to discuss any concern or matter at a mutually convenient time.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. At Birdsville State School, we encourage students to be responsible for their own behaviour. Our Responsible Behaviour Plan is regularly reviewed, and routines that clearly outline rewards and consequences are implemented. In addition, our health program/curriculum focuses on extending student knowledge and capability in understanding emotions, emotional self-regulation and respectful and appropriate interactions with others.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Birdsville State School is part of the Diamantina Shire and the beautiful and dynamic channel country. As we are independent of larger urban areas with the facilities and programs for environmental renewal and conservation, the small steps we initiate have greater significance for our capacity to reduce our environmental footprint. Students and staff are encouraged to turn off all electrical appliances when they are not in use; and all air conditioning units are pre-set to twenty-three degrees centigrade, which automatically shut down after two hours of use. The school has installed, through the Solar Schools Scheme, a relatively large bank of solar panels that help reduce our electrical consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	24,425	33,021	33,873
Water (kL)			60

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	2	<5
Full-time equivalents	1	1	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	1
Diploma	
Certificate	

\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 8020.00.

The major professional development initiatives are as follows:

- Principal's Business Meetings (building capacity in curriculum & planning, meetings with C2C curriculum writing)
- Outback Advantage Cluster Instructional Rounds (building capacity around pedagogy)
- Central Queensland Regional Principal's Conference (Longreach)
- First Aid
- AusSwim
- STEM/STEAM Champion Seminars/Conferences

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	99%

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

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	90%
Attendance rate for Indigenous** students at this school		DW	90%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	DW	91%
Year 1	DW	95%	
Year 2		DW	DW
Year 3		100%	DW
Year 4			92%
Year 5	DW		
Year 6	DW		

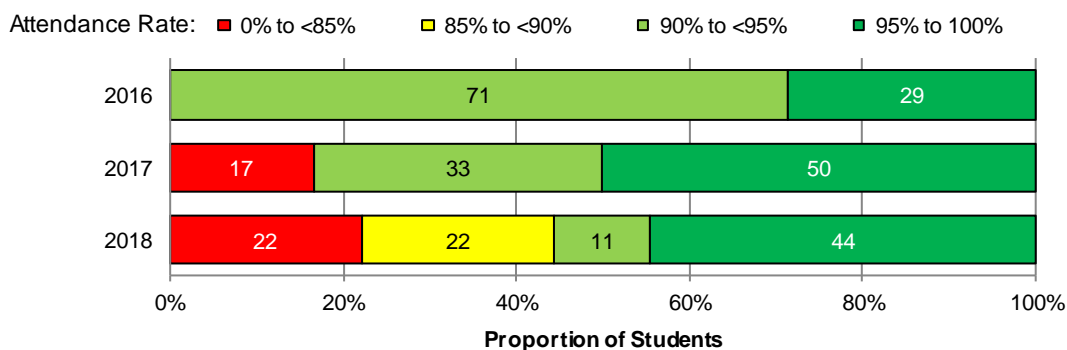
Year level	2016	2017	2018
Year 7	100%		
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

At Birdsville State School, 'every day counts.' Attendance is encouraged through consistent monitoring and communication of attendance rates. The roll is marked electronically twice a day, in the morning on arrival and again in the afternoon. Attendance rates are reported on every P&C Principals Report and in the School Newsletter, informing parents and carers of not only our attendance target for the year, but also how our attendance rate is tracking. The following procedures are implemented at our school:

- Parents are requested to contact the school before 8:45am to explain an absence if their child is not attending school for that particular day.
- If a student is not in attendance by 9.00am and communication has not been received from the parent, a phone call is made to the parent to establish the reason for non-attendance. This communication is recorded in OneSchool, along with the reasons for the absence.
- In cases of serious non-attendance, the Qld DOE Attendance Protocols are followed.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.