



Birdsville State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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From the Principal

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.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Early Childhood - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	7	6	5
Girls	1	1	1
Boys	6	5	4
Indigenous	1	1	
Enrolment continuity (Feb. – Nov.)	100%	67%	83%

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	6	9	7
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

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 implementation

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 2019, we had 3 Kindy aged children.

Curriculum content for our Prep to Year 6 students is based on the Australian Curriculum. In 2019, school enrolments fell within three juncture groups, Prep-Year 2, Years 3-4 and Years 5-6. The multi-age units developed in collaboration with the Outback Advantage Cluster and the C2C writing team, were delivered across P-5, 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. Students in Years 4-6, participate in a weekly Technology learning program, delivered by the IMPACT Centre online, which is taught, assessed and reported on over the semester.

The P-12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Co-curricular activities

Attendance at annual Sports Camp held in Windorah and an annual Splash and Arts Camp in Bedourie along with other schools from the Outback Advantage Cluster. In 2019, students were given the opportunity to participate in "Drama in the Desert" an arts based camp delivered in Birdsville, by the Grin and Tonic Theatre Group. Students were provided with the opportunity to participate in experiences vastly different from those available in the local area.

Students had a range of opportunities to participate in various extra-curricular activities throughout the year, in 2019 these included:

- Term 2: Art Club (after school)
- Term 3: Soccer Club (after school)

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	67%	DW	100%
• this is a good school (S2035)	67%	DW	100%
• their child likes being at this school* (S2001)	75%	DW	100%
• their child feels safe at this school* (S2002)	75%	DW	100%
• their child's learning needs are being met at this school* (S2003)	75%	DW	100%
• their child is making good progress at this school* (S2004)	75%	DW	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	100%
• teachers at this school motivate their child to learn* (S2007)	75%	DW	100%
• teachers at this school treat students fairly* (S2008)	100%	DW	67%
• they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
• this school works with them to support their child's learning* (S2010)	100%	DW	67%
• this school takes parents' opinions seriously* (S2011)	100%	DW	67%
• student behaviour is well managed at this school* (S2012)	75%	DW	100%
• this school looks for ways to improve* (S2013)	100%	DW	67%
• this school is well maintained* (S2014)	100%	DW	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	100%	DW	100%

Percentage of students who agree# that:	2017	2018	2019
• they like being at their school* (S2036)	100%	DW	100%
• they feel safe at their school* (S2037)	100%	DW	100%
• their teachers motivate them to learn* (S2038)	100%	DW	100%
• their teachers expect them to do their best* (S2039)	100%	DW	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	DW	100%
• teachers treat students fairly at their school* (S2041)	100%	DW	100%
• they can talk to their teachers about their concerns* (S2042)	100%	DW	100%
• their school takes students' opinions seriously* (S2043)	100%	DW	100%
• student behaviour is well managed at their school* (S2044)	100%	DW	100%
• their school looks for ways to improve* (S2045)	100%	DW	100%
• their school is well maintained* (S2046)	100%	DW	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	DW	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• 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)	67%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
• 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)	83%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	83%	100%	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	2017	2018	2019
Short suspensions – 1 to 10 days	0	1	0
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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	33,021	33,873	29,767
Water (kL)		60	80

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

Search by school name or suburb	School sector	School type	State	Q
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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.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

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	3	<5
Full-time equivalents	2	2	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)

- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	100%

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 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	93%	90%	87%
Attendance rate for Indigenous** students at this school	DW	90%	85%

* 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	2017	2018	2019
Prep	DW	91%	
Year 1	95%		97%
Year 2	DW	88%	
Year 3	100%	DW	73%
Year 4		92%	76%
Year 5			94%
Year 6			

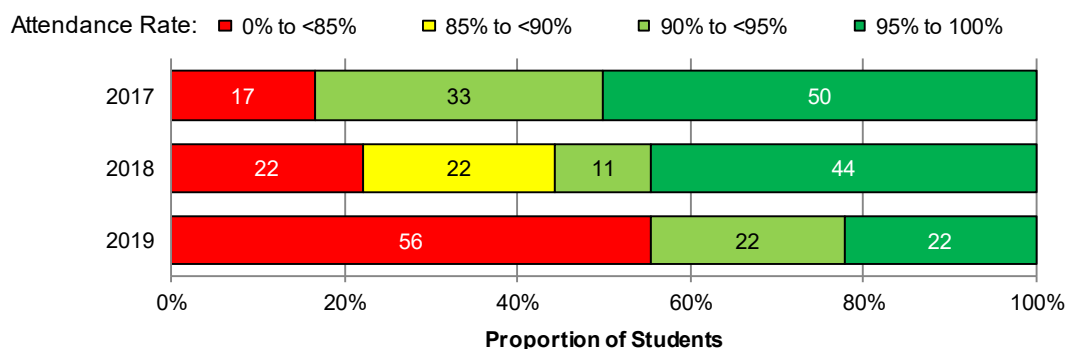
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

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.

School sector

School type

State

Q

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.