# Principal’s foreword

## Introduction

For over a century Birdsville State School has facilitated a dynamic and robust curriculum in a powerfully inspiring, but challenging environment. Our teaching and learning processes aim to develop healthy, creative children empowered with the skills and knowledge to continue a life of learning and success.

At Birdsville State School, we deliver a dynamic, structured curriculum through innovative and student centred teaching practices. Our learning experiences are embedded with higher order thinking opportunities and contextual, real-life based problems.

Birdsville is an energising place bordered by the beautiful deserts and channel country. We aim to deliver learning experiences that reflect the world we live in and the inspiration it provides. It is a tremendous privilege to lead and work with a school community to achieve its goals and create a brighter future for our children and the world we live in.

Parents and interested community members are able to access paper copies of all publicly available documents on request through the school office.

This report contains a snapshot of:
- School goals and future strategic direction
- Student population and attendance
- Curriculum offerings
- Social ethos of the school
- Parent, student and staff satisfaction survey results
- Staff composition and professional learning
- Key student outcomes, including NAPLAN.

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<table>
<thead>
<tr>
<th>Postal address</th>
<th>Adelaide Street Birdsville 4482</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>(07) 4656 3233</td>
</tr>
<tr>
<td>Fax</td>
<td>(07) 4656 3213</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:the.principal@birdsvilss.eq.edu.au">the.principal@birdsvilss.eq.edu.au</a></td>
</tr>
<tr>
<td>Webpages</td>
<td>Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.</td>
</tr>
<tr>
<td>Contact Person</td>
<td>Tiffany Cook (Principal)</td>
</tr>
</tbody>
</table>
School progress towards its goals in 2013

School Curriculum
Adapt C2Cs multi age units to suit school context
Implement actions to improve reading
Implement actions to improve numeracy
Implement actions to improve spelling.

Teaching Practice
Continuously monitor student achievement
Focus on high quality teaching practices
Use of data – develop evidence based decision making practice
Implement and manage actions to ‘Close the Gap’

School and Community
Develop productive partnerships with students, staff, parents

Principal Leadership and School Capability
Principal leads the implementation of the Australian curriculum
Develop a Pedagogical Framework which articulates the school’s approach to teaching
Develop instruction leadership skills (Australian curriculum)
Develop the professional capability of staff

Other Requirements
Develop whole school curriculum, assessment and reporting plan
Develop quality improvement plan
Develop asset replacement plan
Revise WHSW plan
Review and revise emergency management plan
Ensure all necessary work is completed to gain high rating.

Future outlook

School Curriculum
Adapt C2Cs multi age units to suit school context by:
Set AYP and Value Added Target (VAT) based on baseline data;
Report on student progress at 5-week intervals (twice per term) using spreadsheet;
Set AYP and Value Added Target (VAT) based on baseline data
**Teaching Practice**
Facilitate the use of data to drive teaching practice
Use the Developing Performance Framework as a tool to align teacher capability development with school priorities
Maintain and enhance moderation processes to ensure that standards are consistent internally and externally
5-week Data Capture
Review and revise school's Closing the Gap strategy.

**School and Community**
Review community use of swimming pool agreement
Hold a parent information session on aspects of the curriculum, or school planning.
Seek environmental funding sources like Coles school's grant, etc.
Invite playgroup to continue fortnightly visits to participate in a reading buddies programme.

**Principal Leadership and School Capability**
Continue to monitor updates to ACARA and C2C documents
Develop a Pedagogical Framework which articulates the school’s approach to teaching
Facilitate opportunities for staff to engage in collegial interactions
Use the Developing Performance Framework as a tool to align teacher and teacher aide capability development with school priorities
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>2012</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>2013</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:
The students at Birdsville State School are continuing students some of which have indigenous heritages. All of our students are drawn from the families that live in the town of Birdsville.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>4</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings
In 2013, Birdsville State School offered instruction to all students in the key learning areas (KLAs) of English, Mathematics, Science, History /SOSE, Technology, the Arts and Health and Physical Education. Languages other than English was only offered to those students in Years 6 and 7. The curriculum is segmented into P-2, 3-4 & 5-7 and delivered from multi-age C2C unit levels.

Extra curricula activities
In 2013, the students participated in a variety of school excursions and camps. These included:
- a week long sports camp at Windorah State School.
- a week of swimming and arts camp at Bedourie State School.

How Information and Communication Technologies are used to assist learning
Our school has a ratio of 1:2 computers per student and an interactive whiteboard in the main teaching area. The students use these computers and the interactive whiteboard as a tool for their learning across all the key learning areas. Students are now able to confidently email, chat, blog, write forums, and use a variety of computer programs including movie maker to assist their learning across the curriculum.

Social climate
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 taught, modelled, encouraged and developed. Ultimately, each individual must be responsible for his/her own actions.

Birdsville State School has implemented aspects of the teaching in CQR TV set which were used to inform behaviours and attitudes within the school. ‘Every child has a good day every day’ and ‘every child matters every day’ are imperatives within Birdsville State School. Incidents of bullying are managed through the procedures outlined in the endorsed Responsible Behaviour Plan.

Parent, student and staff satisfaction with the school
The Birdsville State School community comprises of a very small number of families. Generally, the feeling of parents gathered through informal discussions and feedback from the community tells us that there a need for the school and school representatives to engage more consistently with parents and the community.
### Our school at a glance

#### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>100%</td>
<td>33%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>33%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>100%</td>
<td>67%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>100%</td>
<td>33%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>100%</td>
<td>33%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>100%</td>
<td>67%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>100%</td>
<td>33%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>100%</td>
<td>33%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>100%</td>
<td>33%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>100%</td>
<td>33%</td>
</tr>
</tbody>
</table>

#### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>100%</td>
<td>67%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>67%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>DW</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>100%</td>
<td>50%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>DW</td>
<td>40%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>100%</td>
<td>67%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>DW</td>
<td>50%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>DW</td>
<td>33%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>DW</td>
<td>50%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>DW</td>
<td>50%</td>
</tr>
</tbody>
</table>
## Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of school staff who agree that:</td>
<td></td>
</tr>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>100%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>100%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>100%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>100%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>100%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>100%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>100%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>75%</td>
</tr>
</tbody>
</table>

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

# Involving parents in their child’s education

At Birdsville, we see parents as an integral part in the development of the school and its students. We promote opportunities for parents to take part in the school by becoming a member of the Parents and Citizens Association, and by supporting school events. Our newsletter, The Pelican Brief, which is issued twice each school term, parent/teacher interviews and regular parent contact enables the partnership between community and parents to contribute to student learning.
Our school at a glance

Reducing the school's environmental footprint

Birdsville State School is part of the Diamantina Shire and the beautiful and dynamic channel country. In 2010-2013 our school has banded with local businesses to implement recycling processes and efficiency in our consumable and energy use. 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.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2011-2012</td>
<td>34,205</td>
<td>60</td>
</tr>
<tr>
<td>2012-2013</td>
<td>28,792</td>
<td>60</td>
</tr>
</tbody>
</table>

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2013 Workforce Composition</th>
<th>Teaching Staff *</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>2</td>
<td>3</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>2</td>
<td>1</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>2</td>
</tr>
<tr>
<td>Graduate Diploma etc.</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
</tr>
</tbody>
</table>

* 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 2013 were $ 10,414

The major professional development initiatives are as follows:

Due to the difficulty of access and the logistics of attending professional development activities away from Birdsville, the majority of professional learning activities were accessed online or delivered electronically.

- Literacy – whole school improvement and use of data
- Asbestos training
- Financial training
- Code of Conduct and Student Protection

The proportion of the teaching staff involved in professional development activities during 2013 was 100%
Our staff profile

Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>99%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector: Government [ ] Non-government [ ]

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Key student outcomes

Student attendance

The overall attendance rate for the students at this school (shown as a percentage).

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97%</td>
<td>78%</td>
<td>95%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>2</td>
<td>DW</td>
<td>DW</td>
<td>82%</td>
</tr>
<tr>
<td>3</td>
<td>DW</td>
<td>DW</td>
<td>97%</td>
</tr>
<tr>
<td>4</td>
<td>DW</td>
<td>DW</td>
<td>92%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>25</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>2013</td>
<td>63</td>
<td>25</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 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 DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

- The school roll is marked at the start of each day and at the end of each day.
- Parents are requested to contact the school before 9.00am if their child is not attending school for that particular day. Parents are also asked to write a note to explain reasons for their children’s non-attendance.
- 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 OneSchool Attendance Protocols are followed.
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/](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](image)

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Information withheld due to small student numbers.