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.

School progress towards its goals in 2011

Identified focus areas for 2011 were centred on curriculum, teaching and learning practices and fostering a positive learning environment. Some improvement is evident in these areas, however there is a continuing focus in the area of reading and fostering a supportive and positive learning environment. Key areas of progress include:

• A Common curriculum across the Outback Advantage Cluster of Schools with high expectations for all students was implemented and was embedded in Birdsville. Several areas of the curriculum were amended to bring them into line with the incoming National Curriculum.

• Quality teaching and the consistency of pedagogical practice is ongoing. Reflective practice is encouraged and internal processes have been embedded to ensure ongoing development.

• Improvement in every individual student’s results in literacy and numeracy remains a focus for Birdsville State School. Individual Education Targets have been introduced with dynamic personalised planning and support structures to ensure student success.

• Implementation of a common Outback Advantage internal monitoring framework was completed.
Future outlook

Birdsville State School is undergoing a change in our curriculum and pedagogy. 2012 has seen the initial implementation of a National Curriculum in all schools across Australia in the key learning areas of English, mathematics and science. This brings with it great challenges for both teachers and students as we all come to terms with the changes in educational expectations. The Central Queensland Region of Education Queensland has also recently adopted “Explicit Instruction” as the pedagogical model that all teachers will deliver across the region. This too brings with it many challenges for both teachers and students as we all come to terms with a new model of curriculum delivery. At Birdsville State School, we will continue to provide an innovative and dynamic education to the students of our school and ensure individual needs are met through individualised planning and powerful learning experiences.

In this time of change we are taking the step of consolidating our student’s Literacy and Numeracy skills and knowledge. We have identified three key areas of school improvement for 2012. These are reading, spelling and school attendance. Goals for each of these three key areas have been set and a series of actions have been implemented around them to assist the school community to bring these goals to fruition.
Our school at a glance

School Profile

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

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
The students at Birdsville State School are continuing students with indigenous heritages. Our students are drawn from the families that live in the town of Birdsville.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>4</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>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>
Our school at a glance

Curriculum offerings

Curriculum
In 2011, Birdsville State School delivered instruction to all students in the key learning areas (KLAs) of English, mathematics, science, studies of society and environment, technology, the arts and health and physical education. Languages other than English was only offered to those students in Years 6 and 7. As we were preparing for the move to the National Curriculum in 2012, each of the key learning areas were taught and assessed as individual silos, where in previous years KLAs other than English and mathematics were delivered as integrated units of work.

Extra curricula activities
In 2011, the students participated in a variety of school excursions and camps. These included:

- a week long sports camp in Windorah.
- a week of swimming and arts activities in Bedourie.
- a dinosaur discovery camp to Winton.
- hosted visits from the Flying Padre and Mr Magic.

How Information and Communication Technologies are used to assist learning
Our school has a ratio of 1:1.5 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. The students use chats, blogs, forums, videos and podcasts to enhance their learning through collaborative units with their cluster buddies at Bedourie State School and other Outback Advantage schools. 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 the social skills program, "You Can Do It", to improve student’s social skills of confidence, resilience, organisation, getting along, persistence and as a proactive step against bullying. This program should help improve the view of students’ behaviour at Birdsville State School to be more in line with the State average for parents and students.

Parent, student and teacher satisfaction with the school
The Birdsville State School community comprises a very small number of families. Specific parent satisfaction data has been withheld because it may be used to identify individuals and families. Generally, the feeling of parents gathered through informal discussions and feedback from the community tells us that there is a high level of satisfaction with the education our school is providing to students.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>DW</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>DW</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>DW</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>85%</td>
</tr>
</tbody>
</table>

DW – Data withheld
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. Timely newsletters, parent/teacher interviews and regular contact enable the partnership between community and parents to contribute to student learning.

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Birdsville State School is part of the Diamantina Shire and the beautiful and dynamic channel country. In 2010-2011 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.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>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>3</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $11,757.

The major professional development initiatives are as follows:

- First Steps in Mathematics
- Literacy – focusing on teaching writing/genre.
- HR management and leadership
- Higher order thinking
- Code of Conduct and Student Protection

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 99% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 47% of staff was retained by the school for the entire 2011 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.

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.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 97%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

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.

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.

We have very small numbers in the cohorts of years 2, 5, 6 and 7. This factor needs to be considered when publishing the results of test data. To maintain confidentiality due to these small cohorts in 2008 through to 2011, the NAPLAN data and student attendance data at year level is not included in this report. However, the NAPLAN results are accessed and used in the development of Individual Learning Plans. 100% of students at Birdsville achieved or were working towards significant literacy and numeracy goals in 2011 with success.

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

Search by school name

Go

Search by suburb, town or postcode

Sector

Government

Non-government

Search

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.
In 2011 all our students were of an Aboriginal heritage. Data suggests that we need to continue efforts in ensuring that all our students are present and engaged in active learning all the time to maximise achievements and continue 'closing the gap'. Specific data is not available due to our small numbers.