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.

School progress towards its goals in 2012

Below are listed the school priorities for 2012. Progress, or otherwise, for the year is indicated in bold type.

SCHOOL CURRICULUM
• Implementation of Australian Curriculum and C2C units – fully implemented
• Development of curriculum plans for KLAs linked to ELs – completed
• Continue to work with OA on the development of a common whole-school assessment and reporting plan – completion expected in 2013

TEACHING PRACTICE
• Explicit Instruction – implementation plan developed and enacted. Full implementation by end of 2013.
• Reading and Spelling – individual student profiles include targeted reading and spelling goals.

PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY
• Staff development in the teaching of reading and spelling – 100% of staff involved in professional learning activities.
• Data analysis and application – Principal accessed targeted PD.
• Teaching Micro-skills – attendance booked, but even cancelled.

SCHOOL AND COMMUNITY PARTNERSHIPS
• Community use agreement for swimming pool – entered into trial agreement for summer holiday period – review in 2013.
• Landscaping of the school grounds – to be included in backlog maintenance delivering in 12/13 financial year.

OTHER – SCHOOL FOCUS
• Attendance and retention – process of daily monitoring and parental contact enacted; transition information provided to parents of Yr7 students.
• Closing the gap actions – introduced daily “brain break” at 10am; “reading buddy” relationship developed with playgroup.

Future outlook

Below are listed the key areas for improvement as outlined in our 2013 AIP.

SCHOOL CURRICULUM
• Adapt C2C multi-age units to suit school context
• Implement actions to improve reading, numeracy and 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”.

PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY
• Principal leads the implementation of the Australia curriculum
• Develop a pedagogical Framework which articulates the school’s approach to teaching
• Develop instructional/leadership skills around Australian curriculum
• Develop the professional capability of staff.

SCHOOL AND COMMUNITY
• Develop productive partnerships with students, staff, parents and members of the community.

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 in T&L Audit
Our school at a glance

School Profile

Coeducational or single sex:  Coeducational
Year levels offered in 2012:  Prep - 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 (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>100%</td>
</tr>
<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>
</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 with indigenous heritages. 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>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td></td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

In 2012, Birdsville State School offered 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. The curriculum is segmented into P-2, 3-4 & 5-7 and delivered from multi-age C2C unit levels.

Extra curricula activities

In 2012, 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.
- hosted visits from the Flying Padre and Outback Patrol.

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, “Focus 40”, to improve student’s social skills of confidence, resilience, organisation, getting along and persistence, as well 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.

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 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.

Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Our school at a glance

- their child is making good progress at this school* 100.0%
- teachers at this school expect their child to do his or her best* 100.0%
- teachers at this school provide their child with useful feedback about his or her school work* 100.0%
- teachers at this school motivate their child to learn* 100.0%
- teachers at this school treat students fairly* 100.0%
- they can talk to their child's teachers about their concerns* 100.0%
- this school works with them to support their child's learning* 100.0%
- this school takes parents' opinions seriously* 100.0%
- student behaviour is well managed at this school* 100.0%
- this school looks for ways to improve* 100.0%
- this school is well maintained* 100.0%

Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>DW</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>DW</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>DW</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>DW</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>DW</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>DW</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>DW</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>DW</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>DW</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>DW</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>DW</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>DW</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>DW</td>
</tr>
</tbody>
</table>
Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012(^*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>100.0%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

\(^\#\) Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 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 2010-2012 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>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity kWh</td>
<td>0</td>
<td>0</td>
<td>34,205</td>
</tr>
<tr>
<td>Water kL</td>
<td>0</td>
<td>0</td>
<td>60</td>
</tr>
</tbody>
</table>
Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 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>1.5</td>
<td>0.8</td>
<td>&lt;5</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 2012 were $4840.
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:

- First Steps in Reading
- Words Their Way
- Literacy – whole school improvement and use of data
- Science Sparks
- HR management and leadership
- Asbestos training
- Financial training
- Microsoft Office application training
- Code of Conduct and Student Protection
- RSA

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.
Our staff profile

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>100%</td>
<td>99.2%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 33.3% of staff was retained by the school for the entire 2012 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/](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**
  - [GO]

- **Search by suburb, town or postcode**
  - [SEARCH]
  - 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

We have very small numbers in the cohorts of years 3, 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 2010 through to 2012, 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 2012.

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>84%</td>
<td>97%</td>
<td>78%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>2011</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>2012</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
</tbody>
</table>

DW = Data withheld due to small cohort.

Due to small cohorts in each year level, the student attendance rates for each year level have been withheld due to confidentiality. We ensure our attendance is maintained by re-iterating the importance of coming to school in newsletters, P & C Meetings and Parent/Teacher Interviews. The mantra communicated to all parents is that ‘every student matters, everyday’.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>50</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>2011</td>
<td>75</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>2010</td>
<td>75</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
</tbody>
</table>

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.
Performance of our students

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.

The data for our 2012 years 3, 5 & 7 students are withheld due to the small cohorts. Collectively from 2010 to 2012 our results have been variable around attainment of NMS. We have been able to identify spelling as a school strength and numeracy and reading as areas for further improvement during 2013. We use the NAPLAN data alongside internal monitoring data to report on students’ progress on a 5-Weekly basis with each student receiving individualised learning goals and teaching strategies.

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.

Find a school

Search by school name

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.

Achievement – Closing the Gap

Information withheld due to small student numbers.