Principal’s foreword

Introduction

Bedourie State School serves the remote community of Bedourie, which is situated on the edge of the Simpson Desert. Our focus at this unique little school is on providing all students with opportunities to fulfill their potential by developing learning experiences that prepare them for the future, built on a solid background in literacy and numeracy. All students are encouraged to participate in all eight of the key learning areas. Parent and community support is strong, and is a positive feature of the school community.

Queensland schools annually publish meaningful information to parents about student and school performance. This document contains important information about our school’s journey in 2011. The document can be obtained on the school website and in hard copy from the office.

School progress towards its goals in 2011

During the 2011 school year, Bedourie State School was successful in meeting the goals that had been set. These included:

- Maintenance of the whole school reading program that focuses on explicit teaching of reading strategies as well as the acquisition of higher order thinking skills.
- Continue to refine and develop the Outback Advantage assessment schedule, which will lead to benchmarks and targets being set for Standards for reporting to parents.
- Reorganise daily maths block to incorporate Mathletics program to further cater for individual learning needs.
- Consciously integrate higher order thinking skills into day to day learning.
- Continue cluster commitments with Birdsville State School (Naidoc Week, Splash’n’ Arts Camp, and School Excursions).
- Implement a whole school Science Program based on the Primary Connections Program and purchase the necessary resources.
Future outlook

Our main focus for 2012 is to further develop rigorous programs, intervention cycles, assessment procedures and individual learning plans that will ensure all students are able to advance in their education by achieving the best possible results. Strategies include:

- Develop, implement, monitor and resource an Explicit Improvement Agenda for the school around the areas of higher order thinking skills in reading, and place value in mathematics
- Develop Individual Learning plans for each student that clearly state student goals and targets
- Implement the Australian Curriculum for English, Mathematics and Science using the C2C units as a base for instruction
- Purchase up to date ICT resources to accommodate C2C units
- Work with OA to develop common curriculum for remaining Key Learning Areas
- Embed Indigenous perspectives in the community through Naidoc celebrations in conjunction with the local Wankangnurru Elders and the Diamantina Shire Council
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>13</td>
<td>8</td>
<td>5</td>
<td>75%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
The student body consists of both Indigenous and non-indigenous children. All children live in the small township of Bedourie. All parents have employment, with many of them being employed in some capacity by the Diamantina Shire Council.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>6</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td>6</td>
</tr>
<tr>
<td>All Classes</td>
<td>12</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

Our distinctive curriculum offerings:

Each key learning area is treated as a separate entity. The Outback Advantage group of schools has developed programs for English, Mathematics and Science which are implemented into our classroom on a daily basis. French is the language that the Year 6 and 7 children are studying. This is delivered via teleconferencing with a limited internet component. All other curriculum areas are delivered through school specific programs.

Extra curricula activities:

An annual Splash’N’Arts Camp held locally
Attendance at an annual Sports Camp held in Windorah
An annual NAIDOC Celebration

Participation in a Biennial School Camp which broadens the horizons of our remote students, and is organized to take our children into different environments and encourages them to participate in experiences vastly different from those available to them in their local environment.

How Information and Communication Technologies are used to assist learning.

Computers are used to assist in the delivery of all subject areas. Sometimes they assist with research; sometimes they are used to present and publish work in a professional manner; and at other times they are used in conjunction with software programs that reinforce what has been explicitly taught in concept development areas.

Social climate

This community is the major centre for the vast Diamantina Shire Council. There is a very low rate of unemployment within the community, as most residents are employed by the Council.

Students are encouraged to strive for quality. All students, regardless of age, are provided with opportunities to take on responsibility. This whole school approach promotes a very positive school environment.

The school utilises a Chaplaincy Program, with a chaplain visiting the school once every 4-6 weeks.

Our School Responsible Behaviour Plan for Students identifies that all students should be safe, be responsible and be respectful within the school environment. These three rules ensure that there is no place for bullying at our school. Bullying behaviours (both verbal and physical) are not tolerated. Our school uses the High 5 Response to bullying behaviour as a positive school wide behaviour program.
Our school at a glance

Parent, student and teacher satisfaction with the school

All parents/caregivers and students are satisfied that this school provides a good education. Whilst staff members are satisfied with the morale in the school, they are not satisfied with the access to professional development opportunities. The remoteness of the school means that when staff do attend professional development they are out of the school for at least two extra days to travel to and from the venue. This is not only extremely costly, but also disrupts the running of school programs for these extra days.

It is difficult to make any additional comments in regards to the Opinions of Parents and Staff due to the small number of respondents.

<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>100%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>DW</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

It is essential to Bedourie State School that parents are involved in their children’s education. It is expected that parents will sign off on their children’s homework each night. All parents are provided with a Weekly Report Card that the children write explaining what they have been working on at school during the week and how they have progressed. A Brag-A-Lot is sent home on a regular basis, so parents are able to view their children’s published work. The school door is always open for any parent/carer.

Parents are encouraged to attend P&C meetings and functions, and all major decisions regarding the delivery of educational objectives are discussed openly prior to implementation.
Reducing the school’s environmental footprint

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

During 2011, solar panels were installed on the main building’s roof through funding provided by the National Schools Solar Program. This installation provided two kilowatts of panels coupled with a four kilowatt inverter. The installation occurred later in the year.

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>25,385</td>
<td>15</td>
</tr>
<tr>
<td>2010</td>
<td>23,367</td>
<td>15</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>9%</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>1.5</td>
<td>3</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>1.5</td>
<td>1</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

<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>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</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 $6687.

The major professional development initiatives are as follows:

- Principal’s Business Meetings
- Outback Advantage Meetings
- State Principal’s Meeting
- First Steps in Reading
- Seven Steps to Writing

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 100% in 2011.

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 2011 school year.
Our staff profile

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.
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

The attendance rate for each year level cannot be reported due to small cohort numbers that would allow student identification.

<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>
</tr>
</thead>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

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.

Attendance at Bedourie State School on a daily basis is compulsory unless there are satisfactory reasons for students to stay at home. If children fail to present in the morning, parents/carers are called to ensure that the child is safe. Parents/carers are encouraged to contact the school early in the day if their child is unable to attend. The roll is marked twice daily - at the commencement of the school day and then again after second break.
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.

In most areas, the children at Bedourie State School achieved at least National Mean Standard on the 2011 NAPLAN tests. The overall improvement of children at this school is much greater than that identified as the national mean improvement in almost all areas.

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.

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

Due to small cohort numbers, reporting on Closing the Gap may lead to student identification.