



# Bedourie State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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## School Overview

Bedourie State School was officially opened in 1960. It is a multigrade co-educational state school servicing a small remote township on the edge of the Simpson Desert. Our school is a member of the Outback Advantage, an alliance of small schools scattered throughout the Central West that participate in cooperatively planning programs and units of work that encompass all Key Learning Areas, but with a major focus on Numeracy and Literacy. These programs and units are then implemented into our supportive school environment, taking into account the individual needs and developmental levels of each of our children. Our major focus at this unique little school is on providing all students with opportunities to fulfil their potential and to fully prepare them for the future. In 2016 we joined the Remote Kindy Pilot, so we are now able to offer quality educational experiences to children in Kindy through to the end of Year Six. We realise the importance of parental involvement in education, and encourage parent participation through our 'open-door' policy. Our active Parents and Citizens Association has members from outside the school community, and ensures that our students have access to many and varied resources critical to learning.

# Principal's Foreword

## Introduction

At Bedourie Stae School, our main focus is always student improvement. During 2016, strategies were implemented to monitor student progress at regular intervals. Analysis of the resultant data not only assisted us in determining our next steps in the teaching cycle, but also in the formulation of meaningful and achievable individual student goals and targets.

### School Progress towards its goals in 2016

- High stakes data (Naplan and Pat) was used to monitor student progress at regular intervals. Analysis of this data determined the next steps in classroom instruction. Individual student goals and targets were drawn from this data.
- Our sharp and narrow Explicit Improvement Agenda focused solely on writing and complimented the progress already made in this area in 2015. A writing continuum was developed to assist students in monitoring their own progress and determining their next goals.
- We attempted to refine our delivery of the Numeracy Improvement Project both within the classroom and across the Outback Advantage cluster. Pre and Post Diagnostic Term tests were administered and marked across the cluster and results were used to determine individual student goals within our school. However, more consideration is required to develop a timetable and process whereby the vital Revealing the Reasoning sessions can be delivered with integrity throughout our school.
- Attendance was continually monitored, with a message about the importance of regular attendance and our current attendance rate regularly reported to the community at large through Newsletters and at P&C meetings.

### Future Outlook

In 2017 we will continue to focus on student achievement and improvement through improvement of our curriculum delivery, ensuring that the Australian Curriculum is being delivered to all students at all junctures with integrity and rigour.

We will

- Work collaboratively with other Outback Advantage schools to develop, implement and review a process to backward map Assessment Tasks from the Australian Curriculum in order to establish a clear line of sight for teaching and learning
- Collaboratively identify the writing demands of each unit and make explicit the teaching of the requirement within the Australian Curriculum
- Identify the Numeracy demands of each unit and make explicit the teaching of the requirement within the Australian Curriculum. Further refine the implementation of the Numeracy Improvement Project throughout Bedourie State School that was begun in 2016.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Early Childhood - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	10	7	3	5	90%
<b>2015*</b>	13	6	7	6	92%
<b>2016</b>	13	6	7	6	92%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Our student body consists of both Indigenous and non-indigenous children. All children live in the small township of Bedourie. Mostly, parents are employed; with the Diamantina Shire Council being the predominant employer.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	5	6	5
Year 4 – Year 7	5	7	7

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- In 2016 our school joined the Remote Kindy Pilot, and from the beginning of Term 2 we offered a kindergarten program with content being drawn from the Early Years Learning Guidelines.
- Content for our Prep to Year 6 students is drawn from the Australian Curriculum. In 2016, the school naturally fell into two groups - Prep-Year 2 (with the Kindy students being integrated into this group whenever possible), and Years 4-6. The Curriculum into the Classroom resources were adapted to suit these groupings.

- French lessons are delivered to the students in Years 5 and 6 via computer (iconnect sessions) from an external source (Longreach School of Distance Education) twice each week.
- Impact (an extension project offered through Brisbane School of Distance Education) is also delivered weekly using online web conferencing and a virtual classroom to students in Years 4-6 as necessary

### **Co-curricular Activities**

- An annual Splash'N'Arts Camp held locally
- Attendance at an annual Sports Camp held in Windorah
- 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. In 2016 we visited Canberra and experienced a weekend at a ski resort..
- Chaplaincy Program – Through Chaplaincy Funding, Scripture Union continues to employ a retired married couple who between them fill the position of one person. This couple travel between three schools, and we have them in our school for a total of five days every three weeks.

### **How Information and Communication Technologies are used to Assist Learning**

Many of the C2C assessment pieces require students to utilize ICT's for presentations; therefore skills are taught as necessary to ensure that these tasks can be readily undertaken.

Students are timetabled to access sites such as Reading Eggs, Literacy Planet and Mathletics regularly in order to consolidate learnings that have taken place in the classroom. These sites allow teachers to set up specific tasks relevant to what is being taught in the classroom.

French is delivered wholly through ICT's, using computer (web conferencing and virtual classroom).

More able students in Years 4-6 are extended via web conferencing and virtual classrooms with Impact lessons being delivered from teachers at the Brisbane School of Distance Education.

Teachers have access to an electronic whiteboard and eboard to assist in lesson delivery.

## **Social Climate**

### **Overview**

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.

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. We also work by our mantras of: Every Child Has A Good Day Every Day; and Every Child Matters Every Day. These mantras are tied back to our three rules, and help to maintain very positive conditions of learning within our school. We also continued our Bedourie Behaviour Busters Program again this year. In this program, students are awarded tokens throughout the day to further promote these positive learning conditions. They are also encouraged to recognise the deficits in their behaviour and take responsibility to improve them.

### **Parent, Student and Staff Satisfaction**

#### **Parent opinion survey**

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	86%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
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)	100%	86%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	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%	86%	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)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	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

Staff at Bedourie State School feel that it is essential for parents to be involved in their children's education. It is expected that parents will sign off on their children's homework each night; and in return teachers mark homework each day and provide feedback comments in the Homework Diary. 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 feel they have progressed. These Report Cards also list the current goals that the children are working towards. Twice each year, parents are invited to an interview to discuss their child's progress. At this interview, the targets that have been set for the child for the semester are also viewed and discussed. A school newsletter is also produced and distributed, and articles are regularly placed in Desert Yarns – the Diamantina Shire Council's monthly newsletter. The school door is always open for any parent/carer who wishes to discuss any aspect of their child's education.

Parents are encouraged to attend P&C meetings and functions. All major decisions regarding the delivery of educational objectives at the school are discussed openly prior to implementation at P&C meetings.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

At Bedourie State School we not only value openness and honesty, but also encourage students to be responsible for their own behaviours. Our Bedourie Behaviour Busters program recognises all students when they display these characteristics. Tokens are awarded include listening and speaking politely, including others, telling the truth, playing fairly, following rules and having a positive attitude. We also work hard to foster an environment of caring, and this enables students to freely discuss with staff any problems they may be experiencing.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Our electricity usage will vary from year to year, depending on just how hot the summer becomes. Some years when the summer temperature soars early and remains high until later in autumn, it will be necessary to run the air conditioning systems for longer periods of time.

Students and staff are encouraged to turn off all electrical appliances when they are not in use; and all air conditioning units are pre-set to twenty-three degrees centigrade which automatically shut down after two hours of use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	12,821	15
2014-2015	11,992	30
2015-2016	20,000	20

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## 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 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

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Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	4	<5
Full-time Equivalents	1.5	2	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	1
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$10,168.

The major professional development initiatives are as follows:

- Principal's Business Meetings
- Principal's Regional Conference
- QASSP
- First Aid
- Bronze Medallion/AusSwim

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	100%	99%

### 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 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

## STUDENT ATTENDANCE 2016

Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	95%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	95%	93%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

### AVERAGE STUDENT ATTENDANCE RATE\* (%) FOR EACH YEAR LEVEL

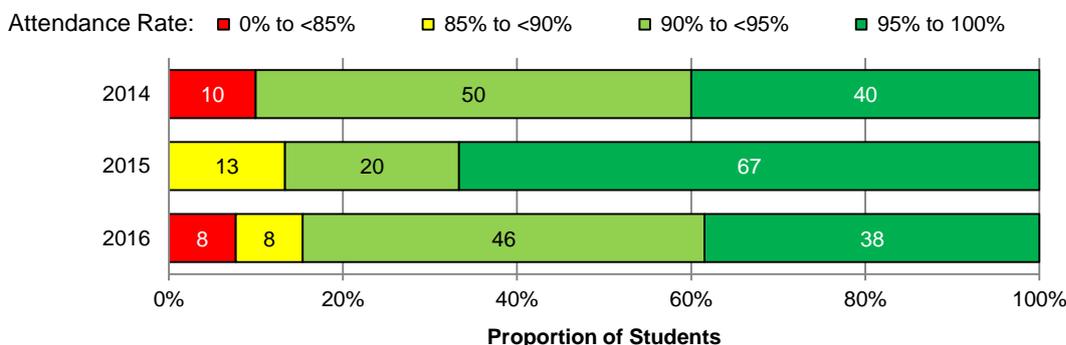
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	DW	DW	93%	DW	96%	DW		DW
2015	96%	DW	DW	98%	96%	93%	DW	
2016	97%	95%	96%		DW	94%	90%	

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### 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 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.

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 each day (at the beginning of school and then again after second break). If unexplained absences are continually occurring, every effort is made to contact the parent/caregiver (either by phone or a house visit) to ascertain the reason. If absences still continue, letters will be drafted and mailed as per the Managing Student Absences document.

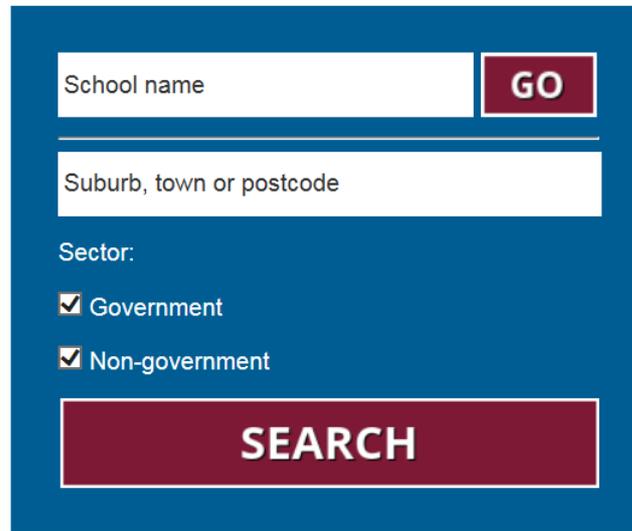
## NAPLAN

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



The image shows a search form titled "Find a school" on a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.