



Bedourie State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	Timor Street Bedourie 4829
<b>Phone</b>	(07) 4746 1224
<b>Mobile</b>	0436652772
<b>Email</b>	principal@bedouriess.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Leanne Hohnke-Jansen (Principal)

### 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

### School progress towards its goals in 2018

Queensland schools annually publish information to parents about student and school performance. This document contains important information about our school's journey in 2018. The report is available on the school website and by hard copy at the school (by request).

At Bedourie State School, our main focus is always student achievement and improvement. During 2018 we continued to provide each and every one of our students a warm, supportive learning environment to assist them in reaching their full potential. Even though we are an extremely remote school, we maintain high expectations of all students and staff. We pride ourselves on being a school that consistently provides a high quality education to all students.

During 2018, we began working (with intentional collaboration) with the Outback Advantage cluster and the C2C curriculum writing team to develop a truly multiage curriculum that would ensure that the Australian Curriculum (Version 8) was being delivered to all students at all junctures with integrity and rigour. Initially we had hoped to produce units of work covering both Literacy and Numeracy, but the project grew towards the end of the year to include the key learning areas of Science and HASS. All these units were trialled by the Outback Advantage schools as they were developed; and were moderated by the group as they were completed. Whilst this project is ongoing into 2019, we noticed a marked improvement in student engagement, and also teacher capability, as these units of work were being delivered.

We also began work on developing the expertise of staff in relation to STEM within the Outback Cluster. Our school has appointed a 'STEM Champion', who has attended PD sessions to assist us to deliver a quality program within this area. This work will continue into 2019.

### Future Outlook

During 2019, we will continue our intentional collaboration with other Outback Advantage schools and the C2C curriculum writing team to further develop and consolidate our delivery of the Australian Curriculum (Version 8) in English, Mathematics, Science and HASS seamlessly across all year levels and junctures. Moderation within the group will continue to ensure that integrity within our data is maintained. To further complement the Maths Units that are being written, we will work with other Outback Advantage schools to develop a contextualised cohesive plan and sequence overview for the Mathematics strand of Number. A suitably qualified HOC will be employed by the Outback Advantage Cluster to collate all of this work on an online platform, making it easily accessible to all Cluster members.

STEM initiatives developed in 2018 will be implemented during 2019. Students in Years 4-6 will have the opportunity to receive Australian Curriculum Technology strands delivered through an external source online.

# 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 2018</b>	Early Childhood - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	13	8	7
Girls	6	5	3
Boys	7	3	4
Indigenous	6	4	2
Enrolment continuity (Feb. – Nov.)	92%	50%	75%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

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

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	5	5	6	The <a href="#">class size</a> targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	7	3	1	

## Curriculum delivery

### Our approach to curriculum delivery

- Our school is a participant in the Remote Kindy Pilot. Content for Kindy students is drawn from the Early Years Learning Guidelines. Kindy children are integrated into other school groupings wherever possible
- Content for our Prep to Year 6 students is drawn from the Australian Curriculum. In 2018, the school naturally fell into two groups - Prep-Year 2 (with the Kindy students being integrated into this group whenever possible), and Years 3 and 6. The multi-age units developed in collaboration with the Outback Advantage Cluster and the C2C writing team were delivered across the whole school, and other KLA's were delivered to these two groupings. Within our multi-age classroom, all students are offered differentiated programs to suit their ability levels as necessary
- 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 2018, Birdsville State School joined us and we visited Brisbane and its surrounds during Ekka Week.
- 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

- Each child (from Prep through to Year 6), is allotted a lap top at the beginning of the year, and it is their responsibility to care for this lap top throughout the year
- ipads are available for use as necessary and were most readily used by the Kindy students
- 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 eboards 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. We 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 use our Bedourie Behaviour Busters Program. In this program, students are awarded tokens throughout the day to further promote positive learning conditions. They are encouraged to recognise the deficits in their behaviours and take responsibility to improve them.

Our Chaplains work alongside staff to develop and deliver programs through which students are taught social and emotional capabilities including Confidence, Persistence, Organisation, Getting Along and Resilience.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	
• they like being at their school* (S2036)	100%	100%	
• they feel safe at their school* (S2037)	100%	100%	
• their teachers motivate them to learn* (S2038)	100%	100%	
• their teachers expect them to do their best* (S2039)	100%	100%	
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	
• teachers treat students fairly at their school* (S2041)	100%	100%	
• they can talk to their teachers about their concerns* (S2042)	100%	100%	
• their school takes students' opinions seriously* (S2043)	100%	100%	
• student behaviour is well managed at their school* (S2044)	100%	100%	
• their school looks for ways to improve* (S2045)	100%	100%	
• their school is well maintained* (S2046)	100%	100%	
• their school gives them opportunities to do interesting things* (S2047)	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• 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%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
• 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%	100%	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 supervise their children's homework each night; and in return, teachers mark homework each day and provide feedback comments in the Homework Diary. Twice each year, parents are invited to schedule 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. 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. Our P&C Association is extremely active, and this ensures that our school is not only well resourced, but that our students can be invited to participate in all school camps and excursions with a minimum cash deficit to individual families. All major decisions regarding the delivery of educational objectives at the school are discussed openly prior to implementation at P&C meetings.

## Respectful relationships education programs

The school has developed and implemented 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 appropriate behaviours. Tokens are awarded for behaviours including 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. Any information that students may divulge suggesting that they are at risk of harm is treated respectfully and actioned through appropriate channels

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.



## Environmental footprint

### Reducing this 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. Likewise, our water consumption will vary, depending upon not only the heat, but also rainfall amounts.

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.

The school has installed, through the Solar Schools Scheme, a relatively large bank of solar panels that help reduce our electrical consumption of coal-fuelled power.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	20,000	16,551	14,365
Water (kL)	20	20	30

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	5	0
Full-time equivalents	1.5	2	0

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	1	
Graduate Diploma etc.*		
Bachelor degree	1	
Diploma		
Certificate		

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$[INSERT VALUE].

The major professional development initiatives are as follows:

- Principal's Business Meetings
- Outback Advantage Cluster Meetings
- State-wide Principal's Conference (Gold Coast)
- First Aid
- Bronze Medallion/AusSwim
- Meetings with C2C writing team to develop multi-age curriculum
- STEM/STEAM Champion Seminars/Conferences

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	100%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	86%	88%
Attendance rate for Indigenous** students at this school	93%	86%	71%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

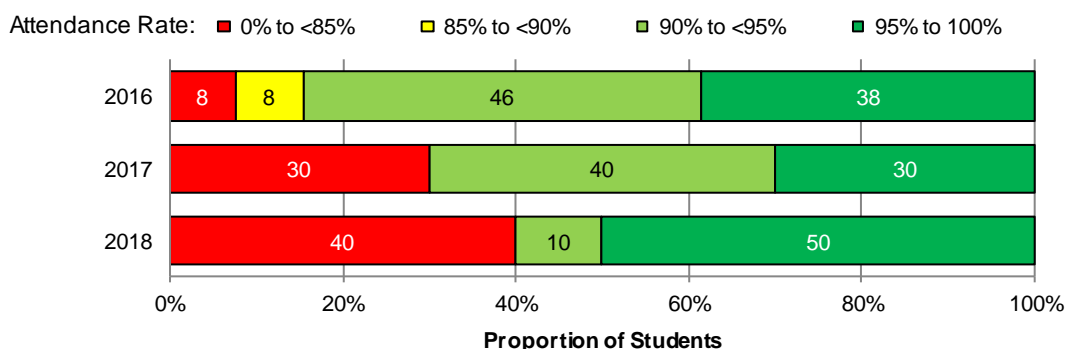
Year level	2016	2017	2018
Prep	97%	100%	
Year 1	95%	98%	DW
Year 2	96%	83%	80%
Year 3		DW	90%
Year 4	DW		
Year 5	94%	75%	
Year 6	90%	DW	89%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Every day counts at Bedourie State School! The first item on every P&C Principals Report informs parents and carers of not only our attendance target for the year, but also how our attendance rate is tracking at that point in time. Students are further encouraged to attend by our 'Friday Funday' concept. If all English, Maths, Science and HASS learning is completed well from Monday to Thursday, then Friday will be the day for all other 'fun' learning areas.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile   NAPLAN   Attendance   Finances   VET in schools   Senior secondary   Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.