

Birdsville State School

School review report

Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands, seas, skies and waterways from across Queensland. We pay our respect to the Elders past and present, for they hold the memories, traditions, the culture and hopes of Aboriginal peoples and Torres Strait Islander peoples.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

The Landscape of Learning



The Landscape of Learning embodied design combines oceans, rivers, land and ecology to symbolise the interconnected systems that represent the department and the complexity of the work that we do.

The river reflects the different ways in which learners experience the education journey. The northern bank represents the systems, steps and milestones within education. A tree emerges with roots that extend downwards representing the ancient wisdom and knowledge from Elders, teachers and the land itself. The southern bank shows the relationship between students and staff and knowledge sharing. The learning journey then flows out into the vast fields of further education and beyond.

Acknowledging the Torres Strait Islands and ocean peoples, 5 shapes represent the distinct language and cultural groups of the region.

The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

Snapshot of previous school review

The last review carried out at **Birdsville State School** was conducted from **11 to 13 October 2021**. The school's enrolment at the time of the previous review was 5 with an Aboriginal student and Torres Strait Islander student enrolment of 16.6% and a student with disability enrolment of 16.6%.

The key improvement strategies recommended in the review are listed below:

- Further develop the precision of the school's Explicit Improvement Agenda (EIA) including timelines for implementation and targets to reflect the context of the school's individual approach to student learning; and utilise the National Quality Standard (NQS) to identify improvement strategies for Kindergarten, for inclusion in the school strategic plan and EIA. (Domain 1)
- Consolidate the school case management approach including exploring how Department of Education resources, such as the literacy continuum and Early Start, are able to be utilised to enhance data conversations and inform next steps for learning. (Domain 2)
- Refine and contextualise the current school curriculum plan to incorporate a clear scope and sequence for each learning area in each year level, extending to all eight learning areas to support the transition of students and staff members into the school. (Domain 6)
- Explore opportunities to share curriculum, teaching and learning programs from Kindergarten to Year 6 to develop clarity of purpose amongst parents and the wider community. (Domain 6)
- Extend moderation within the school to cluster moderation with the Outback Advantage (OA) cluster network with a view to consolidating consistency of assessment practices and consistency of teacher judgement. (Domain 6)
- Develop and communicate clear expectations in relation to the effective teaching practices expected in the classroom and Kindergarten, and target professional learning, observation and feedback to the expectations. (Domain 8)

Copyright information

Australian Council for Educational Research copyright

The domains reproduced throughout this report are from the *School Improvement Tool* © 2023 Australian Council for Educational Research. Used with permission.

Department copyright statement

© State of Queensland (Department of Education) 2025 unless indicated otherwise. Excluding the Queensland Coat of Arms, trademarks, branding, logos and personal information, State copyright in this resource is licensed under CC BY-NC-SA creativecommons.org/licenses/by/4.0.

Introduction

This report is a product of a school review carried out by School and Region Reviews (SRR) at **Birdsville State School** on **19 June 2025**.

The report presents an evaluation of the school's performance against the 9 domains of the [School Improvement Tool](#) (SIT). It includes affirmations that celebrate the achievements and successes of the previous 4 years. Improvement strategies identify the next steps for school improvement to inform the 4-year strategic planning cycle.

This school is prescribed to deliver a Kindergarten program for eligible aged children. The school review process takes into consideration elements of the NQS that align to the SIT.

For more information regarding SRR and reviews for Queensland state schools please visit the [school reviews website](#).

Timeline and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School performance policy](#) and resources provide further information regarding the development of strategic and annual implementation plans.

Schools publish the review executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their school supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement. As part of the next steps planning process, please consider some of the [departmental resources](#) that can assist you.

School context

Birdsville State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

Education region	Central Queensland Region
Year levels	Kindergarten to Year 6
Kindergarten registrations	2
Enrolment	4.2
Aboriginal students and Torres Strait Islander students	20%
Students with disability	23%
Index of Community Socio-Educational Advantage (ICSEA) value	1121

Review team

Darren Sengstock

Principal, Reviews, SRR (review chair)

Contributing stakeholders



1
reviewers



23
participants



6
school staff



6
students and
children



3
parents and
carers



12
community
members and
stakeholders

Key affirmations

Staff describe a strong collegial culture that contributes to improving student outcomes.

Staff highlight the effectiveness of the principal's supportive leadership style, and express appreciation for how the principal sets and leads high standards and expectations. Staff describe working as a cohesive team to drive school improvement priorities. They emphasise the importance of collegiality and working together to improve student outcomes. The principal and staff highlight how the small team culture enables strong relational trust, commenting that everyone is supported to work from their strengths and feels safe to discuss wellbeing, work and planning.

The principal and staff celebrate how partnerships with external agencies and key stakeholders contribute to improved student wellbeing, engagement and learning.

Parents and community members mention the positive impact the principal and staff have in the community. They discuss how the principal and staff partner with cluster schools, businesses, organisations and councils as well as participating in celebrations and commemorations to enhance positive relationships in the community. Parents highlight the Curriculum Café events hosted by the principal, through which families are regularly invited into classrooms to celebrate learning and student progress.

The principal highlights how staff and students use visible learning strategies to support goal setting, visualise success criteria, track progress, and clarify the focus of teaching and learning.

Staff explain that feedback is embedded in everyday practice through conferencing, dialogue, and learning wall prompts. Learning is celebrated through Curriculum Café events where students share and reflect on their learning with peers, families and the community. Staff describe how the curriculum is contextualised using familiar and real-world examples, such as local snake habitats and historical sites. They explain this approach is used alongside 'Bump it up' walls and learning walls to reduce students' cognitive load and increase engagement.

The principal, staff and parents describe the school culture and environment as calm, predictable and inclusive, which supports positive learning behaviours.

The principal, staff and parents convey that learners are supported to follow consistent routines, and receive flexible adjustments to fully participate in school events. The principal discusses how using Zones of Regulation¹ and providing parents with daily positive feedback supports students' emotional literacy and strengthens school-family partnerships. The principal, staff, families, and community members mention how the wellbeing supports provided, such as a food and shoe program, work alongside the 'Pelican Points' positive behaviour recognition system to support student engagement.

Key improvement strategies

Domain 6: Leading systematic curriculum implementation

Systematically enact collaborative moderation processes, focusing on the planning stage and analysing student work at multiple junctures, to strengthen understanding of the Queensland kindergarten learning guideline (QKLG) and achievement standards.

Develop a shared understanding of the contemporary teaching of reading within the AC, through embedding in unit planning to consistently enact a whole-school approach.

Domain 8: Implementing effective pedagogical practices

Establish regular opportunities for professional learning and discussions about effective pedagogy to develop a shared language and understanding of pedagogy.

Collaboratively implement systematic opportunities for modelling, reflection, observations and feedback to support staff in implementing effective pedagogies and continuously refining their practice.

Domain 7: Differentiating teaching and learning

Formalise a multidisciplinary multi-tiered system of supports (MTSS) approach to coordinating support services, involving teachers and key stakeholders, to maximise targeted support for identified students and families.

¹ Kuypers, L. M. (2011). *The zones of regulation: A curriculum designed to foster self-regulation and emotional control*. Think Social Publishing.

Initial data insights

Informing data sets

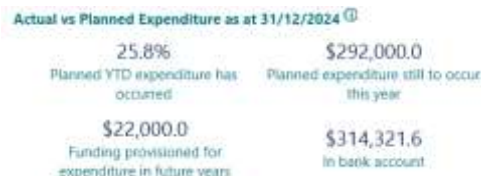
- C and above Levels of Achievement (LOA) for English and Mathematics
- A or B LOAs for English and Mathematics
- Attendance rates
- School Disciplinary Absences (SDA) in Starting Strong (Prep to Year 2), Building on Foundations (Years 3 to 6), and On Track for Success (Years 7 to 9)
- Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA) completion rate
- School Opinion Survey (SOS) data on staff morale
- Inter-Assessment Agreement (IAA) between LOA data and National Assessment Program – Literacy and Numeracy (NAPLAN) data
- Actual vs planned expenditure
- Allocated staffing resources used

Data trends of interest

Prep to Year 2 English LOAs



Prep to Year 2 Mathematics LOAs



- Prep to Year 2 LOAs for English C and above and A or B are below the statewide target.
- Prep to Year 2 LOAs for Mathematics C and above are above the statewide target, and Mathematics A or B LOAs are equal to the statewide target.
- The whole-school yearly attendance rate is 85.3%.
- 50% of students are attending school more than 85% of the time.
- At the end of 2024, 25.8% of planned year to date expenditure had occurred.

Data-informed inquiries

- Factors impacting English performance.
- Strategies contributing to Mathematics performance
- Factors impacting student attendance and engagement
- Factors impacting budgetary expenditure.

Affirmations, findings and improvement strategies across domains

Affirmations

- An Annual Implementation plan (AIP) is implemented. The principal conveys the AIP has a clear focus on boosting students' English progress through place-based learning that connects to their real lives. Along with staff, parents, and community members, the principal talks about how they and staff contextualise English, Humanities and Social Sciences (HASS) and Science units using local examples of fauna, flora, and landmarks to support students' engagement and access to the curriculum. Kindergarten goals, focusing on teaching oral language and pre-literacy concepts through play-based pedagogies, are included in the AIP.
- The principal describes how the improvement agenda is made visible in classrooms through staff and students' use of Bump it up walls and co-constructed success criteria. They explain they use artificial intelligence tools, with quality assurance undertaken by staff, to construct the success criteria for each LOA in 'student-friendly' language. The principal and community members comment that a 'parent-friendly'

Key findings

- The principal articulates they are implementing a whole-school literacy screening process, including Kindergarten, through Promoting Literacy Development² (PLD) to monitor children's early literacy skills. They describe how a staffroom data wall, including some PLD and School Online Reporting Dashboard (SORD) data, makes students' progress visible and informs planning discussions. The principal conveys this data is used to group students, plan targeted learning tasks and support individual learning readiness. The principal and some staff comment that informal data conversations guide some daily practice. They detail how Kindergarten data is used to inform play-based learning sessions based on individual students' strengths and emerging needs. The principal articulates an intention to use the Literacy Continuum to enhance the tracking of students' literacy progress. They speak of plans to build staff capability and confidence in interpreting student data and using this data to inform goal setting and learning wall content.
- The principal, staff and parents articulate the school culture and environment is calm, predictable and inclusive. They convey students are supported to follow consistent routines, and receive flexible adjustments to fully participate in school events. The principal mentions how Zones of Regulation and daily positive feedback provided to parents supports students' emotional literacy and strengthens school-family partnerships. The principal articulates an intention to implement the consistent use of Sharratt's³ 5 Questions to support students in engaging with, deeply reflecting on, and taking ownership of their learning.
- The principal and some staff mention the Central Queensland Finance HUB supports them in budgeting, compliance and some resourcing decisions. They talk about how staff are strategically allocated to lead early years learning and model effective practices within the team.
- The principal, staff, parents and community members describe the many physical resource upgrades, such as the sensory garden, toilets, washing machine, oval irrigation system, sand/water play area, and an interactive digital learning panel, that are used to maximise student engagement, wellbeing and learning. The

Key improvement strategies

- Systematically enact collaborative moderation processes, focusing on the planning stage and analysing student work at multiple junctures, to strengthen understanding of the QKLG and achievement standards.
- Develop a shared understanding of the contemporary teaching of reading within the AC, through embedding in unit planning to consistently enact a whole-school approach.
- Establish regular opportunities for professional learning and discussions about effective pedagogy to develop a shared language and understanding of pedagogy.
- Collaboratively implement systematic opportunities for modelling, reflection, observations and feedback to support staff in implementing effective pedagogies and continuously refining their practice.
- Formalise a multidisciplinary MTSS approach to coordinating support services, involving teachers and key stakeholders, to maximise targeted support for identified students and families.

² PLD. (2020). *Resources to improve literacy levels within primary schools*. <https://pld-literacy.org/>

³ Sharratt, L. (2018). *Clarity: What matters most in learning, teaching and leading*. Corwin.

Affirmations

- version of the AIP is displayed and communicated to families.
- The principal and staff highlight how the small team culture enables strong relational trust, where everyone is supported to work from their strengths and feels safe to raise concerns about wellbeing, work or planning. Staff convey that leadership support is consistent, with clear communication feedback loops in place to ensure staff feel safe, valued and confident in their professional growth.
 - The principal, staff and parents emphasise curriculum is contextualised using familiar, real-world, such as local snake habitats and historical sites, to reduce students' cognitive load and increase their engagement.
 - The principal and staff highlight how Bump it up walls are used school-wide to support goal setting, visualise success criteria, and track progress. They comments this builds students' clarity about and agency in their learning, and ensures a clear instructional focus.
 - The principal mentions they place a high value on engaging parents in the life of the school, describing a variety of communication methods and practices to build partnerships with families. They articulate all parents and community members are

Key findings

- principal speaks of plans to strengthen the learning environment by refining differentiated teaching spaces and securing external allied health support to ensure all students have access to early interventions and targeted supports in the remote context.
- The principal details that 3 levels of planning are stored digitally to ensure curriculum alignment and manageability in a multi-age setting. They articulate that Prep to Year 6 English and Mathematics resources for the Australian Curriculum Version 9 (ACV9) are sourced from the Curriculum Gateway. Curriculum into the Classroom (C2C) resources are used for the other learning areas and the QKLG for Kindergarten planning. The principal recognises the next step is to systematically enact collaborative moderation processes, with a focus on the planning stage and analysing student work at multiple junctures, to build a deep understanding among staff of the QKLG and AC achievement standards.
 - The principal and some staff members describe using some modelled, shared, predictive and dialogic methods for teaching reading in English. The principal recognises the need to develop a shared understanding of the contemporary teaching of reading within the AC and embed these in unit planning to consistently enact a whole-school approach.
 - The principal describes how a strengths-based approach underpins curriculum planning and delivery to support and build students' confidence and maximise their individual potential. They detail how differentiation is included in most daily teaching practices across all year levels, including Kindergarten, through flexible grouping, adjusted questioning, tailored tasks and clearly defined success criteria.
 - The principal mentions some differentiated assessment practices are aligned with the AC and QKLG, using verbal, chunked or scribed formats to reduce cognitive load and ensure equitable access. The principal and some staff describe how Kindergarten children engage in tailored breakout groups after whole-class instruction. Teaching and learning undertaken in these groups is aligned to the QKLG and informed by observed strengths and readiness. The principal discusses plans to build staff capability to co-deliver targeted supports and document adjustments to inform planning and personalised learning and ensure compliance with departmental policies.
 - The principal and some staff articulate that learning walls are used across learning areas, with a recent shift to Bump it up walls to support students to

Key improvement strategies

Affirmations

- encouraged to be actively involved in the school through school events and activities.
- Parents and community members talk about the positive profile of the principal, staff, and the school in the community, and the impact of their work. They speak appreciatively of how school staff partner with other schools, local businesses, external organisations, a university and the local council, and engage in community celebrations and commemorations. They remark this enhances positive relationships within the community.
 - The principal, staff, parents and community members comment that staff implement wellbeing supports, such as food and shoe programs, alongside the Pelican Points system that acknowledges positive learning behaviours. Staff, parents, and community members convey the Kindergarten is a visible and celebrated part of the school, with children's work shared with the community through learning walls and events such as the Curriculum Cafe. The principal and parents highlight how a 10-week pre-Kindergarten transition program and personalised, visual enrolment resources are supporting successful transitions and readiness for children beginning Prep.

Key findings

- visualise success and reflect on their learning progress. Some staff express varied knowledge and understanding of other pedagogical practices used within the school, such as explicit instruction (EI), age-appropriate pedagogies (AAP) and gradual release of responsibility (GRR). The principal recognises the next step is to establish regular opportunities for professional learning and discussions about effective pedagogy to develop a shared language and understanding of pedagogy.
- The principal comments they are implementing a co-teaching model to foster shared responsibility for collaborative planning and facilitate flexible grouping. They and some staff describe how an informal instructional coaching and mentoring process is being established with Permission to Teach (PTT) staff, supported by informal observations and feedback. The principal and some staff articulate they regularly share information with colleagues about context-specific professional learning they have participated in, such as Kindergarten refreshers and multi-age teaching strategies, and reflect on teaching approaches through informal pedagogical conversations. The principal recognises the need to collaboratively implement systematic opportunities for modelling, reflection, observations and feedback to support staff in implementing effective pedagogies and continuously refining their practice.
 - The principal articulates how they partner with external agencies, including Outback Independent Living (OIL), Ed-LinQ and the Central Wellbeing Team to provide allied health support to enable students to access timely care, interventions and targeted supports, despite the isolated locale. Staff, families, and many community partners express a desire to fully document the systems and processes related to student and family supports to facilitate sustainable and consistent approaches and ensure these supports can be maintained in the event of leadership and staffing changes.
 - The principal describes plans to strengthen continuity of care and connection by deepening First Nations partnerships and implementing strong transition processes to support students through key educational and community milestones. They, staff, parents and community members comment on the challenge of providing coordinated interventions and support for students with complex needs. The principal recognises the need to formalise an MTSS involving staff and key stakeholders to deliver a multidisciplinary approach to coordinating support services that maximises targeted support for identified students and families.

Key improvement strategies



Total Students

5

First Nations Students ⓘ

1 (20.0%)

Students With a Disability ⓘ

2 (40.0%)

Student in Care ⓘ

0 (0.0%)

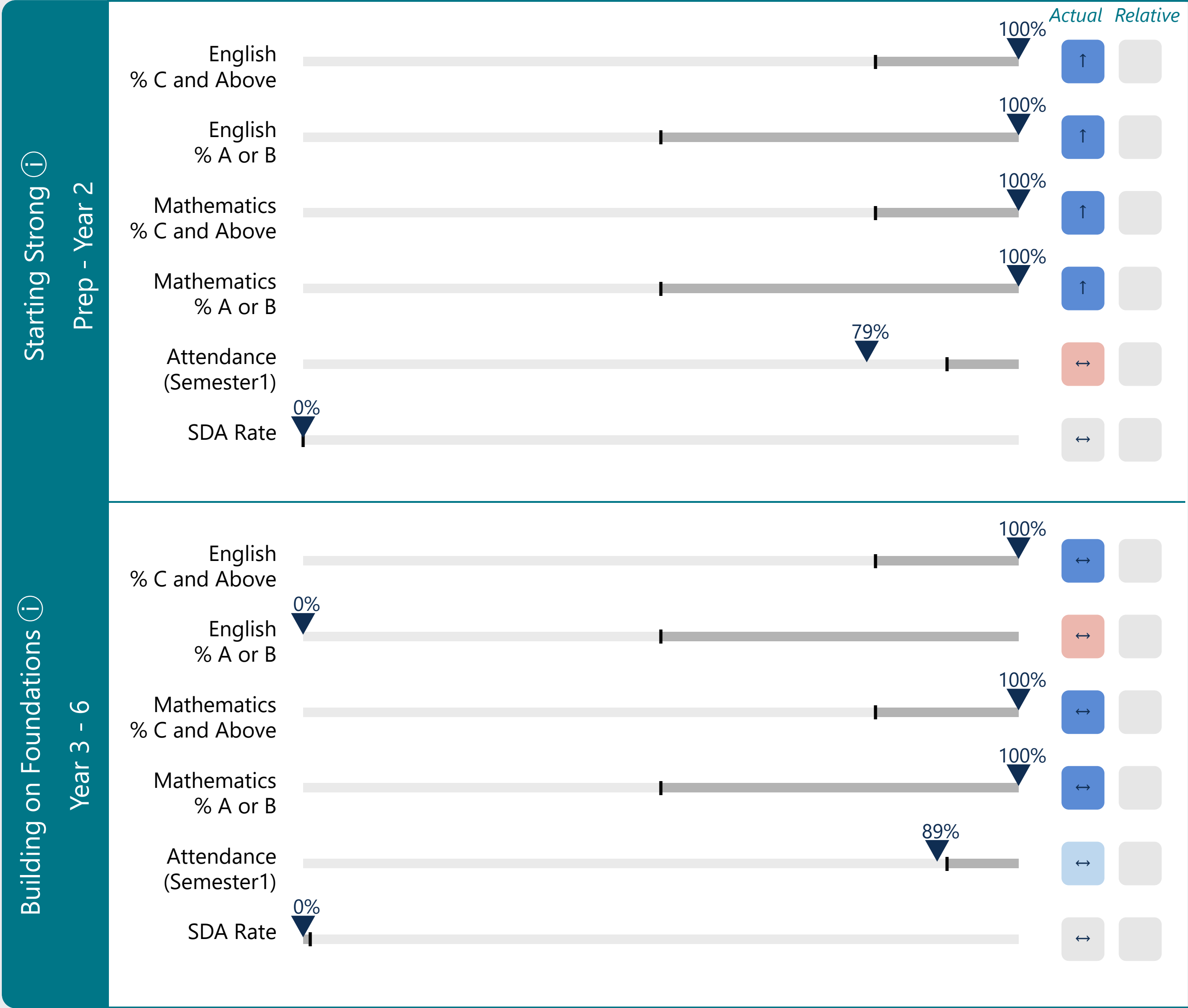
ICSEA ⓘ

School

Birdsville State School

Student Performance

Governance



Actual vs Planned Expenditure as at 30/06/2025 ⓘ

175.2%	(\$117,000.0)	
Planned YTD expenditure has occurred	Planned expenditure still to occur this year	
\$38,000.0		
Funding provisioned for expenditure in future years	In bank account	

Allocated Staffing Resources Used as at 29/12/2024 ⓘ

94.60%	FTE diff	-0.1
Day 8 allocated teaching resources used	1.7	Day 8 FTE allocation paid FTE
	1.6	

Staff Morale (School Opinion Survey) ⓘ

Completion of Annual Safety Assessment ⓘ

Yes No

Student Safety (School Opinion Survey) ⓘ

School Audit Rating as at 31/12/2024 ⓘ

Self Manage Support Priority Support

Utilisation Rate as at 01/02/2025 ⓘ

<=60% 61%-80% 81%-94% >=95%

Starting Strong ⓘ

Prep - Year 2

Building on Foundations ⓘ

Year 3 - 6

Financial Practices

Workforce Practices

HSW

School Mgmt.