

Bartle Frere State School

Queensland State School Reporting

2013 School Annual Report



Postal address	PO Box 62 Miriwinni 4861
Phone	(07) 4067 6240
Fax	(07) 4067 6398
Email	the.principal@bartlefreress.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Liam Bray

Principal's foreword

Introduction

Bartle Frere State School was officially opened in 1922 and sits at the base of Mt Bartle Frere-Queensland's highest mountain of 1622 metres. Our school motto: 'High Achievers-Climbing to the top', reflects the mountain drop that the school sits against. It is the most southern school of the Greater City of Cairns and caters for Prep to Year 7 students in a one teacher school.

Our school is a community school with a strong family focus catering for Family Play Group, Girl Guides, and a range of community events on a regular basis. The school is historically known for its high achievement and has many outstanding academic and environmental awards. Our philosophy of learning is based on the importance of students having a great day at school every day and that this is a school of choice for every family, which we are proud of.

This report outlines aspects of the school's progress, and highlights the schools achievements as it relates to 2013. The report also provides an overview of the schools priorities for 2014. It contains information pertaining to students, staff and the community. In particular, it outlines progress towards goals, future outlook, enrolment figures, school disciplinary absences and staff qualifications. It also contains information pertaining to the school opinion survey.

School progress towards its goals in 2013

During 2013 the schools explicit improvement agenda was defined by the Principal and supported by staff and community members, with the focus on the following three key regional priorities:

1. Improving Reading Outcomes of all Students
2. Embedding the Explicit Instruction Pedagogical Framework

Queensland State School Reporting

2013 School Annual Report



3. Community Engagement and School Development

In 2013 the school made significant progress in embedding and refining the delivery of a consistent teaching and learning framework and improving the reading outcomes of all students in the school.

Bartle Frere State School works in alliance with other schools of similar context within the cluster to produce collaborative cluster aligned curriculum and pedagogical decisions.

Future outlook

Priority 1: Improving teaching.

Coaching/feedback model - Observations across local small schools on rotation

Refine Explicit Teaching in English, Maths, Science and History for multi-age context

Embed Consolidation model for Maths and English -Warm Ups everyday and focus on instant recall of number facts for P - 7

Support, resource and ongoing refinement of C2C Multi Age P-2 & 3-7 (National Curriculum)

Focussed phonemic awareness through Jolly Phonics

Embed regular moderation of students work across cluster

Retain the number one priority of improving reading outcomes, the teaching of reading and the finalising the refinements of school Literacy Framework - Reading Groups Everyday

Improvement of student Spelling outcomes through Spelling Mastery and Jolly Phonics Introduction (

Review and refinement of whole-school curriculum framework. Refining cycles and documentation of all subjects for complete alignment to what is being taught

Investigate Teacher capability continuum and implementation for school context

RBP – Explicit teaching and teaching program outlined for the teaching for positive behaviours

Refinement of Gifted and Talented program and an alignment with curriculum

Focus on reading program with employment of additional teacher aide time for before school 1:1 reading and Reading and Spelling Mastery groups

Embed Geography curriculum based on C2C

Differentiated learning groups to continue with a 5 week review program based on data/assessments

Working with students and families to develop, embed and articulate Individual Learning Plans for each student (MSSWD) and differentiation of learning capabilities.

Implement Student Portfolio's and conduct regular meetings with staff to asses needs of students

Actively participate in Cluster in regional professional learning networks

Priority 2: Refining and embedding data based decision making.

Use data (PAT, PM, NAPLAN) to set school benchmarks, targets and individual student goals (MSSWD) (GRG)

Progress maps of key data (Student)

Diagnostic testing to inform teaching PM Benchmarking, South-Australian Spelling Test, Dolche Sight Words, Letter-Sound Assessment and PAT testing at respective student levels

Achievement data placed into One School

Provide feedback to students on a 5 week data cycle

Differentiated learning groups updated every 5 weeks

Use behaviour data to construct individual behaviour plans

Implement Individual Learning Plans for all students especially targeting students at risk

Queensland State School Reporting

2013 School Annual Report



Priority 3: Refining and embedding Planning & Accountability Systems at all leadership levels.

2013 ISR data for 2014 planning/strategies

Review and refine documents for ISR

Planning for improvement in Curriculum Audit

Alignment and refinement of curriculum framework and strand cycles

Refinement of Role Descriptions of teaching staff and support staff

Complete Control Self-Assessment Tool

Continue to review school attendance system

Priority 4: Connecting parents and caregivers with their children's learning.

Media engagement - Babinda Taskforce Newsletter, Cairns Post, Post Ed, Innisfail Advocate

Promote P&C membership

Feedback/information on targets and benchmarks through 3 Way Feedback in Terms 1 and 3

Continue School Newsletter (fortnightly) with focus for parents on learning agenda

Encourage student/community relationships through positive interactions and events. Eg, ANZAC Day and P&C Events

Developing parents as readers in the early years class program

Continue with community events as per the P&C 2020 Vision

Promote local initiatives such as Family Play Group to continue for 5th year - tapping into enrolments and connecting with local community

Continue community engagement with Harvest Fest, Small School Cluster Disco, Toad Day Out, Brainiacs, Reef Guardian and Small School Leaders Program

Attendance and Truancy program to be formally refined and documented

Update and implement Responsible Behaviour Plan and SWPBS

Revisit and review School Charter of Expectations.

Priority 5: Workforce

Deliver Behaviour PD for all staff

Deliver Guided Reading/ The BIG 6 of Reading PD for all Teacher Aides

Staff to refine and document Individual Performance Plans. Meet with Principal once a term to review.

PD for Cleaner

First Aid / Anaphalaxis /Asthma PD for Principal and Teacher Aides

Staff Meeting fortnightly on a Thursday morning

Whole school PD framework with an enhanced focus on behaviour management

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	17	14	3	100%
2012	18	14	4	90%
2013	16	10	6	72%

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

Characteristics of the student body:

Our student body is made up of both indigenous and non-indigenous students who come from our rural area. Most of our families work in a range of self-employed and professional careers and have a long standing affiliation with the Bartle Frere Community. 80% of our students are catholic and receive religious instruction each week. Families are very supportive of the school and learning outcomes every day, and families are aware of the importance of high levels of attendance. The schools enrolments have improved over the last couple of years and we began 2014 with 21 students.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	18	19	18
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	3
Long Suspensions - 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- An explicit improvement agenda is enacted at Bartle Frere each day.
- Australian Curriculum in English, Science, Maths and History
- Before school reading/homework program
- Support programs for students with learning difficulties
- One to one learning for students needing an extra boost to meet the demands of the curriculum
- Health and wellbeing programs that focus on resilience provided by the school and external agencies such as QLD Health
- Sustainability practices using a whole of school approach to reduce our carbon footprint
- Family Play Group every Tuesday to have our young children in our community ready for school at the start of Prep
- Specialist Teachers delivering Music, HPE, and LOTE on a weekly basis
- Instrumental Music is also offered for interested students from Year 4-7

Extra curricula activities

The school has a number of extra curriculum programs including:

- Arts council visits
- Instrumental Music
- Combined Small Schools Sports days
- School camps
- Reef Guardian activities
- NADIOC celebrations

How Information and Communication Technologies are used to assist learning

The school uses a range of assisted technologies to enhance the curriculum and support students with areas of difficulties. We have an excellent computer to student ratio whereby all students have access to technology. Our promethean whiteboard is an excellent technological tool to deliver our curriculum and students are able to use this as an interactive resource. Laptops have also enhanced our school learning environment along with an ipad to develop student's skills in spelling and maths.

Social climate

The school climate is a very positive one with staff, parent and student satisfaction at a very high level as described in our School Opinion Survey. The school works closely with parents and most of our communication is face to face or via newsletters. Our school philosophy is based around social and emotional well-being and that when students are happy-learning occurs, and our results will continue to improve. All students play together across our P-7 school and this is a great way to improve social skills. Our Responsible Behaviour Plan is reviewed each year with our P&C.

Parent, student and staff satisfaction with the school

Parent, student and staff satisfaction sits at 100% in most of our Performance Measures as described below. We are a proud school and value every student, parent and staff member. Our school is a school of choice for parents and we are committed to further improve our school and learning outcomes. Our school is also a community school in which the school is used as a resource for the community and we value this. Family Play Group is provided every week to our littlies in our community with a focus on literacy, numeracy and social skilling. We will continue to work with all stakeholders to maintain and achieve excellence in our school throughout 2014.

Performance measure (Nationally agreed items shown*)		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	80%
their child is making good progress at this school* (S2004)	100%	80%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	83%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	100%	83%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	88%	100%
they feel safe at their school* (S2037)	88%	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)	88%	100%

Our school at a glance

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%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents play an important part in their children's learning at Bartle Frere. Parents support many projects and assist the school and their children to complete these. Voluntary help in the classroom in reading and our Family Play Group connects our school to the community while our students enjoy their parents' involvement in these activities.

Parents are also involved with:

- School Excursions
- Camps
- Inter school Sports Days
- P&C Meetings
- Working Bees
- Celebrations

A school newsletter is sent home every second Friday that outlines upcoming events, work students have been doing, celebrating student success, valuable information for parents on areas such as attendance and reading and promoting local community events.

School P&C meetings are held monthly on a Tuesday at 3:00pm. This allows more of our parents to get involved in the P&C.

Reducing the school's environmental footprint

Our students are working to reduce our environmental footprint. They are encouraged to engage in water and power saving activities as a part of everyday school routines. Our senior students work to educate all students on ways to save energy, recycle, reduce unnecessary waste and be sustainable. The need for reduction of energy consumption is seen as highly important and staff, students and community members work to support this initiative.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	12,503	305
2011-2012	10,377	655
2012-2013	9,996	477

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

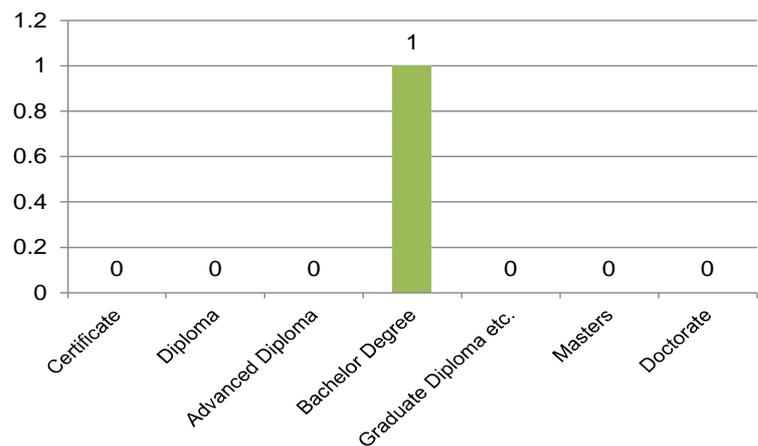
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	1	4	0
Full-time equivalents	1	2	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	1



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 1838.

The major professional development initiatives are as follows:

Explicit Instruction

Band 5 Principals' Meetings

Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	99%	95%	94%

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 2013 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/>.

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

Search by suburb, town or postcode

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

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	94%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

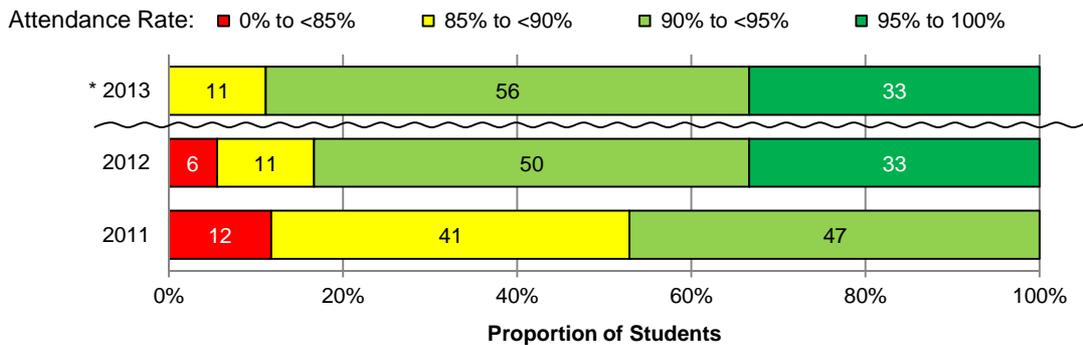
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	84%	90%			90%	88%	93%					
2012	94%	91%	95%			95%	93%					
2013	93%	92%	95%	93%		93%	92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

Most parents ring the school when their children are sick and unable to attend. However, regular phone calls to parents are made when students are not at school to manage student absences and record these accordingly on the school's roll. The school also uses a number of strategies via newsletters and text messaging to remind parents of the importance of students being here every day, so that consistency in learning is established and maintained. Roll marking is conducted twice a day at 8:50am and 1:30pm, and these are reviewed weekly to determine whether contacting parents may be required. The school also communicates to parents the importance of students being at school on time each morning as our literacy block occurs from 9-11am each day. Our school regularly makes contact with parents outlining the great work that their child/ren are doing and this is celebrated through weekly awards.

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.

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

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 low numbers of student in all cohorts, it is not appropriate to comment on performance.