

# Bartle Frere State School

## Queensland State School Reporting

### 2014 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 <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Max Rivett

## Principal's foreword

### Introduction

Bartle Frere State School is dedicated to providing for the development of the child as a whole. We focus on the child's academic, physical and emotional growth to become active citizens of the future.

Our staff have a strong commitment to:

- High levels of professionalism
- High levels of academic student achievement
- High standards of student behaviour
- High standards of student work presentation
- High engagement of Explicit Instruction in curriculum delivery

The scope of this report will include:

- Identification of both the goals achieved throughout 2014 and those towards which we will aim in 2015.
- A school profile providing the characteristics of the student body.
- An overview of the School Disciplinary Absences.
- Details of our distinctive curriculum offerings together with extra curricula activities.
- Details of the social climate of the school.
- Satisfaction levels of the parents, students and staff.
- A profile of parent involvement in the their child's education

## School progress towards its goals in 2014

In 2014 we had 5 key areas focused on improving

- High quality teaching and learning
- Refining and embedding data based decision making
- Connecting Parents and Caregivers with their child's learning
- Refining and embedding Planning & Accountability Systems at all leadership levels.
- Building the capacity of the school workforce.

Our teaching staff successfully participated in training for explicit teaching and as a team implemented these practices into the classroom delivering above average literacy results across the school. As a school we published and displayed academic data and as a teaching team used this to inform decision making. A process we will continue to build on in 2015. Through our active parent body we had parents involved in reading groups and extra-curricular activities further enhancing student success. Our active reporting processes throughout the school year enabled planning and decisions making to be systematic, our follow up processes on attendance were refined and will be built upon in 2015 to increase the rate of attendance. Our whole staff underwent a range of in-service training to enhance their capacity to support learning in the classroom and delivery of the learning program.

## Future outlook

1. Improving the delivery of and student success in Literacy, Numeracy and Science
  - a. We are building on the success of previous years to cement consistent high quality teaching and learning into the school in every subject every day.
  - b. Using a variety of programs that sequentially deliver high quality, research based learning across the curriculum areas.
  - c. Using data to effectively inform student improvement
2. Build community partnerships with parents, caregivers and other stakeholders to enhance student learning.
  - a. Effective communication and engagement programs within and beyond the classroom to encourage parent involvement.
  - b. Links between cluster schools to enhance opportunities for student socialization and learning.
3. Attendance
  - a. Foster a school and community environment that encourages attendance at school every day.
  - b. Monitor and track all attendance data to ensure every child has the best opportunity for learning.
4. Effect Transitions
  - a. Playgroup and Pre-prep program to ensure student readiness for prep.
  - b. Participation in the collection of data through the Australian Early Developmental Years Census
  - c. Strong partnerships with local high schools to ensure successful transitions to year 7 and beyond.
5. Refining and Embedding accountability
  - a. Ensuring systems and process are in place at the school that are transparent and supportive of student learning.
  - b. Systems enhance student improvement through increased accountability

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	18	14	4	90%
2013	16	10	6	72%
2014	14	6	8	67%

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

### Characteristics of the student body:

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 6 students in a one teacher school

Our student population is comes from the local surrounding area including Bartle Frere, Miriwinni, ETTY Bay and Innisfail. Our student body includes a mixture of socio-economic, linguistic and cultural backgrounds.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	19	18	20
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	3	9
Long Suspensions - 6 to 20 days	0	1	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings include:

- LOTE – Japanese (years 3-6)
- Instrumental Music (Years 5-6)
- HPE specialist
- Direct Instruction programs (Spelling Mastery and Maths Mastery)
- Curriculum delivery through an Explicit Instruction Framework
- Leadership development program
- Australian Curriculum delivered across key learning areas

### Extra-Curricular Offerings

Our students are offered a variety of extra-curricular activities to enhance their learning journey. These include:

- Leadership camp
- Premiers Reading Challenge
- Participation in the Harvest festival (dance/drama)
- Teddy Bears Picnic – mentoring for pre-school children
- NAIDOC

### How Information and Communication Technologies are used to assist learning

Digital pedagogies are used throughout the school and across learning areas. We have three digital instruction areas for teachers and teacher aides to deliver programs. Additionally we have 1:1 Laptops for all the students from years 3-6 and a designated computer room with desktop computers. All teaching staff are equipped with their own laptops to enhance curriculum delivery.

## Social Climate

Our school operates the School Wide Positive Behaviours for Learning. We actively teach behaviours that enhance children's success at school. We also operate a social skills program to enhance development of the 'whole child'.

We have a designated framework for teaching anti-bullying strategies, including cyber bullying and explicit instruction around working with a connected world and how to operate safely.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
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%	80%	100%
their child is making good progress at this school* (S2004)	100%	80%	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%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
they can talk to their child's teachers about their concerns* (S2009)	100%	83%	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%	83%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	88%	100%	100%
they feel safe at their school* (S2037)	88%	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)	88%	100%	75%
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%	75%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the 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

Bartle Frere State School values the contribution parents make to their child's education and provides a range of opportunities for parents to be actively involved in their child's school life. These include

- Gala evening's to celebrate their child's achievements.
- Three way conferencing to establish a partnership for learning success
- Parent involvement in Playgroup
- Welcome back BBQ
- Open sports days

We also encourage all parents to engage in our very active P&C who are committed to school success. The P&C coordinate the Harvest Festival, Teddy Bears Picnic and graduation.

## Reducing the school's environmental footprint

Our school leadership council teaches the student body about the importance of energy conservation and reducing our environmental footprint. We effectively alternative energy (solar) to significantly decrease our electrical consumption. We also use rain water for our toilet block, reducing our overall water use.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	10,377	655
2012-2013	9,996	477
2013-2014	7,604	538

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.

## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0

Full-time equivalents

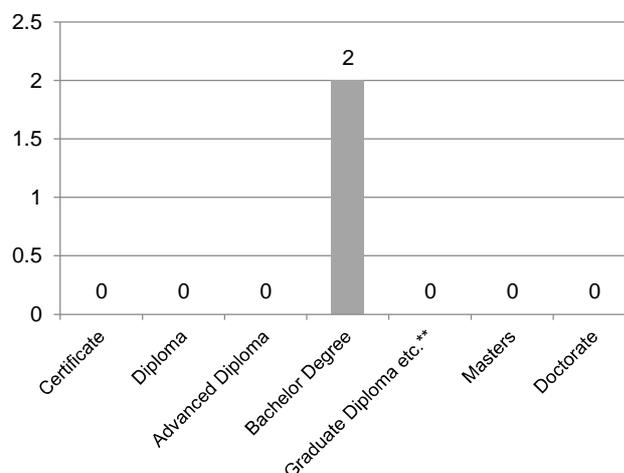
2

2

0

**Qualification of all teachers**

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>2</b>



\*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 2014 were \$3,466.96

The major professional development initiatives are as follows:

- Building capacity of teaching staff through explicit teaching
- Annual first aid
- Additional workplace health and safety
- Leadership development

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

**Average staff attendance**

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	97%

**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 2014 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 webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	85%

This year a significant decrease in our attendance rate was recorded. This is attributed to a range of factors including school disciplinary actions and the mobility of new students. In 2015 we have a specific focus to address attendance and improve attendance of all students.

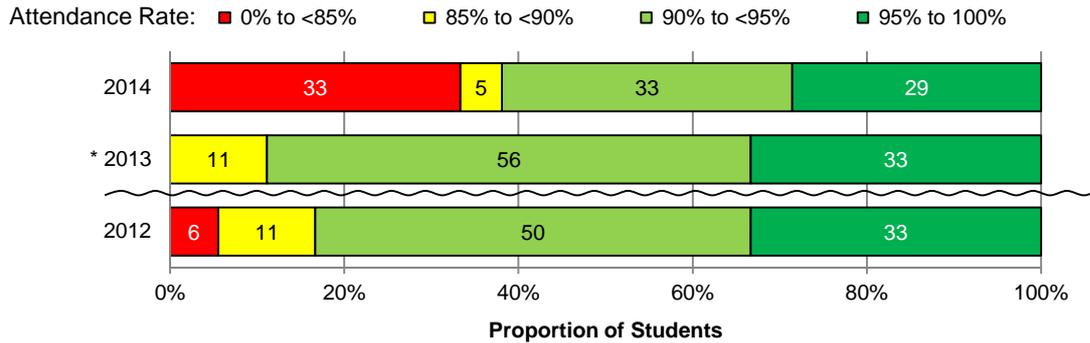
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	94%	91%	95%			95%	93%
2013	93%	92%	95%	93%		93%	92%
2014	98%	81%	86%	DW	87%	DW	81%

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 after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

### 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.