



Bartle Frere State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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# School Overview

Bartle Frere State School, the most southern school in the Cairns and Cape Region, is nestled up against Mt Bartle Frere, the highest mountain in QLD. Though small the school has always been high achieving and, based on NAPLAN, is currently one of the six highest achieving schools in our region. Our school culture is very strong and individual plans are set for every student to reach their potential. We have a strong Parents and Citizens Association which constantly works towards improving school outcomes at Bartle Frere. Our most recent achievement is a multi-purpose court, open to the public 7 days a week. Our happy family environment is why we have zero bullying in our school; all students from Prep-Year 7 help each other in our multi-age classroom. The current 14 students work towards improving our environment, present projects including reducing water, waste and energy in the school. The students grow fruit and veges in Semester 2 of each year and our worm farm is providing natural fertiliser. Tree Planting Days are run by our Student Council which won the Reef Guardian-Ramp it Down Award in 2008. In the school we have long-serving staff who are passionate about learning. Our motto is 'High Achievers-Top of the Mountain!'

## Principal's Foreward

### Introduction

#### School Progress towards its goals in 2016

In 2016 the school focused on 5 key areas of improvement:

1. Improving the delivery of student success in Literacy, Numeracy and Science.
2. Refining and embedding data based decision making
3. Connecting Parents and Caregivers with their child's learning
4. Refining and embedding Planning and Accountability Systems at all leadership levels
5. Building the capacity of the school workforce

The school workforce were involved in a range of professional development opportunities to enhance learning across a Prep-6 multi-age classroom. This included training in explicit teaching of multi-age units of work in English, Maths and Science, using the "Curriculum into Classroom" units of work. Internal data dictated where students were on the continuum of learning enabling specific focuses to improve every student. Communication to Parents and Caregivers enhanced the school's learning agenda through a school community approach to improvement. The leadership team explored a range of system management programs that would be effective for a small school, which after implementation, was successful based on the school's internal audit. Workforce Performance Plans were used to improve the capacity of teaching, learning, health and safety and management systems. The school has endorsed this cycle to identify, improve and effectively enact areas of improvement for the future.

#### Future Outlook

In 2017 the focus on the school's explicit improvement targets are:

1. Embedding and refining accountability systems at all levels including the school's pedagogical framework, whole school curriculum plan and a small school's system management program for improvement.
2. Improving literacy through developing a 'Small Schools Reading Program,' that focuses on a range of proven strategies using research based data.
3. Further improvement in literacy and numeracy targets using data based decisions, internal resourcing and professional development.
4. Increasing enrolments through the delivery of advertising, community participation, celebration of school successes and communication to local advertising agents.
5. Improving the success in Science with a focus on explicit teaching every day and the professional development needs to enact this.

In 2017 the focus will be developing a Small Schools' System Management Program that is comprehensive and generic to other small schools who may wish to utilise it. These systems will cover the whole school, learning and workforce areas. Through this the school can improve accountability systems at all levels. Professional development will focus on specific improvement in reading, number and science as this is a focus area for the school. Professional development and research will allow for a more strategic approach to reading, number and science. Advertising and better communication to the community and local towns will increase enrolments for the future.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	14	6	8		67%
<b>2015*</b>	9	3	6		67%
<b>2016</b>	8	2	6		100%

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

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

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

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

## Characteristics of the Student Body

### Overview

The student body of the school are from rural/urban backgrounds. Occupations vary from self-employed, farming families and professions. Our school is within a low socio-economic area with high unemployment. Infrastructure is low with the school being the only resource available to the community. Unemployment is 7%. Religious background is 31% Catholic and 28% non-religion.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	12	4
Year 4 – Year 7			4
Year 8 – Year 10			
Year 11 – Year 12			

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

## Curriculum Delivery

### Our Approach to Curriculum Delivery

#### Our distinctive curriculum offerings include:

- LOTE-Japanese (Years3-6)
- Instrumental Music (Years 4-6)
- Health and Physical Programs
- Music from Prep-Year 6
- Multi-age units of work in English, Maths, Science, History and Geography using “Curriculum into the Classroom” units.

## Co-curricular Activities

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

- Leadership Camp
- Premier's Reading Challenge
- Professional Tennis Coaching
- Swimming Term 4
- Jump for Heart (Term 3 skipping program)
- Fruit and vegetable gardening
- Environmental Projects
- Small Schools' Sport and Activity Days
- Before School Homework Program
- Prep- programs focus on the interests of the child

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

Digital technologies are implemented to support the learning agenda in the school. We have three digital instruction areas for teachers, specialist teachers and teacher aides to deliver programs. Additionally we have 1:1 laptops for every student in the school.

The school uses a computer skills checklist to monitor where students are and ways to upskill information technology skills. Our Curriculum into the Classroom Units of work allow all students to showcase these skills through using multi-modal text as part of assessment opportunities. Students use a range of computer programs including typing skills, Maths Lab, PowerPoints and Publisher. With NAPLAN being delivered online in the future and PAT already readily available online, all students will be competent users to enable diagnostic and standardised testing.

## Social Climate

### Overview

The school's social climate is very positive due to our school philosophy of "A Happy Day Everyday" approach to student well-being. We operate a School Wide Positive Behaviours for Learning Program which actively teaches positive behaviours that enhance children's success at school and beyond. Our School Opinion Survey shows 100% satisfaction that our school is a safe school over many years. Social and emotional well-being is addressed through a buddy system during class and play time. Our P&C has endorsed our Responsible Behaviour Plan where the focus is on positive reinforcement. Students of the Week are celebrated on assembly each Monday. Communication of regular newsletters and seeing parents everyday allows for any issues to be addressed promptly. Our Guidance Officer regularly visits the school to work with all students on strategies of resilience, compassion and care of others. The school regularly reminds students of the 7 values of the school and ways that may enhance relationships with others.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

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

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
this school looks for ways to improve* (S2013)	100%	DW	100%
this school is well maintained* (S2014)	100%	DW	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	DW
they like being at their school* (S2036)	100%	88%	DW
they feel safe at their school* (S2037)	100%	100%	DW
their teachers motivate them to learn* (S2038)	100%	100%	DW
their teachers expect them to do their best* (S2039)	100%	100%	DW
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	DW
teachers treat students fairly at their school* (S2041)	75%	100%	DW
they can talk to their teachers about their concerns* (S2042)	100%	100%	DW
their school takes students' opinions seriously* (S2043)	100%	88%	DW
student behaviour is well managed at their school* (S2044)	100%	100%	DW
their school looks for ways to improve* (S2045)	100%	100%	DW
their school is well maintained* (S2046)	75%	100%	DW
their school gives them opportunities to do interesting things* (S2047)	100%	88%	DW

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
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%	83%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	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

Bartle Frere School community value their children's education and while small, parent engagement with the school is high. Culminating Days allow students to showcase their learning to parents. Regular P&C Meetings are focused on school improvement. The P&C are highly involved with Family Play Group focusing on the Early Learning Framework to support Pre-Prep children into the school. The school community is actively involved in a range of community events including our Annual Teddy Bears' Picnic, Babinda Harvest Festival and Small Schools' Sports Day. Adjustments made in the school support and assist all students who may have diverse needs, allowing them to fully participate at this school. Adjustments include social/emotional well-being and development, differentiation to access all curricula and any physical or environmental factors that may have an impact on access.

### Respectful relationships programs

Bartle Frere SS remembers Daniel Morcombe in Term 3 and utilizes the "Keeping Kids Safe" resources this institution provides. Regular discussions about personal safety are held in the classroom and the Guidance Officer works closely with all students around their physical wellbeing and awareness, abuse and violence and being able to resolve conflicts without violence. Under 8's day in Term 2 sees the children interact with local police officers on how to recognize, react and report when they, or others, are unsafe.

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

### School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	9	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

## Environmental Footprint

### Reducing the school's environmental footprint

Bartle Frere SS continues to reduce its environmental footprint through education of its students and community and striving for best practices on the school grounds in the following ways:

- Our worm farm was revitalised in 2016 to ensure a continued supply of compost and natural fertiliser for the school grounds.
- The school vegetable garden continues to thrive and provide organic produce to students and their families.
- Our solar panels were cleaned in 2016 to better utilise that facility.
- The frog pond provides a safe ecosystem for our resident green friends.
- The rainwater tank ensures our toilets are utilising the abundant natural resources in our area.
- The students are adept at recycling into special bins so that waste is minimised.

The student council and P&C continue to investigate ways the school can continue to reduce its environmental footprint starting with water conservation and reduction of electricity usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	7,604	538
2014-2015	11,410	194
2015-2016	13,406	280

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

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.



To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Find a school

Sector:

Government

Non-government

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time Equivalent	1	2	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	2
Diploma	3
Certificate	2

\*Teaching staff includes School Leaders

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$2547.15

The major professional development initiatives are as follows:

- First Aide;
- Explicit Teaching;
- Reading;
- Writing;
- Technology;
- Libcode;
- SMBAQ;
- Cleaners' Workshop.

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	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 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	85%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW		

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

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

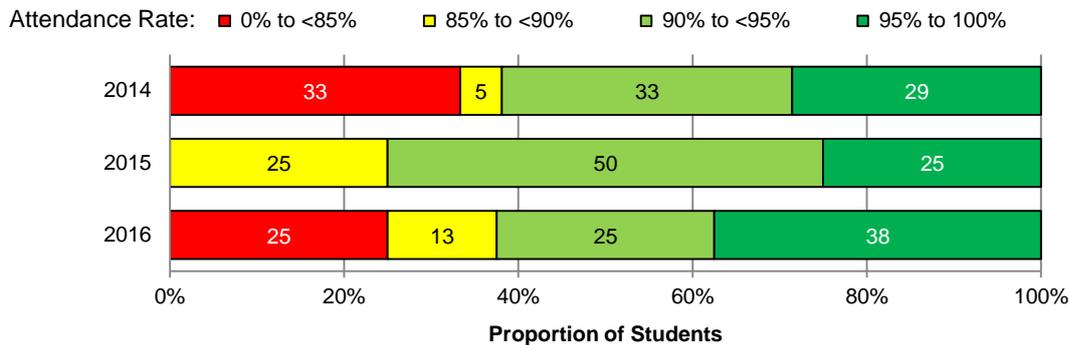
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	98%	81%	86%	DW	87%	DW	81%					
2015	DW	95%	DW	89%	94%	DW	92%						
2016	DW	DW	95%	DW	83%	DW							

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

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



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

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

School rolls are marked twice per day and phone calls are made to parents whose child is not at school. Communication to parents is vital to increase attendance. We do this regularly by sending home letters celebrating attendance at school and the importance of being at school every day. Unauthorised absences of students is followed up with a letter sent home generated from One School. Through P&C Meetings the school has communicated regional attendance targets. One School Dashboards are analysed each fortnight and attendance measures communicated via the school's newsletter. The Bartle Frere State School Attendance Policy is reviewed, updated and communicated to parents every year covering:

1. The importance of attending school
2. Responsibilities of the school, parents and students
3. Attendance targets
4. The school's responses to absences
5. Parents seeking exemptions
6. Strategies to support attendance

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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

