

Bartle Frere State School (1730)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

2012 saw many changes in the department reflecting our commitment to improvement. The school was honoured to receive another letter of commendation from the Premier and Minister for Education, congratulating students on their performance in National Tests. It was a smooth year with implementing the National Curriculum in Science, Maths and English and all students responded very positively to these changes. Only some minor flooding kept a few students away during the year but overall attendance has been excellent. The finalisation of our energy projects saw the school lifting standards in sustainability and improving our water and energy consumption with new solar panels and a water tank. Congratulations to the Student Council who were once again very active. Our P&C provided many needed resources in the school through fundraising and I thank them for their continued dedication to the school and community. Our Family Play Group continued to run smoothly throughout the year and has assisted us with maintaining enrolments in our small school. Our Robotics Program designing a water saving device won us the Youth Category in the Cairns Regional Council's Tropical Innovation Awards in Term 4. Our annual Teddy Bears' Picnic was another great success bringing our littlies from our surrounding community to celebrate everything about teddy bears. Looking back it was another successful year of fun and learning in the Bartle Frere community. A big thankyou to the hard efforts of students, parents and staff in 2012!

School progress towards its goals in 2012

Throughout 2012 the school continued to align the Australian Curriculum to meet the needs of our diverse learners through differentiation, foundational learning and assisted technologies. This proved successful through the individual learning goals of every student. Ongoing staff training allowed for the delivery of specific programs based on research and some of the challenges we faced in learning. Reading, spelling and grammar were some of the key improvements addressed. We continued our 3 Way Conferences with students, parents and teachers as part of our reporting and goal setting each semester. Students enjoyed their 2 day camp at Daradgee along with several other excursions throughout the year.

The National Solar Schools Program was finalised in the school with solar panels being fitted, a water tank to further reduce our water consumption, and energy efficient fans. I must commend all students in our school for their conscious approach to saving water, energy and recycling!

Small Schools' Meetings have been held on a regular basis to maintain the best outcomes for our students in our 3 schools. Discussions around sport, health and well-being, literacy and numeracy have been a high focus in continuing our belief that small schools are great places for our students to learn in. We all, as principals, value the family approach to our schools with a high focus on everyday being a happy day so that learning occurs and is maximised! Our meetings continue on a regular basis where the sharing of resources is paramount to supporting each other in our schools.

The school was audited during 2012 and this was a great experience to further improve school outcomes. Auditing is an important area allowing schools to review current practices and make necessary adjustments to Education Queensland's policies and procedures.

Overall it was another successful year with further improvement in school, learning and workforce outcomes through team effort.

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Future outlook

The outlook for the future is to maintain enrolment and this has been achieved through our Community Engagement Strategy. This strategy focuses on continuing to build stronger relationships in the community, and the school being utilised on a regular basis through internal and external stakeholders.

Family Play Group continues to grow and this supports parents in our community through the provision of literacy and numeracy programs each week. The school community continues many traditions that make it a unique place to live and work.

Explicit Teaching, warm-ups and foundational learning programs have been pivotal to student success in 2012 and we look to refining and improving these in the future. Continuation of staff training and aligning resources to meet student needs has also proven a successful outcome.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	17	12	5	82%
2011	17	14	3	100%
2012	18	14	4	90%

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 make sure that students are here unless they are flooded in or unwell. The schools enrolments have improved over the last couple of years and 2013 is looking very good in maintaining enrolments at or above 18 students.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 7	17	18	19

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our school at a glance

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

Workshops in The Arts in 2012 saw 40% of students completing mosaics as an extra-curricular activity.

Homework programs after school allowed for the consolidation of good practices around doing this activity at home and supporting students who were having difficulties in literacy and numeracy.

Before school reading and homework program is offered Monday to Thursday from 8-8:50am for all students.

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 and there has been no suspensions due to the high focus on positive reinforcement in our small school and regular contact with all parents.

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 2013.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	87.5%
they feel safe at their school*	87.5%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	87.5%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	100.0%

Our school at a glance

their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for 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. The Ready Reader Program is delivered each year to parents so that everyone can better support children at home and school. 'Crayons to Careers' is Far North Queensland's service commitment to further improve education in the Early Years through to high school and future pathways. Our region values the role that parents and volunteers bring to our schools and this is a great way to keep connected.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Throughout 2012 students and staff worked together to further improve the school's environmental footprint through recycling and reducing electricity. The Student Council was very active in achieving goals including teaching younger students to be energy efficient. The school won the Cairns Regional Council Tropical Innovation Award for building a water saving device. Our frog pond was officially opened by Mr Bob Irwin who has regularly visited the school. Mulching newspapers and continuing our worm farm has reduced costs to garden projects. The installation of a water tank has reduced mains water usage to the school's toilet block. Overall the school works continually to improve our community environment.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	11,546	171
2010-2011	12,503	305
2011-2012	10,377	655

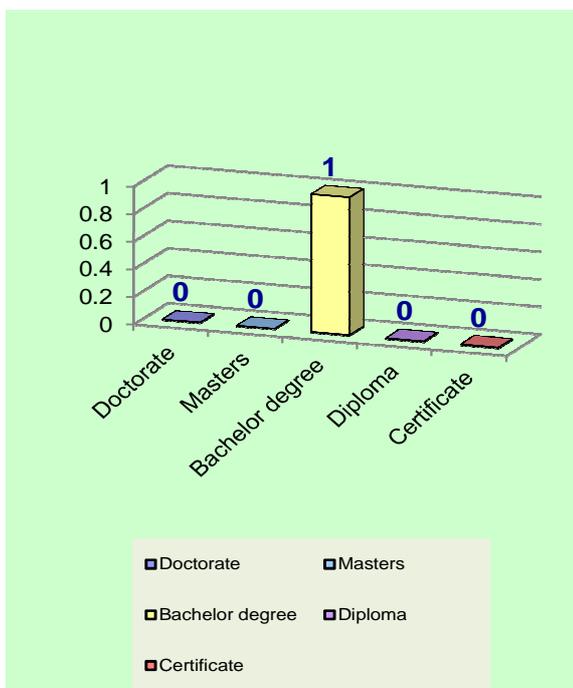
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	1	5	0
Full-time equivalents	1	1.9	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	1
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$2263.

The major professional development initiatives are as follows:

2x 5 day grammar training to improve this learning area

First Aid staff training

Reading Professional Development

First Steps in Measurement

Band 5 Principals' Meetings

Behaviour Management

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	94.6%	99.2%	95%

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 2012 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.

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	89%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

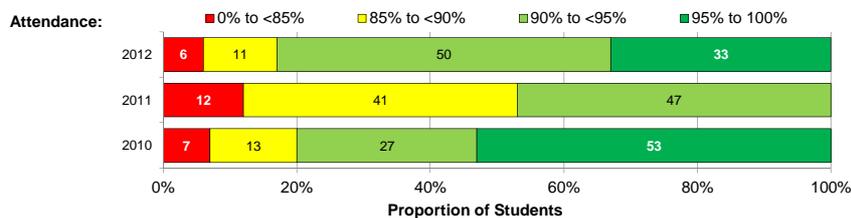
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	96%			DW	93%	99%	94%
2011	84%	90%			90%	88%	93%
2012	94%	91%	95%			95%	93%

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 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/>.

Performance of our students

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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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

The attendance rate of indigenous students at Bartle Frere sits at 96% for the 2012 school year. The school works closely with all parents regarding attendance at our school and continues to outline this as the key to improvement for every student. A number of strategies are used to continue to close the gap on attainment including differentiating the curriculum, learning support programs and using assisted technologies to reinforce learning. Foundational learning programs and explicit teaching in concepts are also part of the school's daily improvement strategy, to lift standards for all students at Bartle Frere in literacy and numeracy.