

Bartle Frere State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Bartle Frere State School** from **18 to 19 October, 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

Stephen Bobby

Internal reviewer, SIU (review chair)

Jason Manttan

Peer reviewer



1.2 School context

Location:	Price Road, Bartle Frere
Education region:	Far North Queensland Region
Year opened:	2018
Year levels:	Prep to Year 6
Enrolment:	11
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	1043
Year principal appointed:	2018
Day 8 Staffing Teacher Full-time equivalent numbers:	2.7
Significant partner schools:	Cairns South Cluster – Bellenden Ker State School, McDonnell Creek State School, Mirriwinni State School, Babinda State School, Innisfail State College
Significant community partnerships:	Babinda Community Kindergarten, Babinda Taskforce, Babinda Police Station – Adopt-a-Cop, Yadingi People – Traditional Owners, Mirriwinni Post Office, Babinda Meat Mart, Babinda Harvest Festival Committee
Significant school programs:	School Leadership Camp, student council, IMPACT – coding extension for Upper Two Bands (U2B)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, classroom teacher, specialist teacher, teacher aides, five parents, Business Manager (BM), guidance officer, school cleaner and 11 students.

Community and business groups:

- Two Parents and Citizens' Association (P&C) representatives, Babinda Taskforce representative and Community Playgroup leader.

Partner schools and other educational providers:

- Babinda State School principal, Bellenden Ker State School principal and McDonnell Creek State School principal.

Government and departmental representatives:

- ARD and Principal Coach.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	School Improvement Action Plan 2018
Investing for Success 2018	Strategic Plan 2015-2018
School newsletters and website	Responsible Behaviour Plan for Students
OneSchool	School budget overview
School data and assessment plan	Curriculum planning documents
School Opinion Survey	School Teaching and Learning Handbook
School pedagogical framework	Headline Indicators (Term 1, 2018)
School Induction and Professional Development Plan 2018	Report Card and NAPLAN Update Semester 1 2018
School Roles and Responsibilities statement	School based curriculum, assessment and reporting framework
School Data Profile (Semester 1, 2018)	



2. Executive summary

2.1 Key findings

Staff and students openly comment that ‘we love our school’.

A culture of belonging, community, partnerships and trust is apparent across the school. The principal is a visible leader of this culture and has led the creation of a welcoming and supportive community. The tone of the school is positive with all members of the school community displaying an obvious sense of pride and belonging to the school. All staff members articulate that they ‘love’ coming to work.

The presence of strong, supportive and mutually respectful relationships is apparent across the school.

Community members speak highly of the school. Parents express that they always feel welcomed into the school and that their child’s teacher is approachable and friendly. Community members identify that ‘our school is like home schooling with a professional teacher’.

The principal gives a high priority to understanding and addressing the learning needs of students in the school.

Resource allocation decisions are made by considering data driven evidence, scalability and sustainability. Staff skills sets and cluster timetabling implications are considered. The principal is cognisant of the need to review the allocation of all resources to ensure maximum student learning outcomes are achieved.

Enthusiastic staff pursue every opportunity to enhance the education of all students.

The principal continues to develop the improvement agenda, drawing on school-established practices, refining teacher skills and introducing new expectations for teacher classroom practice. The improvement agenda includes numerous beginning, consolidating and embedding actions.

The principal, staff and parents are committed to improved learning outcomes for all students.

Development of teacher expertise in delivering teaching and learning for writing and reading underpins the strategies and actions outlined in the Annual Implementation Plan (AIP). Processes to systematically measure progress towards targets and evaluate the effectiveness of programs and initiatives in producing desired improvements in student learning are developing. Measureable student achievement targets are yet to be developed.

**Data is utilised to establish literacy goals.**

The development of student learning goals is recognised by all staff as a vital component to support student learning. Goals are created utilising the literacy continuum. The principal identifies that the wide breadth of these goals impacts their authenticity. The school articulates a need to refine these goals to a sharper focus, linked to the Explicit Improvement Agenda (EIA), to ensure they are authentic and valuable.

The principal leads and models teaching practices.

Some staff members identify occasions when they have received feedback regarding their teaching practice. The principal acknowledges that engagement in modelling practice for staff and creating opportunities for staff to watch others work is an area for further development. More formal coaching, observation and feedback are identified as the next steps in improving the teaching team's pedagogy of Explicit Instruction (EI).

The principal leads improvements in teaching and learning for the school, and demonstrates a strong conviction that quality teaching is the key to improved student learning.

Students speak positively of the efforts of their teachers and teacher aides in providing interesting and engaging learning opportunities. Students are able to articulate feedback from staff that has focused on effort and success in learning. Task requirements and Guides to Making Judgements (GTMJ) for assessment are known and understood by students. With each unit of work, the principal assists to create assessment literate learners by sharing the GTMJs with students. Students comment that they value understanding why they receive the Level of Achievement (LOA) that they do, and the steps required to achieve a higher LOA.

The principal articulates the desire to continue to raise the school's 'community footprint' through its involvement in community events.

The school's Parent and Citizens' Association (P&C) has recently enjoyed a resurgence in active involvement with the school. P&C members interviewed express a keen interest in further developing partnerships and effectively utilising their expertise to contribute to the activities and promotion of the school. Members speak with pride of their recent involvement in a major fundraising venture linked with the Babinda Harvest Festival whereby 100 per cent engagement from all school families and staff was received.



2.2 Key improvement strategies

Narrow and sharpen the school's improvement agenda to strengthen clarity of direction and time for staff members to develop a deeper understanding of expectations and implementation.

Develop short-term targets and timelines aligned to the improvement agenda to enable the systematic measurement of progress towards the desired improvements in student learning outcomes.

Enhance the consistency and rigour of the school's approach to setting individual student learning goals to provide students with opportunities to monitor their learning over time.

Collaboratively develop a formal and agreed approach for the teaching team to participate in classroom-based learning that includes modelling, coaching and mentoring opportunities.