



Bartle Frere State School

ANNUAL REPORT 2018

Queensland State School Reporting

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

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School Overview

Bartle Frere State School, the most southern school in the Cairns and Cape Region, is nestled in the foothills of Mt Bartle Frere, the highest mountain in Queensland. Although small, the school has always been committed to ensuring quality teaching and learning occurs everyday and targets individual students needs. Our positive school culture is very strong and individual plans and goals are set for every student to ensure they reach their potential. We have a strong Parents and Citizens Association who constantly work towards improving school outcomes at Bartle Frere. Our most recent P&C achievement is an outdoor musical wall, a climbing net, raised vegetable garden beds, a funded whole-school camp and a multi-purpose court, open to the public 7 days a week. Our school has a zero tolerance policy for bullying; all students from Prep-Year 6 support each others individual learning journey in our multi-age classroom. We offer all students an Individual Learning Plan, one to one laptop programme, LOTE from year 2-6 and coding extension for all students in years 3-6. The current students work towards improving our environment, engage in coding extension projects that contribute to innovative ways of reducing water, waste and energy in our school. The students grow fruit and vegetables each year and our worm farm provides natural fertiliser. In the school we have long-serving staff who are passionate about providing quality education for all students. Our motto is 'High Achievers – Climbing to the top!'

Principal's Foreword

Introduction

Welcome to the 2018 School Annual Report for Bartle Frere State School. At Bartle Frere State School we are committed to providing an education that includes developing intellectual, social, emotional, physical and psychological success on a daily basis for all students. Our school values are I am Safe, I am Respectful and I am a Learner. They underpin everything we do at Bartle Frere State School.

Staff at Bartle Frere are caring, experienced and committed to meeting the individual needs of every child, and to creating a happy, secure environment in which we can all 'grow and learn together'. We acknowledge our role in preparing children for the future and we are proud of our commitment to ensuring that every day, in every classroom, every child is learning and achieving.

Bartle Frere State School is a co-educational school and a committed member of the Babinda Cluster. This cluster of small schools, within the district, believe there are many advantages to being educated in a small rural multi-age school. The schools work together to create and maintain sustainable programs, which foster life-long learners who have developed effective academic and social skills. We value a shared approach to curriculum, teaching, assessment and reporting and partnerships between district schools and their communities. The school works together with its local community to create and maintain sustainable structures which foster lifelong learners who have developed appropriate academic and social skills. The 2018 School Annual Report provides information and data relating to the performance of Bartle Frere State School over the past 12 months. Curriculum, Social Climate, Satisfaction and Staffing are just some of the areas that will be more explicitly discussed. To ensure this report is shared throughout the community of Bartle Frere (especially for those that do not have internet access), hard copies are available on request.

School Progress towards its goals in 2018

In 2018 the focus on the school's explicit improvement targets that we achieved were:

1. Embedded a whole-school curriculum plan 100% aligned to the Australian Curriculum.
2. Embedded the Cairns South Cluster Moderation plan.
3. Embedded the explicit instruction pedagogical approach.
4. Embedded the five questions for students learning feedback format.
5. Embedded Speech Sound Pics (SSP) approach to phonics systematically across the whole-school.
6. Embedded explicit instruction of reading, vocabulary and comprehension for all year levels with student goals aligned directly to the Literacy Continuum and Australian Curriculum.
7. Embedded explicit instruction of writing and editing across all year levels with student goals aligned directly to the Literacy Continuum and Australian Curriculum.
8. Improved literacy and numeracy outcomes using data based decisions, internal resourcing and professional development.
9. Increased community engagement and awareness through continued Play Group, co-running the canteen at the Babinda Harvest Festival with the Babinda Kindergarten as a P&C Fundraiser and celebrating school success through local newspapers, community newsletters and school social media outlets.

Future Outlook Improvement Priorities 2019

- Improve student outcomes by systematic, explicit teaching of reading and writing in the curriculum

Strategy – Develop an Expert Teaching Team																																					
Actions	Targets	Performance Measures																																			
Provide professional learning opportunities to build staff capacity in data use, analysis and identification of targeted teaching strategies	<ul style="list-style-type: none">• 100% of teaching staff will have the capacity to analyse and utilise NAPLAN, LOA, STDC, PM, PROBE, Literacy Continuum and Early Start data as evidence to improve student outcomes• 100% of students will have reading and writing goals set for PM, PROBE, High Frequency Words and the Literacy Continuum	<ul style="list-style-type: none">• 100% teachers are satisfied that they are confident using student assessment data to improve student’s achievement. (Teacher Survey S2116)• 100% teachers are confident in engaging all of their students in learning at this school. (Teacher Survey S2118)• 100% of staff use OneSchool as the single point of truth for diagnostic, formative and summative assessment																																			
Provide professional development through coaching & modelling of explicit instruction of reading using SSP, the 4 lesson sequence guided reading approach, literacy planet reading comprehension and Sonic Learning Reading Assistant Intervention	<ul style="list-style-type: none">• 100% staff will complete SSP training to support whole-school systematic approach to phonemic awareness and phonics• 100% staff will complete 4 lesson sequence to support the whole-school approach to guided reading• 100% staff will complete Literacy Planet support training• 100% of staff will be exposed to Sonic Learning Reading Assistant as an intervention tool	<ul style="list-style-type: none">• Performance and Capability matrix includes records of access to coaching and mentoring within the school• Implementation of annually updated whole-school Professional Development Plan• Annual Performance Review process completed for teachers/staff																																			
Provide professional development through coaching & modelling of explicit instruction of writing using the 6+1 traits of writing approach and linking to individual student learning goals aligned to the literacy continuum	<ul style="list-style-type: none">• 100% teaching staff will complete professional development in 6+1 traits of writing• 100% teaching staff to complete professional development on text-in and text-out approach to explicit teaching of reading and writing through the curriculum• 100% Prep – year 2 staff will complete Casey Caterpillar training to support early writing skills• 100% of staff will be able to explicitly instruct students individualised spelling programs through spelling mastery and literacy planet																																				
Principal to lead staff development in using Collaborate with Brisbane & Charters Towers School of Distance Education	<ul style="list-style-type: none">• 100% staff teacher aides will be able to support students learning coding and LOTE through distance education & Collaborate																																				
Timetable sessions for English teaching staff to embed the BFSS Co-Plan, Co-Teach Inquiry Cycle for all English Units through the Quality Teaching & Learning approach with McDonnell Creek SS	<ul style="list-style-type: none">• 100% of English teaching staff will actively engage in Co-Plan, Co-Teach Inquiry Cycle and Collective Monitoring with McDonnell Creek SS for all English Units	<ul style="list-style-type: none">• Development of Collaborative Inquiry & evidence study into building capacity of teaching writing at BFSS																																			
Principal to lead staff feedback conversations, embed whole-school feedback model to students and classroom walkthrough feedback to staff	<ul style="list-style-type: none">• 100% teaching staff will actively use the 5 questions for students learning to provide feedback to students and guide their next steps for teaching• 100% staff will develop student feedback skills through active coaching & modelling utilising the lesson observation feedback tools• 100% staff will actively engage in ADPP aligned to the Australian Professional Standards for Teachers	<ul style="list-style-type: none">• 100% Students are satisfied the ‘my teacher provides me with useful feedback about my school work’ and ‘my teachers encourage me to do my best’ (Student survey S2040, S2059)• 95% Parents are satisfied the ‘teachers at this school provide my child with useful feedback about his or her school work’ (Parent Survey S2006)																																			
Strategy – Whole-school Systematic Curriculum Delivery																																					
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Refine, implement and embed the BFSS Whole-school Curriculum, Assessment and Data Plan	<ul style="list-style-type: none">• 100% of teachers implement and embed the BFSS Whole-school Curriculum, Assessment and Data Plan• English, Science & HASS GTMJ and assessments will be adjusted to adapt the C2C units to a 3-year teaching cycle• Music, Drama & Dance will be adapted to a P-6 Performing Arts Program• Physical Education will be adapted to a P-6 whole-school program with adjusted GTMJ’s & assessments criteria to meet individual year level achievement standards	<table><tr><td>Reading</td><td>2019</td><td rowspan="6">5 week reading data cycles with PM and PROBE A-E Data triangulation with NAPLAN, PM/PROBE, PAT-R, M, SPG</td></tr><tr><td>Students achieving at or above year level reading benchmarks (PM and PROBE)</td><td>100%</td></tr><tr><td>Year 3 and 5 students at and above National Minimum Standard in Reading</td><td>100%</td></tr><tr><td>Year 3 & 5 Students identified in the Upper two Bands in Reading</td><td>30%</td></tr><tr><td>% of Students achieving a C standard (Working With – Prep) or better in English in Prep – Year 6.</td><td>90%</td></tr><tr><td>Parents are satisfied that their child’s English skills are being developed at this school. (Parent Survey S2017)</td><td>90%</td></tr></table> <table><tr><td>Writing</td><td>2019</td></tr><tr><td>Students achieving at or above National Minimum Standard for writing, spelling, grammar and punctuation.</td><td>98%</td></tr><tr><td>Year 3 and 5 students identified in the upper two bands for writing, spelling, grammar and punctuation.</td><td><table><tr><td>W</td><td>25%</td></tr><tr><td>S</td><td>40%</td></tr><tr><td>G&P</td><td>40%</td></tr></table></td></tr></table> <table><tr><td>Numeracy</td><td>2019</td></tr><tr><td>Students achieving at or above National Minimum Standard for Numeracy.</td><td>98%</td></tr><tr><td>Year 3 and 5 students identified in the upper two bands for Numeracy.</td><td>25%</td></tr><tr><td>% of Students achieving a C standard (Working With – Prep) or better in Mathematics in Prep – Year 6.</td><td>98%</td></tr><tr><td>Parents are satisfied that their child’s Mathematics skills are being developed at this school. (Parent Survey S2018)</td><td>95%</td></tr></table>	Reading	2019	5 week reading data cycles with PM and PROBE A-E Data triangulation with NAPLAN, PM/PROBE, PAT-R, M, SPG	Students achieving at or above year level reading benchmarks (PM and PROBE)	100%	Year 3 and 5 students at and above National Minimum Standard in Reading	100%	Year 3 & 5 Students identified in the Upper two Bands in Reading	30%	% of Students achieving a C standard (Working With – Prep) or better in English in Prep – Year 6.	90%	Parents are satisfied that their child’s English skills are being developed at this school. (Parent Survey S2017)	90%	Writing	2019	Students achieving at or above National Minimum Standard for writing, spelling, grammar and punctuation.	98%	Year 3 and 5 students identified in the upper two bands for writing, spelling, grammar and punctuation.	<table><tr><td>W</td><td>25%</td></tr><tr><td>S</td><td>40%</td></tr><tr><td>G&P</td><td>40%</td></tr></table>	W	25%	S	40%	G&P	40%	Numeracy	2019	Students achieving at or above National Minimum Standard for Numeracy.	98%	Year 3 and 5 students identified in the upper two bands for Numeracy.	25%	% of Students achieving a C standard (Working With – Prep) or better in Mathematics in Prep – Year 6.	98%	Parents are satisfied that their child’s Mathematics skills are being developed at this school. (Parent Survey S2018)	95%
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Staff and students collaboratively unpack all units. Teachers develop know & do tables, success criteria’s, thinking questions & identify reading & writing demands. Staff & students co-construct learning walls	<ul style="list-style-type: none">• 100% of teachers have clarity about what they are teaching by completing the unpacking process of units• 100% of teachers are supported through the unpacking process by co-labouring between teaching team	<ul style="list-style-type: none">• 100% teachers are satisfied that they are confident using student assessment data to improve student’s achievement. (Teacher Survey S2116)• 100% teachers are confident in engaging all of their students in learning at this school. (Teacher Survey S2118)																																			
Staff to unpack the assessment tasks of each unit to identify best strategies and appropriate scaffolding opportunities to enact Gradual Release of Responsibility	<ul style="list-style-type: none">• 100% of teachers have the capacity to implement the Gradual Release of Responsibility (model, shared, guided & interdependent) in all lessons and units	<ul style="list-style-type: none">• 100% of staff use OneSchool as the single point of truth for diagnostic, formative and summative assessment																																			
Refine & embed the Cairns South Cluster moderation, reviewing practice and aligning to the Assessment and Moderation Hub	<ul style="list-style-type: none">• 100% teachers participate in moderation processors with the Cairns South Cluster	Moderation completed each term																																			

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2018:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2016	8	2	6		100%
2017	9	3	6		100%
2018	11	4	7		100%

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

In 2018, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The student body of the school are from rural and urban backgrounds. Occupations vary from self-employed, farming families and professionals. We have a current enrolment of nine students, who are supported by a Teaching Principal, specialist teachers, support staff and volunteers. We offer play group to local families every Tuesday morning. Our school is complimented by an active Parents and Citizens Association and enjoys the support of the whole community. A school prospectus is available to all new parents or community members.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2016	2017	2018
Prep – Year 3	8	9	6
Year 4 – Year 6			5
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Bartle Frere State School delivers the Australian Curriculum adapted and adopted from C2C resources through explicit teaching and age appropriate pedagogies. Students in Year 2 - 6 have the opportunity to learn LOTE (Languages Other Than English), which is Japanese via weekly lessons from with a specialist language teacher through Charters Towers Distance Education. All students participate in Music and Physical Education delivered by specialist teachers each week. We also give the students the opportunity to participate in online learning activities through the Impact Centre to further develop their skills in coding. Learning support and intervention/extension for students who are not reaching or are excelling in literacy and numeracy age benchmarks is provided for all year levels.

Co-curricular Activities

- Educational excursions and camps
- Community events e.g. ANZAC Day and Remembrance Day
- IMPACT Coding Extension
- Babinda Cluster Sport, Cassowary Coast Sport

- Peninsula school sport
- Under 8's Day at Babinda
- State Education Week Celebrations
- Sporting Schools Skill Development
- Innisfail Show
- Harvest Festival
- Music and Dance
- Various school projects and excursions
- Book Week
- NAIDOC Week
- Leadership Camp
- Premier's Reading Challenge
- Learn to Swim Program
- Jump for Heart
- Fruit and vegetable gardening
- Environmental Projects
- Before School Homework Program
- Transition to Prep and to Secondary School

How Information and Communication Technologies are used to Assist Learning

Bartle Frere State School has a mobile computer lab, which is equipped with 1:1 laptop computers for all students in years Prep- 6, desktop computers and Ipads. Technologies are used to assist learning and enhance student outcomes in literacy, numeracy, science, technology and all other Key Learning Areas.

- Differentiation of Learning for students with disabilities: Clicker Docs, Clicker Sentences and Notability
- STEM development of coding and programming through digital technology
- Research information for all KLAs
- Gather data and digital images
- Prepare and present information using generic software applications including Microsoft Word, Excel, PowerPoint and iMovie
- blogs and Publisher
- Share information using email and blogs
- Online learning forums such as, Reading Eggs, Mathletics and Typing Tournament
- Staff use computers and peripherals and prepare student work, enhance lessons and record and report student progress
- Students also participate in digital technology through our robotics club

Social Climate

Overview

Bartle Frere State School has a dedicated and enthusiastic staff who work hard to improve student learning and positive outcomes for all students. The school works in close collaboration with support specialists including the Guidance Officer, Speech Pathologist, Occupational Therapist, Physiotherapist and other key educational support staff to enable the best support for our students. We have a supportive and happy atmosphere at our school and students feel safe and enjoy coming to school. Bullying and unfair treatment is not tolerated at Bartle Frere State School. Our Responsible Behaviour Plan is actively embedded and explicitly taught through our Positive Behaviour for Learning approach. Positive reinforcement is used to encourage students to continue to work hard to achieve success. We celebrate student achievements weekly on parade through certificates of achievement, encouragement and excellence. Publicly acknowledging student achievement and celebrating this success is paramount to our supportive environment.

We thank the parents and students who responded to our request for their opinions and we take them seriously at Bartle Frere State School. For many years, both statistical and anecdotal evidence has indicated a high level of student, parent and teacher satisfaction with the operations of Bartle Frere State School. Feedback has been both supportive and constructive, with suggestions for improvement. This constant striving for improvement is a strong motivator for all at Bartle Frere. The figures below are a snapshot from our latest Client Opinion Surveys. If you would like further information in this area, please contact the Principal.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2016	2017	2018
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%

Performance measure			
Percentage of parents/caregivers who agree# that:	2016	2017	2018
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%
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# that:	2016	2017	2018
they are getting a good education at school (S2048)	DW	100%	100%
they like being at their school* (S2036)	DW	100%	100%
they feel safe at their school* (S2037)	DW	100%	100%
their teachers motivate them to learn* (S2038)	DW	100%	85.7%
their teachers expect them to do their best* (S2039)	DW	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	100%
teachers treat students fairly at their school* (S2041)	DW	100%	100%
they can talk to their teachers about their concerns* (S2042)	DW	100%	100%
their school takes students' opinions seriously* (S2043)	DW	100%	85.7%
student behaviour is well managed at their school* (S2044)	DW	100%	100%
their school looks for ways to improve* (S2045)	DW	100%	100%
their school is well maintained* (S2046)	DW	100%	100%
their school gives them opportunities to do interesting things* (S2047)	DW	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2016	2017	2018
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%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%

Performance measure			
Percentage of school staff who agree# that:	2016	2017	2018
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

We value the participation of parents in all aspects of our school. Through this partnership we journey together towards the achievement of our vision. The parents of Bartle Frere State School are very involved in our Parents and Citizens Association. At our termly meetings, parents play a big part in making decisions about the school, along with the Principal and staff.

Curriculum decisions for ICPs, behaviour support plans and any other individual student plans are case managed and discussed with parents, guidance officer, principal, teacher and any other relevant support person.

Parents are also invited to contact the school any time for interviews about their child's progress. We hold two parent teacher interviews per year, with many parents opting to discuss their child's progress more regularly with the teacher, in either formal or informal conversations.

Respectful relationships programs

Bartle Frere SS remembers Daniel Morcombe in Term 3 and utilizes the "Keeping Kids Safe" resources this institution provides. Respectful Relationships are also delivered through our whole-school curriculum plan, Health and Physical Education units. These are delivered from Prep to year 6. 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.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	2016	2017	2018
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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 continued in 2018 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 and serviced in 2018 and reduced our electricity usage.
- 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 and containers are recycled.

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
2015-2016	13,406	280
2016-2017	14,178	393
2017-2018	10,620	168

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	4	1
Full-time Equivalents	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.**	
Bachelor degree	4
Diploma	3
Certificate	2

*Teaching staff includes School Leaders

**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 2018 were \$1682.00

The major professional development initiatives are as follows:

- First Aide
- Quelli
- Explicit Teaching
- Reading
- Writing
- Finance
- SMBAQ
- Cleaner's Workshop

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	94%	94%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff were retained by the school for the entire year.

Performance of Our Students

Key Student Outcomes

Student attendance

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

STUDENT ATTENDANCE 2018			
Description	2016	2017	2018
The overall attendance rate* for the students at this school (shown as a percentage).	91%	94%	95.3%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	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 2018 for all Queensland Primary schools was 95.3%.

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
2016	DW	DW	95%	DW	83%	DW							
2017	DW	DW	DW	95%	DW	90%	DW						
2018	99.3	99%	99%	98.5	99.5	93.6	DW						

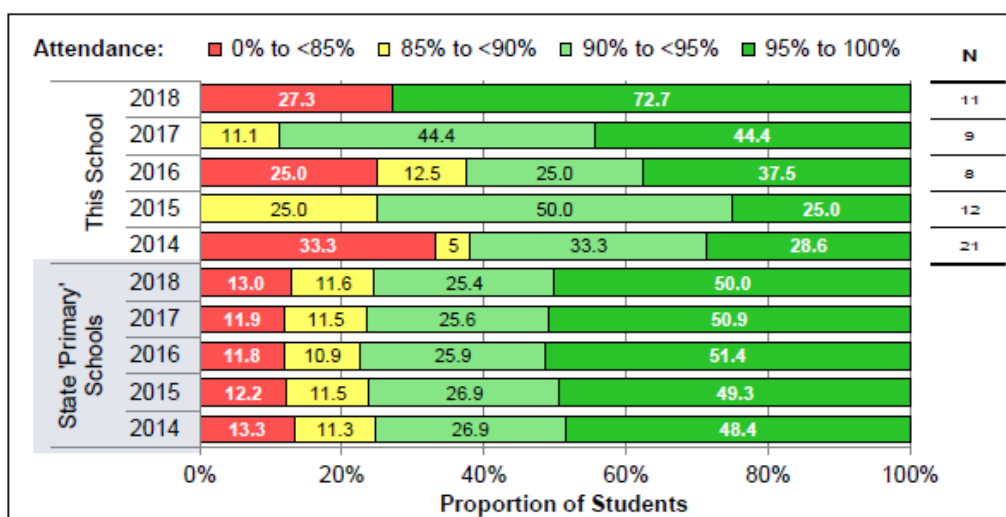
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate Range (Semester 1)



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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.

At Bartle Frere State School, rolls are marked in the morning and after second lunch. Parents are required to notify a staff member, before or on the day of the student absence. If notification is not given by parents/caregivers in the expected

timeframe, parents/caregivers are contacted by the school through phone, text message or email. Bartle Frere State School follows DET policies in Managing Absences.

Our attendance Policy is reviewed, updated and communicated to parents every year and focuses on:

- The importance of attending school
- Responsibilities of the school, parents and students
- Attendance targets (region and school)
- The school's response to absences
- Parents seeking exemptions
- Strategies to support attendance – Every Day Counts Materials

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**.

Find a school

School name

Suburb, town or postcode

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 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.