

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
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Bartle Frere State School** from **14 to 16 November 2022**.

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 implement 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 SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Christine Dolley

Internal reviewer, SRR (review chair)

Jenni Lund

Peer reviewer



1.2 School context

Indigenous land name:	Yindinji
Location:	Price Road, Bartle Frere
Education region:	Far North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	7
Indigenous enrolment percentage:	Nil
Students with disability percentage:	Nil
Index of Community Socio-Educational Advantage (ICSEA) value:	1033
Year principal appointed:	2022 Term 2 – acting



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Acting principal, substantive principal, guidance officer, two Business Managers (BM), administration officer, four classroom teachers, two teacher aides, cleaner, schools officer – grounds and facilities, seven students and four parents.

Community and business groups:

- Parents and Citizens' Association (P&C) secretary and P&C treasurer.

Partner schools and other educational providers:

- Principal of Mirriwinni State School, principal of Babinda State School, principal of McDonnell Creek State School and Head of Department (HOD) – Student Services of Innisfail State College.

Government and departmental representatives:

- Councillor for Cairns Regional Council and ARD.



2. Executive summary

2.1 Key findings

Mutually respectful relationships are an integral component of the school's culture.

Staff members reinforce the principal's articulated pride in a deep belief that every student is capable of successful learning. The positive tone of the school environment is apparent to visitors and community members on a daily basis. School staff demonstrate an understanding of the importance of positive and caring relationships to successful learning. Interactions between staff, students, parents and families are caring, polite and inclusive. Community members describe the school as having a 'big heart', valuing tight-knit relationships.

A culture of inquiry and innovation is apparent, valuing creative exploration and independent learning.

The principal, teaching staff, students and parents express that a culture of inquiry is an integral component of individualised learning throughout the school. Year 6 students attend the 'Hot Shots' program at Innisfail State College for extension and enrichment activities in mathematics. This is a valued opportunity for a smooth and effective transition into high school. Students participate in IMPACT projects online and express enthusiasm for the higher-order thinking required for a design challenge with the Queensland Virtual STEM Academy (QVSA). Students articulate that their opportunities for learning are 'just right'.

Staff members comment positively on the value and trust they feel from the principal and each other.

Upon entry to the classroom, the high level of mutual respect and trust between teachers and teacher aides is immediately apparent. Parents comment on the positive impact this has on students' interactions and work ethic. Teaching staff are responsible for implementing focus tasks and participate in collegial conversations discussing observations, diagnostic assessment and daily and weekly student tasks. Combining with the Russell River Cluster schools, teaching staff participate in phases of the moderation cycle to ensure systematic curriculum delivery. The principal discusses that the next possible step as a cluster may be the moderation of other learning areas and the development of cluster Watching Others Work (WOW) opportunities to support specialist teachers and school teaching staff.

The principal has a deep understanding of different pedagogical approaches.

Teaching staff recognise that effective, evidence-based teaching is key to improving student learning outcomes. Teacher aides are valued as partners in the teaching and learning process, playing an active role in supporting students with intensive and targeted intervention. The Gradual Release of Responsibility (GRR) model and Explicit Instruction (EI) are acknowledged as instrumental in engaging students in learning and are embedded within teaching instruction. Ten High Impact Teaching (HIT) strategies have become a focus to meet the needs of students and the topic being taught. The principal articulates an intent



to collaboratively develop and implement processes to determine and quality assure agreed pedagogical practices driving optimal student outcomes.

Teaching staff outline that the progress of each individual student is closely monitored.

The principal and teaching staff highlight the importance of implementing and embedding the whole-school use of the literacy continuum for student goal setting, that is shared termly with students, parents and staff. Goal achievement is celebrated by everyone, and new goals are co-constructed as required to strive for continual improvement. Staff outline an intent to collaboratively enhance consistent approaches to refine implementation of student learning goals into accessible, appropriate, student-friendly terminology. Regular professional conversations between teachers and the highly valued, experienced and capable teacher aides are focused on continually adjusting teaching and learning in response to students' progress.

The teaching team tracks the success of implemented programs within the classroom.

Through the reading and writing focus, teaching staff have identified the need for more current and purposeful decodable texts to extend and challenge students. As a result, the teaching team are investigating resources to benefit students' learning and meet the budget allocation. Teacher aides play a central role in supporting students' academic outcomes through the experience and expertise of their role. They are an integral part of the teaching team, implementing programs and supporting students academically, emotionally and socially. Discussions regarding student goals, effective programs and achievements are invited and respected.

The school is actively involved in the 'Opening the Gate' program.

The Bartle Frere Family Playgroup has been reinvigorated in 2022. Children from birth to five years and their families participate in learning, library borrowing, dress ups, painting, story time and games together. This free program is run by a highly skilled and experienced teacher aide. Parents reflect that attendance at playgroup is an excellent transition opportunity for young children to feel comfortable, familiar and welcome at the school. The Opening the Gate Data Placemat is updated after termly meetings to monitor the success of the playgroup. The principal reflects on the positive impact regional support has had on the redevelopment of the playgroup.

The active and enthusiastic Parents and Citizens' Association (P&C) works closely with the school.

The principal and teaching staff appreciate the P&C's efforts to support school initiatives and provide opportunities for children to learn and grow. Regular fundraising is designed to enhance resources and enrich student learning. The P&C supports the school's participation in the Babinda Harvest Festival, volunteering to clean up after the festival as a fundraiser for the school. Participation in the Harvest Festival Grand Parade is actively supported by families. Students express enthusiasm for the Peter Pan theme and the opportunity to dress



up. Members of the P&C express appreciation for the support from teaching staff to determine the most effective fundraising ventures.



2.2 Key improvement strategies

Enhance processes for collaboratively developed opportunities for WOW, modelling, coaching, observation and feedback across cluster schools.

Collaboratively develop and implement processes to determine and quality assure agreed pedagogical practices to drive optimal outcomes for the full range of students.

Embed further consistent approaches to refine the implementation of student learning goals into accessible, aspirational student-friendly terminology.

Explore further opportunities to enhance literacy resources to deepen and individualise student improvement.