



# Bracken Ridge State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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## School Overview

At Bracken Ridge State School, an Independent Public School, we are focussed on educating the whole child, as part of our vision of, “Learning together, learning for life”. It’s a vision of teamwork, achievement and life-long learning. Our compassionate, caring and dedicated staff ensure that every child feels welcome and supported while in their “learning zone”. Our focus on developing student success and wellbeing is a key reason that many parents choose to send their child to our school. We know that the key to students’ learning success at our school is acknowledging that our students need to be ready and well positioned socially and emotionally to learn. For this reason, our focus continues to be on developing our students’ understanding of how their brain works and the role of mindfulness in centring themselves, so we can move into supporting our students to develop a “growth mindset”. In 2017, we collaboratively developed our whole school values in consultation with the staff and parent community. The values of “Integrity”, “Courage” and Life-Long Learning” underpin our decision making, are embedded in our conversations and inform our strategic direction as a school.

In 2017, we continued to relentlessly focus on improving student achievement across the learning areas, and in particular, Reading. Our teachers are committed to ensuring that all students are aware of the ‘success criteria’ of assessment tasks - what they need to do, know and understand to demonstrate their learning. This is clearly displayed in classrooms and used to support feedback to students so they know what they need to enact to improve their own learning.

In 2017, Bracken Ridge State School continued to employ a specialist Arts teacher to teach our students Visual Arts, Dance, Drama and Media. This compliments our already strong Music program and Twilight Concerts. Our students also now have access to a range of extra-curricular activities during lunch times, including coding, hip hop dance, street art, choir and junior dance and supported play options. Our students in Prep to Year 4 received weekly Digital Technologies from a specialist teacher, to ensure they have the skills required as 21<sup>st</sup> century learners. Our Year 4-6 students have weekly access to an intra or interschool sports program, and all students from Prep to Year 6 attend in-school swimming and Physical Education lessons.

Making all of this happen is a team of high performing teachers and teacher aides, who are passionate about ensuring that we provide high quality learning to all students.

# Principal's Foreword

## Introduction

### 2017 School Progress towards Priorities- Improvement, Achievement and Engagement

Priority	Success Indicators	Progress and next steps
<b>Improvement: Reading</b> <ul style="list-style-type: none"> <li>• Employment of 0.6 Literacy coach</li> <li>• Analysis of student Reading data on a quarterly basis</li> <li>• Development of quarterly Reading Action Plans aimed at the improvement in Reading of every student;</li> <li>• Review of Reading Action Plans on quarterly basis</li> <li>• Continue to implement F&amp;P benchmarking system; to monitor student progress against Regional and School targets;</li> <li>• Implementation of Data Collection Schedule for 2016 – 2018;</li> <li>• Introduction of balanced literacy blocks across P-6 for minimum of 90 minutes, 4 times a week;</li> <li>• Introduction of The Arts specialist teacher to release teachers for coaching and professional learning;</li> <li>• Reallocation of Teacher aide time and specialist lessons to support implementation of Literacy Blocks;</li> <li>• Establishment of Reading Data Wall;</li> <li>• Introduction of Sharratt Case Management model with focus on instructional need;</li> <li>• Half yearly reviews and self-reflection on Literacy Blocks.</li> </ul>	100% students above National Minimum Standard  30% students in Upper Two Bands	<ul style="list-style-type: none"> <li>• Continue to focus on achievement of established NMS and U2B</li> <li>• Continue appointment of Literacy Coach 2018</li> <li>• Continue quarterly data analysis and Action Plans</li> <li>• Establish comprehensive Intervention programs across school for targeted students, to progress student achievement;</li> <li>• Review Data Collection Schedule;</li> <li>• Initiate Professional Learning Communities utilizing the Fisher, Frey and Hattie Model;</li> <li>• Development of focused Reading Goals for all students;</li> <li>• Professional learning : how to teach Phonics, role of Warm Ups;</li> <li>• Development and implementation of Prep Oral language programs;</li> <li>• Focused Learning walks to establish alignment between Reading Action Plans and student feedback for improvement;</li> <li>• Continue Sharratt Case Management model and review process.</li> </ul>
<b>Achievement: Success Criteria</b> <ul style="list-style-type: none"> <li>• Quarterly Learning Walks in every classroom (Sharratt 2012) with feedback provided to classroom teachers to develop goals;</li> <li>• Co-construction of Success Criteria for English Tasks in Prep- Year 6;</li> <li>• Quarterly Curriculum Planning meetings;</li> <li>• Quarterly calibration Moderation processes;</li> <li>• Continuation of Leadership Team attending Sharratt Workshops;</li> <li>• Introduction of The Arts specialist teacher to release teachers for coaching and professional learning;</li> <li>• Development of annotated A Exemplars;</li> <li>• Commitment to the UQ Feedback Project (as one of 13 schools in Queensland).</li> </ul>	80% students achieve a C or higher in English	<ul style="list-style-type: none"> <li>• Average of 80% students achieved a C or higher across Years 1-6.</li> <li>• Maintain a target of 80% attain a C or higher in English in 2018</li> <li>• Continuation of Learning Walks and feedback loops;</li> <li>• Extension of use of Success Criteria, A Exemplars and feedback processes to other learning areas;</li> <li>• Introduce end of semester moderation (summative assessment);</li> <li>•</li> </ul>
<b>Engagement: Staff, Students and Community</b> <ul style="list-style-type: none"> <li>• Embedding of Mindfulness and Neuroscience in all classrooms;</li> <li>• Whole School PD: neuroscience, mindfulness, Trauma Informed Practice (Dr. Judith Howard)</li> <li>• Development of a whole school language to describe learning and behavior across P-6;</li> <li>• Continuation of Student Success and Wellbeing coaching position</li> <li>• Continuation of lunchtime clubs and extra-curricular activities- Coding, Hip Hop, Junior Dance, Choirs, Supported Play</li> <li>• Parent Information Sessions and "Coffee, Cake and Chat" mornings;</li> </ul>	School Opinion survey Data: <ul style="list-style-type: none"> <li>• &gt; 95% agreement: My child is getting a good education at school (S2016)</li> <li>• &gt; 95% agreement: My child likes being at this school.</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of school's progress utilizing neuroscience and mindfulness with schools across the Region;</li> <li>• Embed use of Responsible Behavior Plan;</li> <li>• Engage in coaching program with Mind With Heart to establish mindfulness practices across the school;</li> <li>• Continue to distribute transition book, "When We Come to School"</li> <li>• Continue pre-Prep playgroup;</li> <li>• Engage in whole school profiling</li> </ul>

<ul style="list-style-type: none"> <li>• Introduction of VIP Assemblies to celebrate success of past-students and community members;</li> <li>• Continuation of use of “toggling” spaces;</li> <li>• Established and explicitly taught school-wide toggling routine</li> <li>• Embedding toggling process across the school; Introduction of, and in-service delivery of new Responsible Behaviour Plan;</li> <li>• Engagement with Regional Transitions and Partnerships Officer</li> <li>• Increased range of Prep orientation and transition days;</li> <li>• Established links with Early Childhood Education and Care providers in local area;</li> <li>• Published and distributed Prep transition book- “When we come to school”;</li> <li>• Established “Student Success and Wellbeing Learning Walks”;</li> <li>• Established Pre-Prep Playgroup.</li> </ul>		<p>and targeted delivery of the essential Skills for Classroom Management PD;</p> <ul style="list-style-type: none"> <li>• Oral Language PD delivery by Speech-Language Pathologist for local ECEC staff;</li> <li>• Introduction and embedding of school values into assemblies and morning chat routines;</li> <li>• Leadership Team - PD neuroscience, Berry Street education Model;</li> <li>• Whole School professional learning: neuroscience, Personal Mindfulness Practice, Classroom Mindfulness Practice;</li> <li>• Continue Engagement focused Learning Walks;</li> <li>• Continue Playgroup with a focus on parent education and engagement.</li> </ul>
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## Future Outlook

In 2018, we continue our focus on **Engagement, Improvement, and Achievement** through sharpening and narrowing our focus to three key priorities:

- **Engaging students** through learning about the brain, how they learn, and how they can self-regulate their thoughts, feelings and behaviour using neuroscience and mindfulness;
- **Improving students’ Reading and literacy skills** through developing comprehensive literacy blocks;
- **Supporting student achievement across the curriculum** through using explicit and salient success criteria.

Our plan for Engagement, Improvement and Achievement in 2018 is as follows:

2018	Engagement: Neuroscience/ Mindfulness	Improvement: Literacy Blocks	Achievement: Success Criteria
Target	<ul style="list-style-type: none"> <li>• 50% reduction in minor/ major incidents</li> <li>• 50% reduction in suspensions 2015- 2018</li> </ul>	<ul style="list-style-type: none"> <li>• 95% above NMS and 30% in U2B</li> <li>• 80% achieve C or higher in English</li> <li>• Literacy mean scores equal or above National NMS</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students achieve C or above in English</li> </ul>
Givens	<ul style="list-style-type: none"> <li>• All students taught: <ul style="list-style-type: none"> <li>- Hand model of the brain and related vocabulary – brain stem, limbic system, amygdala, PFC, hippocampus, upstairs/ downstairs brain, “flipping your lid”, nervous system, neural pathways, mirror neurons.</li> <li>- Brave, Strong and Courageous</li> <li>- Toggle steps and routines</li> <li>- Learning/ Comfort/ Danger Zone</li> <li>- School values – Integrity, Courage and Life Long Learning</li> <li>- School vision</li> </ul> </li> <li>• Toggle tables/ spaces in every classroom</li> <li>• Behaviour Warm ups implemented 3 times a week</li> <li>• Gold/ Silver/ Bronze Behaviour Success Criteria</li> <li>• BRSS Rewards program</li> <li>• High five- corflute posters</li> <li>• Class rules- negotiated, positive language, maximum 4-5 and positive/ negative consequences</li> <li>• Daily Morning “Chat”- whole school</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed timetable for literacy block developed for every classroom</li> <li>• Balance of writing and reading, integrating the Gradual Release of Responsibility Model</li> <li>• Reallocation of TA time to provide enhanced support during Literacy Blocks</li> <li>• Prep Oral Language focus and programs</li> <li>• Service Delivery Models – SEP and Intervention</li> <li>• Data Wall- quarterly adjustments</li> <li>• Focused intervention programs – Reading</li> <li>• Development of Reading Goals for students</li> </ul>	<ul style="list-style-type: none"> <li>• Co-constructed Success criteria for English and one other learning area using 4 part process</li> <li>• Child Friendly Guide to Making Judgements</li> <li>• A exemplar for English</li> <li>• Learning Intention, Success Criteria and Why of unit to be displayed (replacing WALT, WILF and TIB);</li> <li>• “Strong” and Weak” samples with annotations (demonstrating how to improve using Success Criteria)</li> <li>• Sharratt’s 5 questions</li> <li>• Surface and Deep knowledge and understanding</li> <li>• Introduction of HASS and Design and Digital Technology curriculums</li> <li>• Assessment Portfolios</li> <li>• Adjusted assessment tasks for students with additional needs</li> <li>• Further developing understanding of the “We Do” (Guided and Shared practice) elements of GRRM</li> </ul>

<p>Accountability</p> <p>Support and Professional Learning</p> <p>Community Engagement</p>	<ul style="list-style-type: none"> <li>• Toggle table/ area set up in classroom</li> <li>• Brain posters displayed</li> <li>• Daily mindfulness activity, 5-10 minutes, 5 times a week</li> <li>• Daily brain break activities for escalation/ de-escalation</li> <li>• Student Success and Wellbeing Learning Walks</li> <li>• Revised Responsible Behaviour Plan</li> <li>• Recording of blue/ orange cards in OneSchool</li> <li>• Each student to have a behaviour goal based on BRSS Awards Program Behaviour Success Criteria</li> <li>• Sign in/ out process for toilets and office</li> <li>• Playground Passports</li> <li>• Individual Behaviour Support Plans</li> <li>• Risk Management Plans</li> <li>• Behaviour Success Criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Implemented for 90 minutes, 4 times a week</li> <li>• Reading Data Action Plans – quarterly, with focus on alignment to Reading Success Criteria and School Reading Program</li> <li>• Collaborative Data Inquiry Meetings – quarterly</li> <li>• Case Management Meetings- quarterly Reading/ Attendance</li> <li>• Action Plan Review meetings – quarterly</li> <li>• Case Management Review meetings – quarterly</li> <li>• Tracking student Reading Goals</li> <li>• Identification of students requiring intervention through Students With Additional Needs (SWAN) process</li> <li>• Reading Data Wall.</li> <li>• Learning Walks – Reading</li> <li>• DP/ Principal follow up on Case Management as part of Learning Walks</li> <li>• Internal Testing data collection</li> <li>• Half-yearly reviews and self-reflection of Literacy Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Formal and informal Learning Walks- area other than English</li> <li>• Moving towards integrating new Learning Areas – HASS, consolidate Maths and English, Digital Technologies</li> <li>• Calibration Moderation – quarterly</li> </ul>
	<ul style="list-style-type: none"> <li>• Whole School profiling- leading to targeted teaching of the ESCM</li> <li>• Engagement with Mind with Heart: <ul style="list-style-type: none"> <li>- Mindfulness for Student Wellbeing Course</li> <li>- Personal Mindfulness Practice Course</li> <li>- Mentoring program</li> </ul> </li> <li>• Follow up Neuroscience session (SFD)</li> <li>• 30 mins coaching per week</li> <li>• 30 minutes Professional Learning per week (Arts program)</li> <li>• Review and revise Peer Support program for students</li> <li>• Behaviour Warm Ups –assemblies, G Drive</li> <li>• AVT Behaviour and PBL Coach</li> <li>• Student Success and Wellbeing Committee – every fortnight</li> <li>• Extending understanding of neuroscience (for learning)</li> <li>• TA training</li> <li>• Staff led Mindfulness and Brain Breaks at Staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy coaching program- 1.1 position <ul style="list-style-type: none"> <li>- Co-teaching</li> <li>- Co-planning</li> <li>- Co-reflecting</li> <li>- Co-debriefing</li> </ul> </li> <li>• Review of Coaching Model</li> <li>• Continued development of Teacher aide skill set to implement LLI, Minilit and Cracking the Code as part of class programs</li> <li>• Development teacher aide skill set to implement</li> <li>• Continued engagement in Age Appropriate Pedagogies Project (Metropolitan Region))</li> <li>• Collaborative Data Inquiry Meetings</li> <li>• Implementation of Sharratt's Co-Teaching Model</li> <li>• Close Reading technique (Year 3-6)</li> <li>• Phonics (Prep to Year 2)</li> <li>• SLP mentoring and coaching of Oral Language programs in Prep</li> <li>• Literacy warm ups and Spaced Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Planning Meetings – quarterly</li> <li>• Feedback from Learning Walks and goal setting</li> <li>• Calibration Moderation – quarterly</li> <li>• Drop In sessions</li> <li>• Developing adjusted bank of tasks – HOSES</li> <li>• Feedback study- University of Queensland</li> <li>• Implementation of ACARA – towards 2020</li> <li>• Student Led Conferences (Year 4-6) – How have I improved and what are my next steps?</li> <li>• Surface and Deep Learning – Dr Cam Brooks</li> </ul>
	<ul style="list-style-type: none"> <li>• Parent Neuroscience Information Sessions</li> <li>• Coffee, Cake and Chat sessions (VIP Assemblies)</li> <li>• Parent Learning Walks</li> <li>• Fathering Project</li> <li>• Fit S'cool program</li> <li>• Promotion through Facebook</li> <li>• Morning breakfast programs</li> <li>• Parent-Teacher Information Evenings</li> <li>• Student Led conferences</li> <li>• Playgroup</li> <li>• Prep Orientation Program</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Learning walks</li> <li>• Promotion through Facebook</li> <li>• Parent information Sessions</li> <li>• Parent-Teacher Information Evenings</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing results of student feedback from Learning Walks in newsletter – quarterly</li> <li>• Parent Learning walks</li> <li>• Promotion through Facebook</li> <li>• Student-Lead conferences (trial)</li> <li>• Parent-Teacher Information Evenings</li> </ul>

<div>School documents</div> <div>Data</div>	<ul style="list-style-type: none"> <li>SSW Overview, Memos and resources (G drive)</li> <li>Weekly Staff Bulletin (SSW section)</li> <li>Quarterly Student Success and Wellbeing memo</li> <li>Revised Responsible Behaviour Plan</li> <li>Triage Document</li> <li>Showcase Days/ events</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Block Placemat</li> <li>Literacy Block timetables</li> <li>Support Plans- achieving below target/ D in English</li> <li>Literacy Action Plan – coaching tool</li> <li>BRSS Reading and Guided Reading programs</li> <li>School ORE</li> <li>Weekly Staff Bulletin</li> <li>Individual Curriculum Plans</li> </ul>	<ul style="list-style-type: none"> <li>Our Class Learning Tools</li> <li>BRSS Curriculum and Assessment Plan</li> <li>Weekly Staff Bulletin</li> </ul>
	<ul style="list-style-type: none"> <li>Minor/ Major Incidents</li> <li>Behaviour Incidents by category</li> <li>Behaviour Incidents Referrals</li> <li>Positive Behaviour data</li> <li>Student Success and Wellbeing Learning walk data</li> <li>School Opinion Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>Internal testing data : PAT-R, sight words, F&amp;P</li> <li>Early Start</li> <li>Metalinguistics</li> <li>NAPLAN</li> <li>Intervention data</li> <li>School Opinion Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>A-E data</li> <li>Learning Walks feedback</li> <li>School Opinion Survey Data</li> </ul>

# Our School at a Glance

## School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** Yes  
**Year levels offered in 2017:** Prep Year - Year 6  
**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	371	185	186	40	91%
<b>2016</b>	327	161	166	38	89%
<b>2017</b>	367	182	185	43	95%

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

In 2017, 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

There are 15 class groups with an average of 2 drafts in each year level, with some classes being multi-age / composite. Most classes are at or below target, which comprises of 25 for Prep – Year 3, and 28 for Year 4 – 6. Our students are drawn mainly from the neighbouring areas of Taigum, Sandgate, Bald Hills, Brighton, and the immediate Bracken Ridge catchment. This is in addition to families who commute to our school from outside the catchment. Our parents select our school for our high expectations of and support for our students. In the past twelve months, our school has experienced enrolment growth, with families selecting our school due to our unrelenting focus on supporting “the whole child”.

The cultural diversity in the local community as reflected by our student population. Approximately 4% of our students are from non-English speaking backgrounds including Indian, Pacifica Nations, Sri Lankan, Middle East, Burmese, and Asian and African nations. Approximately 12% students are from Aboriginal and Torres Strait Island backgrounds.

Our Special Education Program caters for approximately 24 students from Prep – Year 6 with Autism Spectrum Disorder, Physical Impairment, Hearing Impairment, Speech-Language Impairment and Intellectual Impairment. Our program promotes and supports the inclusion of students with disabilities within mainstream classrooms.

A majority of students undertake secondary education at our feeder high schools of Sandgate District SHS and Bracken Ridge SHS. A small number attend other nearby High Schools and private high schools after leaving Year 6

## Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	25
Year 4 – Year 6	27	26	24
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

We utilise the Australian Curriculum for English, Mathematics, Science, History, Geography, and Digital Technology, and the Queensland Curriculum's Essential Learnings and Standards for The Arts, HPE and Japanese, in line with all other Queensland State Schools. Our teachers focus specifically on making the success criteria, task sheets and A exemplars salient in the classroom, to ensure that all students know what they need to know, do and understand to achieve to their highest potential.

Our personalised coaching program focuses on developing teachers' pedagogical knowledge and skills in the areas of Literacy and Numeracy, with a specific focus on reading comprehension, specifically inferential comprehension (QAR); Explicit Teaching Model; problem solving; using student achievement data and differentiation.

We engage in a number of assessment practices, including using a range of internal monitoring processes, including Fountas and Pinnell Reading Benchmark System, PAT Maths, PAT Reading, Sight Word tests and letter/sound recognition. Teachers utilise data from NAPLAN, school data and moderation practices to sharpen and refine their teaching.

Reporting to parents occurs twice yearly for all students in Prep to Year 6 through formal Report Cards (Terms 2 and 4), and informally through face to face Parent-Teacher interviews (Terms 1 and 3).

### Co-curricular Activities

At Bracken Ridge, we offer a range of extra-curricular activities:

- Instrumental Music;
- Concert Band;
- Senior and Junior Choirs;
- Coding Club;
- Junior Dance group;
- Senior Hip Hop group;
- Mathematical Tournaments;
- Celebrations Days - Under Eights Day, Rewards Days, NAIDOC Week,
- School Leaders Program;
- Specialised lunch time programs;
- Inter- school Sports and Training programs;
- Chaplaincy Program;
- Swimming Club offered through Bracken Ridge Swimming Club;
- Before and After School Care offered through Jabiru;
- School Camping Program – Year 5 and 6 students;



- Range of excursions and incursions.

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

The school has two fully networked computer labs as well as at least three networked computers in each classroom. In 2015, all computers were rolled over in the larger lab, to ensure students were able to access new and reliable technology. In 2017, all classroom desk top computers were replaced so that across the school, no computer is over 2 years old.

The fully networked computer labs let students undertake Digital Technologies lessons which allows for innovative learning experiences using multimedia programs. Networked computers enable all students to access the internet, email and school intranet. Most classrooms integrate some form of ICTs into their classroom programs. Most teachers utilise digital platforms and applications, where students and parents log in for interactive communication. Some classrooms have Interactive Whiteboards, and where Interactive Whiteboards were unable to be installed, projectors (including interactive projectors) were mounted during 2015 instead.

The school installed a full wireless network in 2012 with coverage right throughout the school. This has helped greatly in providing flexibility and increased usage of C4T devices and the utilisation of the school's collection of iPads. In 2015, the wireless connection was extended to our hall and Prep classrooms. Our bandwidth was also upgraded.

In 2015-16, the school engaged the services of an ICT expert to coach teachers and students in the use of coding programs to build student and teacher confidence and engagement. As a result, we have established a Coding Club for students during lunchbreaks. In 2017, the school employed a part-time Digital Technologies teacher to work with students from Prep to Year 4, to increase their skill levels, and implement the new Australian Curriculum.

In 2017, additional iPads were purchased for both Prep classes and three additional classes, with the focus on utilising iPads to increase students' digital technology skills and enhance student engagement.

## **Social Climate**

### **Overview**

Bracken Ridge State School is located in the northern suburbs of Brisbane. The school services the areas of Bracken Ridge, Taigum, Sandgate, Bald Hills and Brighton. The school opened in 1957 with an enrolment of 53 students. This number rose to 1200 in the 1980's, while this year's enrolment is approximately 360 students.

The school community is a mix of the socio-economic strata.

In 2013, the school was accepted into the Positive Behaviour for Learning program. PBL is a research-validated organisational framework which supports explicitly teaching and reinforcing expected student behaviours and actively acknowledging students for demonstrating positive behaviours in the school environment. It regards every part of the school as a teaching and learning environment and every staff member as part of the PBL approach. The school has produced a coordinated school wide implementation Action Plan, which takes into account a range of factors which may influence student behaviours and addresses behavioural issues both in and outside of the classroom. The plan also includes strategies for involving families and community in improving student discipline.

In 2016, the school widened its approach to managing student behaviour by actively incorporating mindfulness practices and teaching students about the functioning of their brain (neuroscience). To support this work, the school employed a Student Success and Wellbeing Coach (2016-17) to support teachers and students in the implementation and practice of mindfulness and neuroscience. This work is further supported by the introduction of targeted “warm ups”, “morning chats” by the Deputy Principal and Principal, and the introduction of school wide language and practices. This approach has resulted in a decrease in the number of incidents, and in the necessity for short-term and long-term suspensions overall.

A school Chaplain working two days a week provides additional pastoral care and supportive strategies that enhance the social and emotional wellbeing of students.

School decision making is collaborative through staff meetings, Parents and Citizens Association forums, and School Council meetings, and for students through the Student Representative Council.

In 2016, Bracken Ridge State School was accepted as one of 250 schools to be granted status as an “Independent Public School”.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	85%	88%
this is a good school (S2035)	97%	65%	90%
their child likes being at this school* (S2001)	100%	88%	97%
their child feels safe at this school* (S2002)	97%	85%	94%
their child's learning needs are being met at this school* (S2003)	94%	85%	88%
their child is making good progress at this school* (S2004)	90%	85%	88%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	85%	91%
teachers at this school motivate their child to learn* (S2007)	97%	81%	90%
teachers at this school treat students fairly* (S2008)	90%	77%	87%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%	97%
this school works with them to support their child's learning* (S2010)	94%	88%	94%
this school takes parents' opinions seriously* (S2011)	93%	71%	83%
student behaviour is well managed at this school* (S2012)	90%	54%	84%
this school looks for ways to improve* (S2013)	97%	81%	90%
this school is well maintained* (S2014)	90%	96%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	92%	100%	93%
they like being at their school* (S2036)	86%	86%	88%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they feel safe at their school* (S2037)	93%	83%	87%
their teachers motivate them to learn* (S2038)	97%	95%	95%
their teachers expect them to do their best* (S2039)	98%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	91%	93%	97%
teachers treat students fairly at their school* (S2041)	85%	85%	88%
they can talk to their teachers about their concerns* (S2042)	86%	83%	87%
their school takes students' opinions seriously* (S2043)	88%	88%	82%
student behaviour is well managed at their school* (S2044)	73%	71%	77%
their school looks for ways to improve* (S2045)	96%	95%	96%
their school is well maintained* (S2046)	86%	88%	87%
their school gives them opportunities to do interesting things* (S2047)	89%	83%	92%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	91%	97%
they feel that their school is a safe place in which to work (S2070)	95%	85%	90%
they receive useful feedback about their work at their school (S2071)	100%	85%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	91%	94%
student behaviour is well managed at their school (S2074)	95%	53%	61%
staff are well supported at their school (S2075)	100%	74%	75%
their school takes staff opinions seriously (S2076)	100%	80%	82%
their school looks for ways to improve (S2077)	100%	94%	97%
their school is well maintained (S2078)	95%	100%	100%
their school gives them opportunities to do interesting things (S2079)	90%	94%	93%

\* 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

Parents were offered a wide range of opportunities to become involved in their child's education. We have an active and enthusiastic P&C, a caring, supportive Outside Hours School Care and Vacation Program, and many volunteers who together support our staff to encourage and provide guidance for our students. From seeking parent opinions in the matching of class placements to volunteering in the classrooms, parents have a number of avenues to be involved in the school. These include:

- Regular parent teacher meetings and conferences both formal and informal;
- Frequent home-school communication – newsletters, special notices, flyers, Facebook, QSchools and QParents apps;

- Coffee, Cake and Chat mornings following assembly;
- Parents and Citizens Association Meetings, held on the third Wednesday of each month;
- Written semester report cards and opinion surveys;
- Parent/Teacher Welcome sessions conducted at the beginning of each year;
- Celebration of music and culture through Twilight Concerts at the end of each Term;
- Parent Information Sessions.

2017 was a particularly significant year for parent and community engagement, as it was the first time in 4 years that our school hosted a Fair. The Fair allowed the school and P&C Association to establish several important partnerships with the local community, in addition to significantly raising the profile of the school within Bracken Ridge. In addition to the Fair, the school hosted a number of Community Movie nights, open to all residents of the 4017 area for free. Our involvement in Bunnings Barbeques and the Bracken Ridge Backyard Bonanza, also helped to raise our profile within the local community.

Our close relationships with our community are also celebrated through our quarterly VIP Assemblies (Very Important Partners), in which our community, including business, political, educational and not-for-profit community members, are invited to celebrate the achievements of previous students, in addition to gaining an insight into the practices, values and priorities of the school.

Bracken Ridge State School was the first school in Queensland to adopt The Fathering Project. Our school engages fathers (including father figures) and their children through a number of annual activities, including Fishing Nights, Footy evenings, and Camp Outs. Our fathering project also engages a number of our local partners, including Coronis Real Estate Bracken Ridge, Sandgate Tackle Land and Arana Hills K-Mart, who contribute human and physical resources to ensure the events are a success. The Fathering Project at Bracken Ridge State School also involves our local state and non-state schools, with students and fathers from the 4017 area invited to join.

Parents are viewed as important and collaborative partners, and work closely with teachers, our Head of Special Education Services, the Deputy Principal and Principal in the development of Individual Curriculum Plans, Behaviour Support Plans, and Risk Management Plans. We also work closely with stakeholders to support the diverse needs of our students, including Child Safety Officers, Paediatricians, Allied Health professionals (speech language pathologists, occupational therapists), psychologists, and service organisations.

### **Respectful relationships programs**

In 2017, our Responsible Behaviour Plan was fully reviewed and rewritten to reflect our focus on the principles of neuroscience and mindfulness. At the crux of this plan, is a school wide approach to teaching students effective, research and evidence based, self-regulation practices that focus on the individual's ability to recognize and respond appropriately to difficult and strong emotions. Underpinning this approach is the school's explicit focus on developing resilience and the life skills (self-awareness, self-management, social awareness, positive relationships and effective decision making) required to maintain peaceful and nonviolent relationships with family, friends, peers, staff and strangers. This approach, combined with regular mindfulness (informal and formal) practice across the day, has led to a significant decrease in minor and major behaviours across the school and in the number of school disciplinary absences.

### **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	2015	2016	2017
Short Suspensions – 1 to 10 days	63	40	15
Long Suspensions – 11 to 20 days	3	2	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

The installation of Solar Heat Panels at the end of 2009 has enabled the school's energy consumption to be reduced. The school developed a School Environment Management Plan (SEMP), at the beginning of 2011 to help reduce the school's environmental footprint. Integrated Units of work were developed for Year 4 – 6 students to identify areas where the school can decrease its impact of its environmental footprint. The addition of the new multipurpose hall has added greatly to electricity costs from 2011 to 2014. Water usage has seen a spike, due mainly to leaking water pipes that were undiscovered until late 2012. This was due to ageing water carrying pipes, as well as the impact of overgrown tree roots throughout the system. A program is now in place to reduce the impact of trees growing too close to infrastructure.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	264,050	3,225
2015-2016	208,441	693
2016-2017	206,374	3,225

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	33	22	<5
Full-time Equivalents	27	13	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	23
Diploma	4
Certificate	

\*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 2017 were \$40,000

The major professional development initiatives are as follows:

- Literacy and Numeracy Coaching program;
- Teacher release for Data and Curriculum planning meetings and coaching feedback;
- Neuroscience and Mindfulness;
- Trauma Informed Practice;
- Digital Technologies;
- Leadership Conferences and Workshops;
- Feedback Project (with University of Queensland);
- Putting FACES on the data- Learning Walks and Case Management (Dr Lyn Sharratt);
- Nonviolent Communication Intervention Training.

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	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	89%	92%

\*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 2017 for all Queensland Primary schools was 93%.

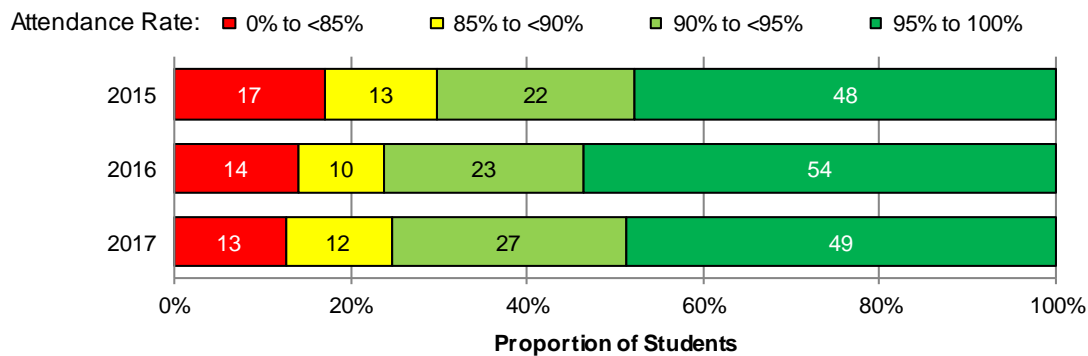
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	93%	91%	94%	90%	91%	92%						
2016	94%	92%	93%	92%	93%	91%	91%						
2017	92%	93%	93%	94%	92%	93%	92%						

\*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.

- Rolls were marked electronically twice per day, morning and afternoon;
- Procedures for parental contact when a student is ill or away to ensure that there are no unexplained absences;
- Absences followed up on a daily basis;
- Text messaging service utilised to send alerts to parents;
- Parents contacted by the teacher initially and then the administration (by phone or by note) if a child is away for more than 3 days unexplained or a regular pattern of unexplained absences is noted;
- If there is no explanation, a follow-up letter according to DET policies, SMS PR 29 and 36 will be sent home to parents.

Proactive strategies for increased attendance and enrolment includes:

- School and Prep Open Days;
- Advertising in local newspapers;
- Website notices and advertising;
- School performances in school community events – band competitions, choir performances, competitions;
- Development of school flyers;
- High exposure on social media e.g. Facebook.
- Engagement with early Childhood Education and care centres and Kindergartens.

## 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.