

Queensland State School Reporting – 2011

Bracken Ridge State School (0772)



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Principal's Foreword

Introduction

I am pleased to have this opportunity to report on the achievements of the Bracken Ridge State School for the 2011 school year. The 2011 School Annual Report outlines the progress of the school, highlighting in particular the academic performance of the school during 2011.

Bracken Ridge State School fosters a supportive school environment that recognises and celebrates the individual. We have a proud record of working with parents and the school community to improve learning outcomes for all students. Achieving good educational outcomes is dependent on this successful partnership between parents and school.

Bracken Ridge State School is committed to the provision of quality programs in all areas but particularly in Literacy and Numeracy which are major focus areas of the school. Our curriculum offerings are current and designed to ensure that students are prepared for the challenges of the future.

A previous Quadrennial School Review (2010) has identified areas that would shape the future direction of Bracken Ridge State School. These include:

- Enhancing Teaching and Learning, Preparing and implementing the National curriculum.
- Implementing the Recommendations from the Teaching and Learning Audit.
- Focus and implement strategies for QCAR – curriculum, teaching assessment and reporting.
- Implement the School Improvement Maximising Achievement Strategy (Numeracy, Reading and Science).
- Enhancing School Culture by building better partnership between school and community.
- Developing an expert teaching team focusing on staff leadership and pedagogy.
- Develop and maintain partnerships that will result in high yield quality teaching and learning.
- Provide timely, targeted and relevant professional development for all staff.
- Improved Community Engagement and Supportive School Environment



Queensland State School Reporting – 2011

Bracken Ridge State School (0772)



This report will feature the review of the key directions of Bracken Ridge State School. We aim to ensure that we are developing learners for the 21st Century. We also aim to create an environment in which our school and wider community is embraced and engaged in the richness of learning and to develop an understanding that we are delivering a first class curriculum for our future generations.

The findings of the Teaching and Learning Audit (2010) recommends improvement in all 8 areas of the Audit. The school scoring Medium and Highs for the Audit.

- Explicit Improvement Agenda – Setting Targets with Achievable Timelines;
- Analysis and discussion of Data – Analysing Data and impact on teaching programs, centralised system for data collection;
- A Culture that Promotes Learning – Building on a strong and positive culture and relationships between staff, students and parents.
- Targeted Use of School Resources – Ensure even distribution of resources that support all students rather than only Students needing support;
- An Expert Teaching Team – Strategies for formal mentoring and Coaching between staff and Explicit whole School PD Program.
- Systemic Curriculum Delivery – Development of a cohesive Curriculum Programs especially English, Science and Mathematics;
- Differentiated Classroom Teaching – Goal setting and usage of data to inform student needs.
- Effective Teaching Practices – Feedback and Professional Development for all staff, teaching and non-teaching.

School progress towards its goals in 2011

The school's planning priorities in 2011 included:

Learning

Targeted initiatives to improve performance of all students in Literacy, Numeracy and Science

Closing the Gap in educational outcomes for indigenous students – achievement and attendance

NAPLAN – Maximising Achievement

Preparation for C2C implementation

Schools

One School Implementation

Implementation of the QSR findings, School Strategic Plan and Teaching and Learning Audit

Implement the P – 12 curriculum Framework, Roadmap recommendations

Workforce

Providing PD Key Areas – Number (First Steps), Maximising Achievement Strategies, Developing



Queensland State School Reporting – 2011

Bracken Ridge State School (0772)



Performance Framework, Literacy Training, Working with Data and Differentiation, Teaching of Reading.

Mentoring and Coaching

80% of staff to achieve ICT Certificate or Pedagogical License

The school's learning programs have significantly progressed especially in the Maximising Achievement program with the development and implementation of programs aimed at improving the achievement of students using NAPLAN and school benchmark data. There is targeted support and a focus on improving Literacy and Numeracy outcomes in the school. Earlier in 2011 all staff also completed 18 hours of First Steps in Number professional development, with the continuation of First Steps in Measurement beginning with a focus on the lower area of the school.

There has been some work done in the Developing Performance Framework with more to be achieved in 2012. The goal of 80% of staff members achieving an ICT Certificate or License was achieved at the end of 2011 with 100% of staff achieving this target.

The Teaching of Reading was undertaken in 2011 with the focus on QAR – comprehension strategies aimed at increasing student understanding of what they have read specifically on inferencing strategies.

Future outlook

Bracken Ridge State School will continue to meet the learning needs of all students Prep to Year 7 in the Bracken Ridge Community. Our curriculum offerings are current and designed to prepare students for the challenges of the future. Maximising achievement especially in the areas of Literacy and Numeracy through rigor and the implementation of ACARA syllabus documents via C2C. Student welfare and social education will continue to be priorities. This will be supported through professional development of all staff and teacher aides over the next year.

Key priorities for 2012 will be:

Learning

Develop and implement the Numeracy Action Plan as part of the National Partnership Priority.

QCAR – focus on Essential Learning's outside of English, Maths and Science, QCATS, and Assessment, ACARA preparation

Monitor performance of students in Closing the Gap, Intensive Classroom Support, Literacy Enhancement.

ACARA Curriculum Reform - implementation of the National Curriculum in English, Science and Mathematics

NAPLAN – Maximising Achievement, using data to inform improvement

Literacy Action Plan - review and implementation focusing on identified needs, Reading Comprehension (QAR), Target 100% above NMS

Mathematics Numeracy - Coaching Program, PAT Maths local measurement, Target 100% above NMS

Schools

One School Implementation

Implementation of Quadrennial School Review through the Strategic Plan



Queensland State School Reporting – 2011

Bracken Ridge State School (0772)



Embedding ATSI Perspectives, Cultural Understandings and Hidden Histories

Improvement of School Culture

Respond to Teaching and Learning Audit

Workforce

Providing PD Key Areas – Number and Measurement (First Steps), Maximising Achievement Strategies, High Quality Teaching Practices.

Developing Performance Framework, Mentoring Program

Smart Classroom implementation, Pedagogical License and Certificate, Embedding ICTs

Staff Morale Improvement

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
490	250	240	97%

Characteristics of the student body:

Our school enrolment in 2011 ranged from 489 to 500 students in Years Prep to 7. Special Education Program and Prep students are included in the primary school numbers. There has been a steady decline in student numbers from 539 in 2008 to 490 today. There are 20 class groups with an average of 3 drafts in each year level; some of these classes are of a composite nature. Most classes are within EQ target guidelines of 25 for Prep – Year 3 and 28 for Year 4 – 7. There have been exceptions when some classes went over the limit due to unexpected growth during the year or decline due to the itinerant nature of some of the families.

There is a cultural diversity in the local community as reflected by our student population; Approximately 4 % of our students are from non-English speaking backgrounds – Indian, Pacifica Nations, Sri Lankan, Middle East or United Kingdom and 7% are from Aboriginal and Torres Strait Island background. Bracken Ridge has traditionally been seen as of middle socio-economic status but there is a growing proportion of families with financial insecurity. There is a high proportion of families with dual incomes as well as a very high proportion of families in the single parent category.

Our SEU (SEP) caters for around 26 students from Prep – Year 7 with related disorders, mainly autistic spectrum disorders and intellectual impairment..

Students are drawn mainly from the neighbouring areas of Taigum, Sandgate, Bald Hills, Brighton, Nashville and of course the immediate area of Bracken Ridge. The majority of parents place great importance on education and provide positive support on their children's education. The 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 7.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.4
Year 4 – Year 7	27
All Classes	24.9

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	70
Long Suspensions - 6 to 20 days	2
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

- . Essential Learnings and Standards – integrated Units of work, National Numeracy Action Plan, Literacy Plan, QCATs, Instrumental Music Program, LOTE
- . Teaching Strategies – Numeracy coach with identified teachers, Focus on Comprehension especially on Inferential comprehension (QAR), The Teaching and Learning Cycle, Teaching of Reading Audit – Using Data and Differentiation
- . Assessment Practices – School Assessment Guidelines based on QCAR, Internal Monitoring Strategies, PAT Maths, Teaching Through Data from NAPLAN, Targeted areas and school data.
- . Reporting – twice yearly, Early Learning Record for Prep
- . System Priorities – NAPLAN, PAT Maths, National Partnership Numeracy Plan, ACARA readiness, QCATS.

Extra curricula activities

- Instrumental Music, Concert Band and Senior and Junior Choirs
- Mathematical Tournaments
- Under Eights Day
- School Leaders Program
- Intra school Sports
- Lunch Clubs – a variety of lunch activities for students from Chess to sporting activities
- Celebration Days – culmination of Integrated Units of study
- Chaplaincy Program – Camping program at a number of sites
- You Can Do It Program
- Active School Travel Program – an initiative of the Brisbane City Council
- Readers Cup
- Swimming Club offered through Bracken Ridge Swimming Club
- Before and Afterschool Care offered through Jabiru

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. Classroom computers allow for small group learning integrated with literacy, numeracy and integrated studies. The fully networked computer labs allow students to undertake ICT lessons which allows for innovative learning experiences using multimedia programs. A new Lab has been constructed as part of the school's BER program. Networked computers enable all students to access the internet, email and school Intranet. Most classrooms integrate some form of ICTs into their classroom programs. Some teachers with Pedagogical Licenses or Certificate have a Virtual Classroom operating where students and parents log in for interactive communication. Some classrooms have Interactive Whiteboards with more to be installed in 2012 as funds allow. This is the school's continuing response to integrating ICTs in the curriculum.

Challenges for 2012 will include the continuing improving of the integration of ICTs into classroom programs, implementing the Smart Classroom Agenda and increasing the number of teachers achieving

their Pedagogical License and or ICT Certificate and improving the school's eLearning Profile. Improving the Wireless connectivity throughout the school to take advantage of the C4T program as well as ensuring the connectivity to all Prep classrooms. At the moment, only one classroom is cabled.

Social climate

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 489.

The school community is a mix of socio-economic strata. This profile is steadily changing as a proportion of the overall school community access public housing. Financially there is little scope for economic and cultural support within the Bracken Ridge community; however such opportunities are available within close proximity. Few employment opportunities exist within the suburb with most families being employed elsewhere. The need for extended, flexible childcare is a priority for this community. Housing in the area contains a small defence sector that impacts on the transience of the school community.

The Bracken Ridge School community has a distinctive approach to developing relationships and partnerships. This is based around the Responsible Behaviour Plan redeveloped at the end of 2009 and You Can Do It – which is part of Program Achieve, a social skills program that assists students to further develop their self-esteem and interpersonal relationships. This program assists staff and parents to promote five keys to schools success – Getting Along, Confidence, Persistence, Organisation and Emotional Resilience. Anti-bullying strategies have been built into the Responsible Behaviour Plan and specifically part of the You Can Do It strategies as well as the High 5 program.

A school Chaplain working two and a half days a week provides 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 for students through the student representative council.

In a recent School Opinion Survey, 83% of students and 79% of parents report that they were getting a good education at Bracken Ridge School. It is a good school particularly where students feel safe, treated fairly and were happy to be at school. 90% of parents were happy that Bracken Ridge State School is a good school.

Parent, student and teacher satisfaction with the school

Parent and student satisfaction has decreased somewhat for the last few years from the High 80s and 70s, to mid-60 per cent satisfaction, up to 2010. Parent and student satisfaction increased greatly in 2011, which was one of the key areas of the school's improvement agenda. One of the key aims of the school for 2012 is to continue to increase and maintain the percentage satisfaction of students and parents through improved school climate and culture and communication programs. Teacher satisfaction and morale has been fluctuating for the last few years, 60% in 2009 to 77% in 2010 and 66% in 2011. Analysis of the Opinion Data has allowed the school to determine and target specific areas for improvement.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	79%
Percentage of students satisfied that they are getting a good education at school	83%
Percentage of parents/caregivers satisfied with their child's school	90%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	74%
Percentage of staff members satisfied with morale in the school	66%

Involving parents in their child's education

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 After 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 and advertising
- Training programs for parents in school learning programs and support
- Parents and Citizens Association Meetings, held on the third Thursday of each month
- Written semester report cards and Opinion surveys
- Parent/Teacher Welcome sessions are conducted at the beginning of each year
- Parent and community participation in Celebration Days at the conclusion of each curriculum unit.
- Parent Forums NAPLAN, ACARA, Responsible Behaviour, Flying Start, Reading

Reducing the school's environmental footprint

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

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 – 7 students to identify areas where the school can decrease the impact of its environmental footprint.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	207,430	3,834
2010	152,105	0
% change 10 - 11	36%	N/A

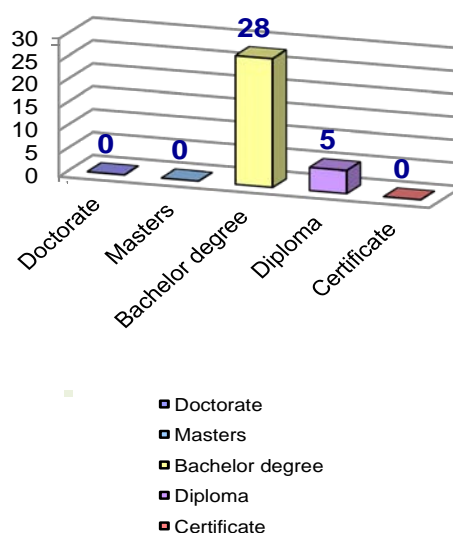
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	33	19	<5
Full-time equivalents	29	11	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	28
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$20,471.00.

The major professional development initiatives were:

- . First Steps in Number
- . “You can Do It” Social Skills Program
- . Behaviour Management – a number was offered
- . THRASS
- . QAR Program
- . The Teaching of Reading
- . First Aid
- . QCATS
- . Numeracy Coaching
- . First Steps in Measurement
- . Working with Data
- . Differentiation
- . ACARA Preparation
- . Mentoring

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

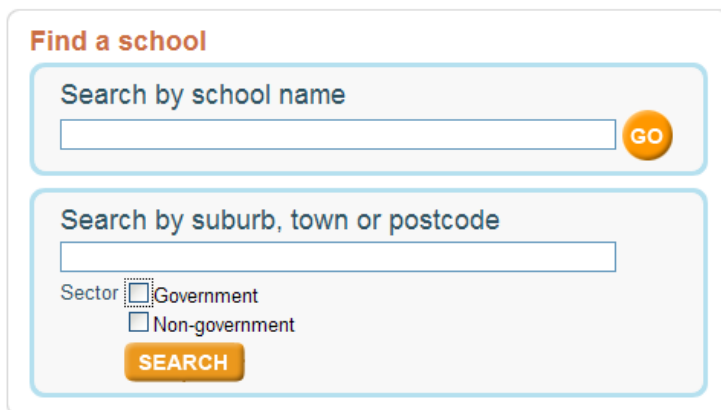
From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 school year.

Our staff profile

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section, "Search by school name", has a text input field and an orange "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" label with two radio button options: "Government" (which is selected) and "Non-government", and an orange "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

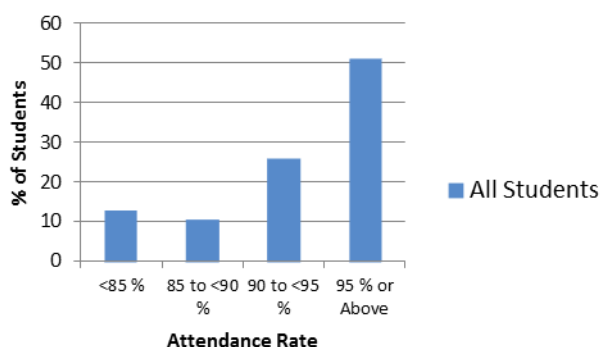
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
94%	94%	93%	92%	93%	92%	91%	N/A	N/A	N/A	N/A	N/A

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls were marked twice per day, morning and afternoon, with rolls entered onto the SMS system at least twice per week.

Procedures for parental contact when a student is ill or away for some reason were advertised in the school newsletter regularly.

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.

A home visit may be organised through the Principal and the Guidance Officer if safety concerns are satisfied. In extreme cases a report will be forwarded to DOCS if it involves other family circumstances,

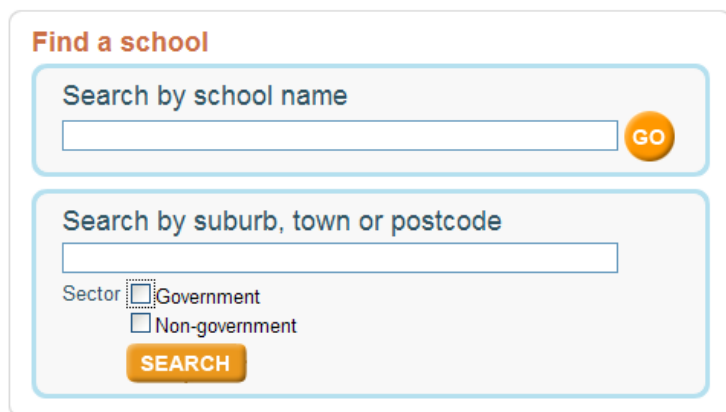
Performance of our students

safety or child protection issues.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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Achievement – Closing the Gap

The school's Closing the Gap Report for Year 3's, demonstrated in Reading, Writing and Numeracy, there was some improvement in closing the gap between Indigenous and Non-Indigenous students. However in 2011, the gap widened slightly in Writing and Reading. In Numeracy, the gap was similar to that of 2010. Targets were set for 2011 to close this gap. School programs aimed at decreasing this gap included – MultiLit – literacy, Deadly Maths, Coaching strategies through the Numeracy Coach, QAR strategies and explicit teaching goals for Reading Comprehension.

The gap between Indigenous and Non-Indigenous attendance rates has hovered around 4 and 5%. The school is hoping to decrease this to 0% by 2013. Only 42% of Indigenous students are in the 90 – 100% attendance range compared to the non-Indigenous students of 70%. Strategies to help reduce this gap will include forming an Indigenous parents group and seeking a parent contact that can liaise with the parent community. Bringing in parents to the school to discuss common issues – attendance being one of these.