Bracken Ridge State School (0772)
Queensland State School Reporting
2012 School Annual Report

Postal address	1 Binburra Street Bracken Ridge 4017
Phone	(07) 3869 7888
Fax	(07) 3869 7800
Email	the.principal@bracridgss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person	Mr Mai Lupo, Principal

Principal's Foreword

Introduction

I am pleased to have this opportunity to report on the achievements of the Bracken Ridge State School for the 2012 school year. The 2012 School Annual Report outlines the progress of the school, highlighting in particular the academic performance of the school during 2012.

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 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

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.

I trust that you find the information contained in this report about our school informative and enlightening. Please do not hesitate to contact our school should you have any questions related to this report or to anything else concerning our school.

School progress towards its goals in 2012

Key Priority Areas Undertaken in 2012

<u>School Community and Partnerships</u> - improved communication strategies and transparent policies - Parent Forums to be conducted per term and online information to be provided.	96.8% SOS Parent data in 2012 – this is a good school	100% SOS Parent Data in 2012, school has a strong sense of community
<u>School Curriculum</u> - Reading Target at 100% above NMS eligible students, 3, 5 and 7 - Reading Target 40% U2B - Numeracy Target at 100% above NMS eligible students, 3, 5, 7 - Numeracy Target 40% U2B - Implement Australian Curriculum, C2C - Implement Whole School Intervention Program - Continue QAR Strategy Reading Comprehension - School Data set based on systemic and school based data to improve school achievement and target priorities for improvement - Closing the GAP outcomes and attendance for Indigenous students compared to Non Indigenous Students Coaching Program targeting Mathematics and Reading. Focus on all year levels but especially on Year 3, 5 and 7. Coach focus on FSIN, Problem Solving, high yield strategies, teacher pedagogy.	NAPLAN English, Maths, Science Implemented Implemented PAT R, M and S Reading Numeracy Attendance Implemented with success in PAT M results.	Continue 2013 but with adjusted targets to 95% NMS and 35% U2B Include History in 2013. Continue 2013 Continue 2013 Continue 2013 Continue in 2013 with same focus.
Teaching - High quality teaching practices - Collaborative Practices - Consistent Pedagogical Practice - Evidence based decision making	Program implemented with success in 2012.	Review with specific focus on differentiation and feedback in 2013
<u>Principal Leadership and School Capacity</u> - Instructional Leadership - Developing Workforce Performance	Continuing program with focus on Instructional	Continue in 2013 with a narrower focus. Teacher work

	Leadership and walkthroughs. Developing performance started with teachers.	and effective student learning. Developing performance to include DPs, HOC, HOSES and ancillary staff.
<u>Other School Priorities</u> - Increase in percentage of teachers receiving ICT Certificates and Pedagogical Licences. - Continue Mentoring Program		

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.

- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Using data to inform teaching practice
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents, and the community
- Improve school performance focusing on the Schools Explicit Improvement Agenda
- Plan to transition Year 7 to high school

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Prep - Year 7

Total student enrolments for this school: 455

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	490	253	237	94%
2011	490	250	240	97%
2012	455	227	228	88%

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

Characteristics of the student body:

Our school enrolment in 2012 ranged from 450 to 489 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 450 in 2012. 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, Burmese, Asian and African nations. 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 for their children. 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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	23	22
Year 4 – Year 10	26	27	24

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions - 1 to 5 days	95	70	72
Long Suspensions - 6 to 20 days	5	2	4
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Essential Learning's and Standards – SOSE, Technology, The Arts, HPE, 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, PAT Reading, PAT Written Spelling, Teaching through Data from NAPLAN, school data and moderation.

- Reporting – twice yearly for Year 1 - 7, Early Learning Record for Prep,

- System Priorities – NAPLAN, PAT Maths, National Partnership Numeracy Plan, ACARA English, Mathematics, Science(C2C), QCATS.

Extra curricula activities

- Instrumental Music, Concert Band and Senior and Junior Choirs

- Mathematical Tournaments

- Under Eights Day

- School Leaders Program

- Intra school Sports

- Inter school Sports

- 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

- School Camping Program – Year 6 and 7 students

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 or EdStudio operating where students and parents log in for interactive communication. Some classrooms have Interactive Whiteboards with more to be installed in 2013 as funds allow. This is the school's continuing response to integrating ICTs in the curriculum.

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 schools small collection of iPads.

Challenges for 2013 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.

The Prep classrooms have had an upgrade of network accessibility where previously, only one classroom was cabled and an old unreliable wireless system operating. All classrooms have access to an electronic whiteboard or a multimedia projector. As the new curriculum materials through C2C is ICT reliant, the electronic access in all classrooms at BRSS has been greatly improved.

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 around 450 to 480.

The school community is a mix of the 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.

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 again reviewed this year in 2012, 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 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, 84% of students and 91% 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. 97% of parents were happy that Bracken Ridge State School is a good school.

In 2013 the school has been accepted as part of the School Wide Positive Behaviour Support framework. SWPBS is aimed at whole school community development of consistent strategies at managing student behaviour. The SOS data indicated that student behavior is an area that the school needs to be consistent in.

Parent, student and staff 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 2012, which was one of the key areas of the school's improvement agenda. One of the key aims of the school for 2012 was to continue to increase and maintain the percentage satisfaction of students and parents through improved school climate, culture and communication programs. Teacher satisfaction and morale has been fluctuating for the last few years, 60% in 2009 to 77% in 2010, 66% in 2011 and 95% in 2012. Analysis of the Opinion Data has allowed the school to determine and target specific areas for improvement.

As can be seen from the data below that the school has made great strides in improving school culture and satisfaction. For 2013, the school will continue to build on these satisfaction successes through the Improved Agenda listed in the School Strategic Plan.

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	90.6%
this is a good school	96.8%
their child likes being at this school*	97.1%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	82.4%
their child is making good progress at this school*	90.6%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	90.9%
teachers at this school motivate their child to learn*	93.9%
teachers at this school treat students fairly*	96.9%
they can talk to their child's teachers about their concerns*	90.9%
this school works with them to support their child's learning*	97.0%
this school takes parents' opinions seriously*	96.4%
student behaviour is well managed at this school*	87.9%
this school looks for ways to improve*	93.5%
this school is well maintained*	93.9%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	83.7%
they like being at their school*	79.5%
they feel safe at their school*	76.7%
their teachers motivate them to learn*	94.0%
their teachers expect them to do their best*	94.1%
their teachers provide them with useful feedback about their school work*	88.5%
teachers treat students fairly at their school*	83.7%
they can talk to their teachers about their concerns*	69.8%
their school takes students' opinions seriously*	83.3%

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student behaviour is well managed at their school*	56.5%
their school looks for ways to improve*	85.2%
their school is well maintained*	76.5%
their school gives them opportunities to do interesting things*	85.5%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	94.4%
with the individual staff morale items	95.1%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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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 such as Reading Support, Understanding the National curriculum

− 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, Daniel Morecombe Curriculum.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return.

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 its impact of its environmental footprint. The addition of the new multipurpose hall has added greatly to electricity costs from 2011 to 2012. Water usage has seen a spike due mainly to leaking water pipes that were undiscovered until late 2012. This was due to aging 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	
	Electricity kWh	Water kL
2009-2010	152,105	0
2010-2011	207,430	3,834
2011-2012	170,165	20,487

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	38	22	<5
Full-time equivalents	31.3	12.6	<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
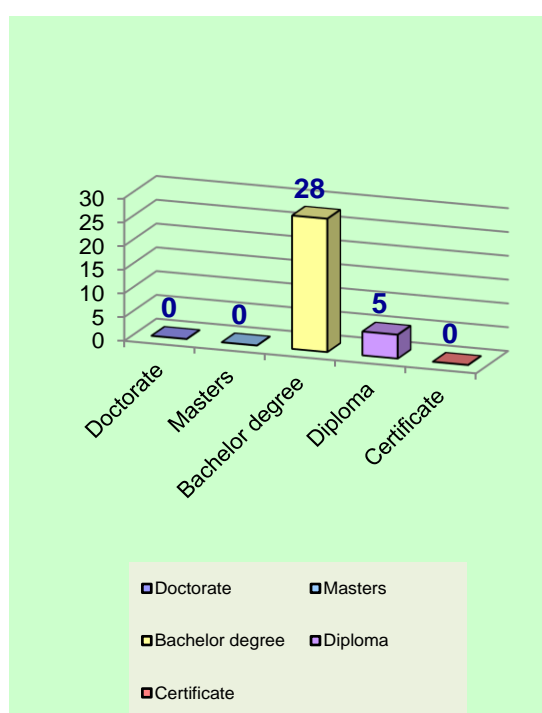
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $20,000.

The major professional development initiatives are as follows:

. First Steps in Number

. Behaviour Management – a number was offered

. THRASS

. QAR Program

. The Teaching of Reading

. Senior First Aid

. QCATS

. Numeracy Coaching

. First Steps in Measurement

. Working with Data

. Differentiation

. ACARA Preparation

. Fleming Gradual Release Model

. Accreditation Sport Coaching – Various sports

. School Pedagogical Framework

. Instructional Leadership Strategies

. Reading – Fountas and Pinell Benchmarking system,

. C4T using laptops effectively

. WHS and Asbestos Training

. Special Needs Support – Autistic Spectrum Disorder, Hearing Impairment

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.5%	95.5%	95.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.7% of staff was retained by the school for the entire 2012 school year.

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.**

Find a school

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Sector [ ] Government
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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.
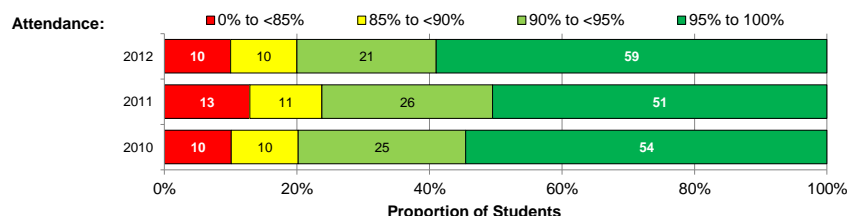
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Key student outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	93%	95%	94%	94%	93%	93%	92%
2011	94%	94%	93%	92%	93%	92%	91%
2012	93%	95%	93%	94%	93%	95%	93%

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 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 OneSchool 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, safety or child protection issues.

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

Performance of our students

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/.

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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Where it says '**Search by school name'**, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

There were 25 Indigenous students enrolled at BRSS in 2012 (August data). This is about 6% of the school enrolments.

The school's Closing the Gap Report for Year 3's in 2011, demonstrated in Reading, Writing and Numeracy, there was some improvement in closing the gap between Indigenous and Non-Indigenous students. However in 2012, the gap widened slightly in Reading. The gap closed greatly in Writing and Numeracy compared to that of 2011. Targets were set for 2013 to improve on these gains. 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. It is important to acknowledge that there were only 4 indigenous students enrolled in 2012 in Year 3.

In Year 5, there were only two Indigenous students enrolled. The gap in Reading, Writing and Numeracy was comparable to other schools in Queensland.

In Year 7, there were three indigenous students enrolled. The gap is certainly quite wide between these three students compared to the non-Indigenous students especially in Reading.

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. Around 48% of Indigenous students are in the 90 – 100% attendance range compared to the non-Indigenous students of 70% (semester 1, 2012). This was an improvement on the 2011 attendance data. 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 (Yarning Circle) – attendance being one of these.