

Bracken Ridge State School

Queensland State School Reporting

2015 School Annual Report



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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 2015 school year. The 2015 School Annual Report outlines the progress of the school, highlighting in particular the academic performance of the school during 2015.

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. Successful partnerships between parents and school, supports students' improvement and achievement across the curriculum and in their relationships with others.

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.

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 the wider community are 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.

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 2015

Improvement, Achievement and Engagement Priorities for 2015

Priority	Success Indicators	Progress and next steps
Improvement: Reading <ul style="list-style-type: none"> Employment of 0.6 Literacy coach Analysis of student Reading data on a quarterly basis Development of quarterly Reading Action Plans aimed at the improvement in Reading of every student Continue to implement F&P benchmarking system to monitor student progress against Regional and School targets 	100% students above National Minimum Standard 30% students in Upper Two Bands	<ul style="list-style-type: none"> Continue to focus on achievement of established NMS and U2B Continue appointment of Literacy Coach 2016 Continue quarterly data analysis and Action Plans Establish comprehensive Intervention programs across school for targeted students, to progress student Refinement of Data Collection

		Schedule for 2016 - 2018
Achievement: Success Criteria <ul style="list-style-type: none"> Quarterly Learning Walks in every classroom (Sharratt 2012) Development of success criteria for English Tasks Prep-Year 6 Quarterly 	80% students achieve a C or higher in English	<ul style="list-style-type: none"> Average of 81% students achieved a C or higher across Years 1-6. Maintain a target of 80% attain a C or higher in English in 2016.
Engagement: Staff and Students <ul style="list-style-type: none"> Engagement in Regional Age Appropriate Pedagogies project in conjunction with Griffith University Range of Prep orientation and transition days Initiate links with Early Childhood Education and Care providers in local area Trialing use of mindfulness strategies across some classes Continuation of Peer Support program 	School Opinion survey Data: <ul style="list-style-type: none"> > 95% agreement: My child is getting a good education at school (S2016) > 95% agreement: My child likes being at this school. 	<ul style="list-style-type: none"> 100% parents agreed, "My child is getting a good education at school". 100% agreement: "My child likes being at this school". Review and rewrite School Responsible Behaviour Plan in 2016 Continue Peer Support Program

Future outlook

In 2016, 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 2016 is as follows:

	Planning	Skill Building and coaching	Full Implementation	Review / Innovation
Engagement: Neuroscience/ Mindfulness	2015	2016	2017	2018
Improvement: Reading- Literacy Blocks	2015	2016	2017	2018
Achievement: Front-ending assessment	2015	2016	2017	2018

2016	Engagement: Neuroscience/ Mindfulness	Improvement: Literacy Blocks	Achievement: Success Criteria
Givens	<ul style="list-style-type: none"> Hand model of the brain and vocabulary introduced across the school Toggle tables/ spaces in every classroom All students taught about Learning/ comfort / danger zones 	<ul style="list-style-type: none"> Detailed timetable for literacy block developed for every classroom and Year level (by end 2016) Balance of writing and reading Reallocation of TA time to provide enhanced support during Literacy Blocks 	<ul style="list-style-type: none"> Success criteria for English Task sheet for English A exemplar for English
Accountability	<ul style="list-style-type: none"> Toggle table in room Brain posters displayed Daily mindfulness activity 	<ul style="list-style-type: none"> Implemented for 100 minutes, 4 times a week Reading Data Action Plans - quarterly Reading Data Action Plan Review Meetings – quarterly Identification of students requiring intervention through Students With Additional Needs process. 	<ul style="list-style-type: none"> Displayed in classroom referred to by class teacher Learning Walks
Support and Professional Learning	Establish 0.2 Student Success and Wellbeing Coach position: <ul style="list-style-type: none"> Modelling Resources Neuroscience Staff professional Learning x 3 sessions 30 mins coaching per week	Literacy coaching program- 1.1 position <ul style="list-style-type: none"> Co-teaching Co-planning Coaching: Transitions and Partnership Officer (Regional position) – Prep teachers Development of Teacher aide skill set	<ul style="list-style-type: none"> Curriculum Planning Meetings Feedback from Learning Walks and goal setting Calibration Moderation meetings – quarterly

School documents Data	30 minutes Professional Learning per week (Arts program)	to implement LLI and Cracking the Code as part of program	
	Continuation of Peer Support program for students	Continued engagement in Age Appropriate Pedagogies Project (Metropolitan/ Griffith University)	
	Overview and resources	Shared practice/ Collegial visits Data Meetings Daily 5/ Reading CAFÉ/ Sharratt and Fullan, Fountas and Pinnell.	
		Literacy Block Learning Map BRSS Reading Program School ORE	Our Class Learning Tools BRSS Curriculum Plan
	Minor/ Major Incidents Behaviour Incidents by category Behaviour Incidents Referrals Positive Behaviour data	F&P data PAT-R Sight Words Early Start Metalinguistics	A-E data Learning Walks feedback

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	437	222	215	33	95%
2014	428	210	218	37	93%
2015	371	185	186	40	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the student body:

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 – 7.

There is a cultural diversity in the local community as reflected by our student population. Approximately 6% of our students are from non-English speaking backgrounds – Indian, Pacifica Nations, Sri Lankan, Middle East, Burmese, Asian and African nations. 12% are from Aboriginal and Torres Strait Island background.

Our Special Education program caters for approximately 24 students from Prep – Year 6 with Autism Spectrum Disorder and other disability categories, including Vision, Hearing, Physical and Speech-Language Impairment.

Students are drawn mainly from the immediate area of Bracken Ridge, in addition to the neighbouring areas of Taigum, Sandgate, Bald Hills, Brighton, and Nashville. This is in addition to families who commute from the northern areas of Brisbane to attend the school.

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

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	19	22
Year 4 – Year 7 Primary	25	24	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	53	67	63
Long Suspensions - 6 to 20 days	1	0	3
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

We utilise the Australian Curriculum for English, Mathematics, Science, History, and Geography, and the Queensland Curriculum's Essential Learnings and Standards for Technology, The Arts, HPE, Instrumental Music Program 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 teacher's 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).

Extra curricula 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;
- YMCA 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 improve 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. Classroom computers allow for small group learning integrated with literacy and numeracy. The fully networked computer labs let students undertake ICT 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. Some teachers have a Virtual Classroom or EdStudio operating, 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.

During Semester 2 , 2015, 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, and have re-engaged the ICT expert to work with Year 6 classes to develop game consoles, linked to Science units exploring electricity and circuits.

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 approximately 370 students.

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

In 2013, the school was accepted into the School Wide Positive Behaviour Support Program. SWPBS 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 SWPBS 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.

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 our 2015 School Opinion Survey, 100% of parents reported that their child is getting a good education at Bracken Ridge School, and that their child likes being at the school. As part of the same survey, 100% of staff reported that they enjoy working at the school, receive useful feedback on their work, and that the school looks for ways to improve.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	94%	96%	100%
this is a good school (S2035)	97%	89%	97%
their child likes being at this school (S2001)	97%	95%	100%
their child feels safe at this school (S2002)	100%	93%	97%
their child's learning needs are being met at this school (S2003)	94%	93%	94%
their child is making good progress at this school (S2004)	94%	95%	90%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	95%	97%
teachers at this school motivate their child to learn (S2007)	100%	95%	97%
teachers at this school treat students fairly (S2008)	87%	80%	90%
they can talk to their child's teachers about their concerns (S2009)	91%	98%	94%
this school works with them to support their child's learning (S2010)	82%	98%	94%
this school takes parents' opinions seriously (S2011)	93%	89%	93%
student behaviour is well managed at this school (S2012)	78%	71%	90%
this school looks for ways to improve (S2013)	94%	87%	97%
this school is well maintained (S2014)	88%	80%	90%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	94%	92%
they like being at their school (S2036)	90%	90%	86%
they feel safe at their school (S2037)	90%	94%	93%
their teachers motivate them to learn (S2038)	97%	98%	97%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their teachers expect them to do their best (S2039)	98%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	92%	93%	91%
teachers treat students fairly at their school (S2041)	93%	89%	85%
they can talk to their teachers about their concerns (S2042)	90%	79%	86%
their school takes students' opinions seriously (S2043)	81%	80%	88%
student behaviour is well managed at their school (S2044)	68%	72%	73%
their school looks for ways to improve (S2045)	95%	96%	96%
their school is well maintained (S2046)	86%	87%	86%
their school gives them opportunities to do interesting things (S2047)	92%	91%	89%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	97%	100%
they feel that their school is a safe place in which to work (S2070)	100%	97%	95%
they receive useful feedback about their work at their school (S2071)	77%	92%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	89%	100%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	93%	100%	100%
student behaviour is well managed at their school (S2074)	56%	76%	95%
staff are well supported at their school (S2075)	65%	89%	100%
their school takes staff opinions seriously (S2076)	63%	95%	100%
their school looks for ways to improve (S2077)	85%	95%	100%
their school is well maintained (S2078)	89%	92%	95%
their school gives them opportunities to do interesting things (S2079)	70%	92%	90%

[#] '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 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, flyers, Facebook
- 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.

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 – 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	270,291	3,241
2013-2014	260,608	2,174
2014-2015	264,050	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.

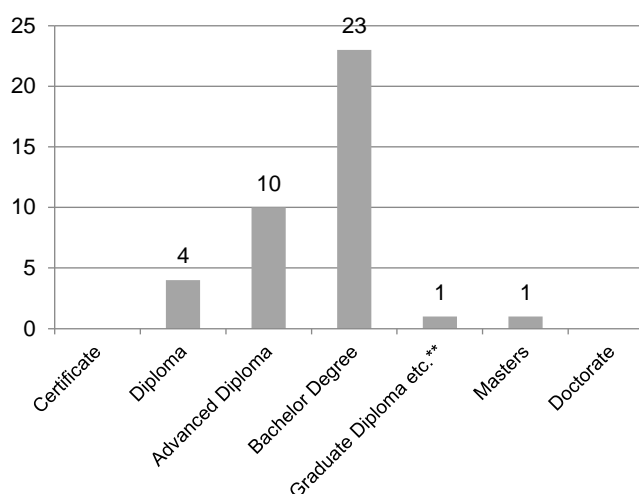
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	30	22	<5
Full-time equivalents	25	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	4
Advanced Diploma	10
Bachelor Degree	23
Graduate Diploma etc.**	1
Masters	1
Doctorate	
Total	39



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 16, 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;
- Essential Skills for Classroom Management;
- Leadership Conferences and Workshops (Dr Andy Hargreaves, Professional Development Network);
- Age Appropriate Pedagogies Project (with Griffith University);
- Putting FACES on the data (Dr Lyn Sharratt);
- Nonviolet Communication Intervention Training.

The proportion of the teaching staff involved in professional development activities during 2015 was 100% .

Average staff attendance

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 81% of staff was retained by the school for the entire 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	87%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

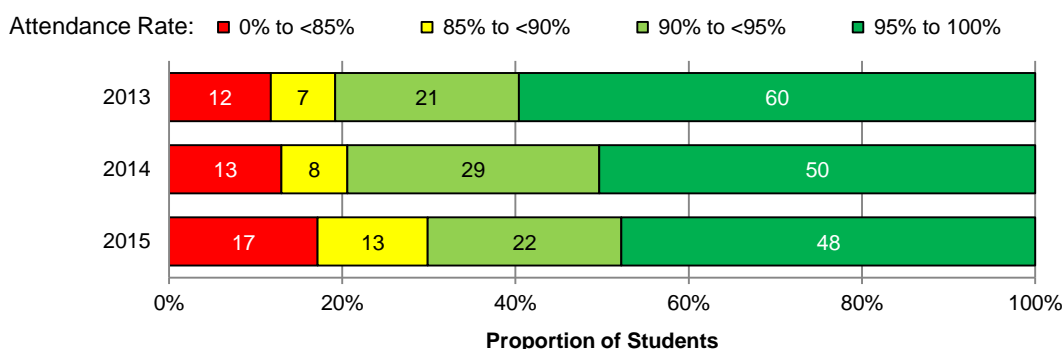
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	94%	94%	94%	93%	93%	92%	93%					
2014	93%	94%	94%	93%	94%	93%	92%	92%					
2015	91%	93%	91%	94%	90%	91%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 twice per day, morning and afternoon, with rolls entered onto the OneSchool at least twice per day;
- 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;
- 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.

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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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.

Achievement- Closing the Gap

There were 40 Indigenous students enrolled at Bracken Ridge State School in 2015, equating to approximately 8% of the school enrolments. The school's Data Profile for Year 5 in 2015, demonstrated that

in Reading and Writing, the gap had closed between Indigenous and Non-Indigenous students, with Indigenous students achieving higher than non-Indigenous students in Writing. We attribute this result to the number of early intervention programs in place for our students from Prep to Year 3.

School programs aimed at decreasing this gap further included:

- Coaching strategies through the Numeracy and Literacy Coach;
- Explicit teaching goals and targets for Reading;
- Intervention programs for students below year level targets;
- Participation of indigenous students in the Upper 2 Bands online program, Solid Pathways.