



Bracken Ridge State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

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### School overview

At Bracken Ridge State School, an Independent Public School, we have **high expectations** of our students. 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 ensures that every child feels welcome and supported whilst 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 2018, we continued to embed our whole school values 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. At Bracken Ridge State School we are Strong, Brave and Courageous.

In 2018, 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 2018, 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 Digital Technology lessons from a specialist teacher, to ensure they have the skills required as 21st century learners. Our Year 4-6 students have 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.

### School progress towards its goals in 2018

In 2018, our focus is on **Improvement**, **Achievement**, and **Engagement** through sharpening and narrowing our focus to 3 key priorities:

- ***At Bracken Ridge State School, we draw on our knowledge of neuroscience to develop successful, healthy and engaged learners;***
- ***At Bracken Ridge State School, we collaboratively interrogate and use data to develop high expectations that grow our learning;***
- ***At Bracken Ridge State School, we design learning and provide feedback to achieve our goals.***

Priority	Success Indicators	Progress and next steps
<b>Improvement: <i>Reading</i></b>		
<ul style="list-style-type: none"> <li>• Retained literacy coach to support teachers with pedagogy of teaching reading and differentiation;</li> <li>• Quarterly Collaborative Data Inquiry meetings to develop Reading Action Plans with classroom teachers, focussing on supporting all students to attain quarterly year level reading targets;</li> <li>• Realignment of Reading Action Plans to Reading Success Criteria (Australian Curriculum) and School Reading Program;</li> <li>• Data analysis of Internal Testing completed at end of testing period and distributed to teachers;</li> <li>• Update of student cards on data wall twice a term (prior to Collaborative Data Inquiry and Action Plan Review);</li> <li>• Utilise Case Management process quarterly for students who are under achieving or have plateaued in their learning;</li> <li>• Utilise Learning Walks as an opportunity to ascertain the efficacy of a Case Management approach from a students' point of view;</li> <li>• Quarterly Learning Walks (Reading) conducted by Principal and Deputy Principal, with feedback provided to teachers, in order to establish personal learning goals;</li> <li>• 0.2 appointment of Speech-Language Therapist;</li> <li>• Use Internal Testing, Early Start and classroom data to develop comprehensive Intervention programs in Prep to Year 2, to ensure students are meeting quarterly Reading Targets;</li> <li>• Train Teacher Aides to implement formal intervention programs to be implemented at a classroom level (LLI, Cracking the Code and Multilit);</li> <li>• Consistent and sustained implementation of a balanced literacy block in every classroom for a minimum of 90 minutes, four times per week, with a balance of writing and reading, integrating the GRR;</li> </ul>	<p>95% above NMS and 30% in U2B</p> <p>80% achieve C or higher in English</p> <p>Literacy mean scores equal or above National NMS</p>	<ul style="list-style-type: none"> <li>• Continue to focus on achievement of established NMS and U2B targets;</li> <li>• Continue appointment of Literacy Coach 2019;</li> <li>• Continue quarterly data analysis and Action Plans;</li> <li>• Continue comprehensive Intervention programs across school for targeted students, to progress student achievement;</li> <li>• Embed Professional Learning Communities utilizing the Fisher, Frey and Hattie Model;</li> <li>• Continue focus on Reading Goals for all students;</li> <li>• Professional learning: role of Warm Ups. Pre and post testing to ascertain efficacy;</li> <li>• Development and implementation of Prep Oral language program in response to data;</li> <li>• Continue to focus on Learning Walks to establish alignment between Reading Action Plans and student feedback for improvement;</li> <li>• Continue Lyn Sharratt Case Management model;</li> <li>• Teacher led sharing of practices to facilitate effective and comprehensive literacy blocks across P-6;</li> <li>• Implement teacher led Action Research programs.</li> </ul>

<ul style="list-style-type: none"> <li>• Literacy and Pedagogy Coach to lead the professional learning of P-3 teachers in the implementation of phonics driven instruction;</li> <li>• Literacy and Pedagogy coach to lead review of the scope and sequence of phonics instruction across school;</li> <li>• Increase number of teachers who have received targeted THRASS training, with priority given to P-3 staff.</li> </ul>		
<b>Achievement: <i>Attainment</i></b>		
<ul style="list-style-type: none"> <li>• Alignment of Annual Performance Review Process with school's pedagogical framework &amp; Explicit Improvement Agenda;</li> <li>• Support staff to provide training to cater for students with special needs;</li> <li>• Quarterly Learning Walks in every classroom (Sharratt) with feedback provided to classroom teachers to develop goals;</li> <li>• Co-construction of Success Criteria for English and one other Learning Area for tasks in Prep - Year 6;</li> <li>• Quarterly Curriculum Planning, Collaborative Data Inquiry and Action Plan review meetings;</li> <li>• Quarterly calibration Moderation processes;</li> <li>• Continued commitment to the UQ Feedback Project (as one of 13 schools in Queensland).</li> </ul>	<p>80% of students achieve a C or higher in English.</p>	<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% attaining a C or higher in English in 2019;</li> <li>• Continuation of Learning Walks and feedback loops;</li> <li>• Deepen and extend teacher's understanding of the Australian Curriculum with particular focus on surface and deep knowledge;</li> <li>• School Leaders to lead review of Report Cards, including the quality of comments and relevance to the community.</li> </ul>
<b>Engagement: <i>Staff, Students and Community</i></b>		
<ul style="list-style-type: none"> <li>• Embedding of Mindfulness and Neuroscience in all classrooms;</li> <li>• Whole School PD: neuroscience &amp; mindfulness;</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> <li>• Continuation of VIP Assemblies to celebrate success of past-students and community members;</li> <li>• Continuation of use of 'togging' spaces and school-wide togging routine;</li> </ul>	<p><i>School Opinion survey Data:</i></p> <ul style="list-style-type: none"> <li>• 90% positive responses in staff, parent, student school opinion results;</li> <li>• 50% reduction in suspensions;</li> <li>• 50% reduction in major incidents.</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 Behaviour Plan;</li> <li>• Continue to engage in coaching program with 'Mind With Heart' to build on mindfulness practices across the school;</li> <li>• Continue to distribute transition book, "When We Come to School"</li> <li>• Class Teachers - PD neuroscience, Berry Street Education Model;</li> </ul>

<ul style="list-style-type: none"> <li>• Continued range of Prep orientation and transition days;</li> <li>• Continued links with Early Childhood Education and Care providers in local area;</li> <li>• Continued “Student Success and Wellbeing” Learning Walks;</li> <li>• Continued Pre-Prep Playgroup;</li> <li>• Analysed OneSchool data and data from Staff Profiling to ensure responsive to areas of concern – developed goals as a consequence;</li> <li>• Revised the behaviour card system to align with neuroscience and mindfulness approaches;</li> <li>• Engaged with ‘Mind With Heart’ to mentor, model and coach mindfulness as part of classroom routines.</li> </ul>		<ul style="list-style-type: none"> <li>• Whole School professional learning: explicit teaching of Learning Pit, engagement in book study &amp; Action Planning Cycle to develop expertise around making connections to teaching and learning and the Australian Curriculum;</li> <li>• Continue Engagement focused Learning Walks;</li> <li>• Continue Pre-Prep Playgroup with a focus on parent education and engagement;</li> <li>• Student Success and Wellbeing Committee develops a curriculum overview based on the explicit teaching of the school’s signature practices;</li> <li>• Development of Induction program to outline school priorities and teaching practices for new staff;</li> <li>• Continue to provide professional learning opportunities for non-teaching staff;</li> <li>• School leaders lead focus around developing a deeper understanding of andragogy and personalised professional learning.</li> </ul>
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**Future Outlook**

In 2019, 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 2019 is as follows:

## Our school at a glance

Planning	Skill Building and coaching	Full Implementation	Review / Innovation
2019	2020	2021	2022

2019	Engagement: Neuroscience/ Mindfulness	Improvement: Literacy Blocks	Achievement: Success Criteria
<b>Target</b>	<ul style="list-style-type: none"> <li>20% reduction in the number of non-verified students who are on Individual Behaviour Support Plans or behaviour;</li> <li>Passports (reoccurring);</li> <li>20% reduction in the number of verified students who are on IBSPs or behaviour passports (reoccurring);</li> <li>20% decrease of minor/major incidents (2018 – 2019);</li> <li>5% reduction in suspensions – 2019.</li> </ul>	<ul style="list-style-type: none"> <li>95% above NMS (National Minimum Standard) across all test areas;</li> <li>40% at U2B (Upper 2 Bands) Year 3 Reading;</li> <li>30% at U2B Year 3 &amp; 5 – all other test areas;</li> <li>80% achieve C or higher in subject English.</li> </ul>	<ul style="list-style-type: none"> <li>80% of all students achieve a C in English (in-line with headline indicators).</li> </ul>
<b>Givens</b>	<p>All students taught:</p> <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>Behaviour Warmups implemented 3 times a week</li> <li>Class rules- negotiated, positive language, maximum 4-5 and positive/ negative consequences;</li> <li>Actively use brain breaks and engage students in formal and informal mindfulness practice;</li> <li>Teach students about the "Learning Pit" and the backpack of skills required to navigate the "Learning Pit" (Habits of Mind);</li> </ul>	<ul style="list-style-type: none"> <li>Balance of writing and reading, integrating the Gradual Release of Responsibility Model;</li> <li>Teachers consistently implement a balanced (Reading and Writing) literacy block for a minimum of 90 to 100 minutes per day, a minimum of 4 days per week;</li> <li>Continue to support teachers to align Reading Success Criteria (Achievement Standard) and School Reading programs to the specific goals identified to ensure every student progresses their reading;</li> <li>Continue teacher-led sharing of practices that facilitate the operation of effective and comprehensive Literacy Blocks across P-6;</li> <li>Teachers actively integrate explicit Phonics Instruction within Reading and Writing</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>Learning Intention, Success Criteria and Why of unit to be displayed;</li> <li>Assessment Portfolios;</li> <li>Further developing understanding of the “We Do” (Guided and Shared practice) elements of GRRM;</li> <li>School Leaders lead the development of teacher expertise in the use of class and school data sets to identify starting points for differentiated learning for the full range of students, particularly higher performing students;</li> <li>Head of Inclusion and Inclusion teachers will collaborate with class teachers to develop adjusted and differentiated</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers display "Learning Pit" posters in classrooms;</li> <li>Work collaboratively with class teachers to identify 3 tools (e.g. Habits of Mind) to unpack with students as strategies to support them when in "the pit";</li> <li>staff work collaboratively to extend the provision of extra-curricular activities and lunch time clubs, including developing work plans that support students working towards a common purpose or goal.</li> </ul>	<p>programs, as part of their balanced Literacy Block;</p> <ul style="list-style-type: none"> <li>Teachers consistently use Literacy and Numeracy Warmups on a daily basis to reinforce key concepts and surface level content, using pre and post-test data to ascertain efficacy;</li> <li>Intervention Teacher, Literacy and Pedagogy Coach, Head of Curriculum and Principal work collaboratively to design intensive and rigorous Intervention Programs for students in Prep to Year 3 who meet specific criteria;</li> <li>Teachers to utilise a simple Action Research cycle to test efficacy of, and distance travelled as a result of warm up (literacy or numeracy) implementation.</li> </ul>	<p>assessment tasks for students with additional needs;</p> <ul style="list-style-type: none"> <li>Leadership Team and Teachers work collaboratively to ensure that Success Criteria and learning represents surface, deep and transfer knowledge, so students can attain an A or B level of achievement;</li> <li>Support teachers to use "Strong" and Weak" samples with annotations or Bump It Up Walls, demonstrating how to improve using Success Criteria, through planning meetings and Learning Walks.</li> </ul>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>Daily mindfulness activity, 5-10 minutes, 5 times a week;</li> <li>Daily brain break activities for escalation/ de-escalation;</li> <li>Each student to have a behaviour goal based on BRSS Awards Program Behaviour Success Criteria;</li> <li>Risk Management Plans;</li> <li>Monitoring of mindfulness practices using Student Success and Wellbeing Learning Walks, with feedback provided to teachers, to create collaborative SMART goals for further development;</li> <li>Teachers and School Leaders collaborate to develop measures for the monitoring of student wellbeing and success (learning and engagement);</li> <li>School Leaders and Teachers work collaboratively to develop mechanisms to support and engage students with attendance below 90%.</li> </ul>	<ul style="list-style-type: none"> <li>Implemented for 90 minutes, 4 times a week;</li> <li>Tracking student Reading Goals;</li> <li>Identification of students requiring intervention through Students With Additional Needs (SWAN) process;</li> <li>DP/ Principal follow up on Case Management as part of Learning Walks;</li> <li>Half-yearly reviews and self-reflection of Literacy Blocks;</li> <li>Monitor the implementation of Literacy Blocks through Action Plan Review;</li> <li>Meetings, Reading Learning Walks and daily walk throughs, identifying areas for further professional learning and support of teachers;</li> <li>Teachers to utilise a simple Action Research cycle to test efficacy of, and distance travelled as a result of warm up (literacy or numeracy) implementation;</li> <li>Collaborative teacher teams present Action Plan and student achievement data to peers.</li> </ul>	<ul style="list-style-type: none"> <li>Moderation for reporting period in English;</li> <li>SWD Data Wall;</li> <li>Continue Learning Walks to provide authentic feedback to teachers regarding students' understanding of the Success Criteria, their goal and the role of feedback for improving practice, collaboratively creating;</li> <li>SMART goals for further development.</li> </ul>
<b>Support and Professional Learning</b>	<ul style="list-style-type: none"> <li>Engagement with Minds with Heart: <ul style="list-style-type: none"> <li>Mindfulness for Student Wellbeing Course</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Continued development of Teacher aide skill set to implement LLI, Minilit and</li> </ul>	<ul style="list-style-type: none"> <li>Drop In sessions;</li> <li>Developing adjusted bank of tasks – Head of Inclusion;</li> </ul>



	<ul style="list-style-type: none"> <li>- Personal Mindfulness Practise Course</li> <li>- Mentoring program;</li> <li>• Review and revise Peer Support program for students</li> <li>• Behaviour Warmups – assemblies, G Drive;</li> <li>• Extending understanding of neuroscience (for learning);</li> <li>• TA training;</li> <li>• Engagement with Berry Street Education Model (BSEM);</li> <li>• School Leaders lead the book study, "How the Brain Learns" with all teachers, to develop their knowledge and expertise, so that they make explicit connections to teaching and learning within and across the Australian Curriculum;</li> <li>• School Leaders and Teachers collaborate to develop a deeper understanding of andragogy, and further develop teacher led, designed and personalised professional learning that meets the diverse needs of adult learners – Tony Ryan;</li> <li>• Leadership Team to investigate Teachers' preferred ways of learning through survey, consultation and feedback processes;</li> <li>• School Leaders design and lead comprehensive induction programs that outline operational processes, current school priorities and teaching practices;</li> <li>• School Leaders and Business Manager co-lead the development of Professional Development Plans for non-teaching staff.</li> </ul>	<p>Cracking the Code as part of class programs;</p> <ul style="list-style-type: none"> <li>• Continued engagement in Age Appropriate Pedagogies Project (Metropolitan Region);</li> <li>• Close Reading technique (Year 3-6);</li> <li>• Phonics (Prep to Year 2);</li> <li>• Coach to support Phonemic Awareness program (Prep);</li> <li>• SLP mentoring and coaching of Oral Language programs in Prep;</li> <li>• Literacy Warmups and Spaced Practice;</li> <li>• All staff with Speech-Language Pathologist collaboratively develop comprehensive Oral Language Programs to support students' language acquisition and early reading skills development;</li> <li>• School Leaders lead the review of the current coaching model to create greater differentiation to meet the unique and diverse needs of adult learners, including but not restricted to, peer-led observation and feedback;</li> <li>• Survey teachers to gather feedback regarding general efficacy of coaching program and to ascertain preferred alternatives/options for inclusion in new coaching model;</li> <li>• Teachers collaborate in teams to develop and implement Action Research programs that focus on a problem of practice;</li> <li>• Head of Inclusion to present possible co-teaching models for trial implementation to increase the level of differentiation for students with disabilities;</li> <li>• School Leaders and Teachers collaborate to review the efficacy of the Data Wall and examine alternative configurations and formats.</li> </ul>	<ul style="list-style-type: none"> <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>• Leadership team to lead professional learning that supports teachers to use assessment task criteria, Learning Intentions and Success Criteria to create Marking Guides that are accessible to students;</li> <li>• Teacher led professional learning, sharing experiences of Student-Led Conferences in 2018, including processes utilised and benefits for student and parent;</li> <li>• Introduce Effective Feedback Model (Brooks) to staff as part of ongoing professional learning.</li> </ul>
<p><b>Community Engagement</b></p>	<ul style="list-style-type: none"> <li>• Parent Neuroscience Information Sessions;</li> <li>• Parent Learning Walks;</li> <li>• Student Led conferences;</li> <li>• Establish a YouTube site for school videos of students and teachers that explains the SIA priorities and promote school events, visits and highlights;</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Learning walks;</li> <li>• Practising Prep Teachers lead Playgroup, with a focus on oral language development in pre-Prep children;</li> <li>• Continue to promote participation in Playgroup through Facebook posts, school newsletter, flyers and community engagement</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>• Student-Lead conferences (trial);</li> <li>• Survey parents regarding efficacy of current report card comments to elicit suggestions</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue to refine and present Prep Information Sessions focussed on school priorities, in particular, neuroscience and mindfulness;</li> <li>• Establish collaborative work plans with teachers (Coding, Choir, Robotics Clubs and Hip Hop) that incorporate real life opportunities allowing students to publicly demonstrate, compete or perform;</li> <li>• Establish alerts on OneSchool of students who achieved less than 90% attendance in Term 1, 2019 for ongoing monitoring, support and follow up.</li> </ul>	(Brisbane City Council Library, ECEC centres, local businesses).	<p>regarding how different comments and formats might be made more accessible;</p> <ul style="list-style-type: none"> <li>• Develop a focus group (teachers, parents) to review survey results, and develop a BRSS Reporting document for review and endorsement by teaching staff;</li> <li>• Continue to participate in the University of Queensland's Feedback Project, with focus on feedback practices leading to incremental student improvement (Year 3 teachers).</li> </ul>
<b>School documents</b>	<ul style="list-style-type: none"> <li>• Showcase Days/events;</li> <li>• Leadership Team to collaborate with teachers to create comprehensive year level overviews of key concepts and practices utilised over previous 3 years, for future curriculum development;</li> <li>• Leadership Team to investigate effective and authentic data collection tools to monitor student success and wellbeing across P-6;</li> <li>• Continue to refine consistent templates for Parent Information Sessions across P-6;</li> <li>• How the Brain Learns – David A Sousa.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Block Placemat and timetables;</li> <li>• Student Support Plan;</li> <li>• BRSS Reading and Guided Reading programs;</li> <li>• Individual Curriculum Plans;</li> <li>• BRSS School Assessment and Curriculum Plan;</li> <li>• Action Research documentation (e.g. booklet on Student Free Day Term 1);</li> <li>• SWAN processes and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• BRSS Curriculum and Assessment Plan;</li> <li>• BRSS School Assessment &amp; Reporting Guidelines;</li> <li>• Reading Action and Case Management Plans;</li> <li>• Overviews Routines and Expectations.</li> </ul>
<b>Data</b>	<ul style="list-style-type: none"> <li>• 20% reduction in the number of non-verified students who are on Individual Behaviour Support Plans or behaviour;</li> <li>• Passports (reoccurring);</li> <li>• 20% reduction in the number of verified students who are on IBSPs or behaviour passports (reoccurring);</li> <li>• 20% decrease of minor/major incidents;</li> <li>• 5% reduction in suspensions – 2019 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, high frequency words, F&amp;P;</li> <li>• Early Start;</li> <li>• NAPLAN;</li> <li>• Intervention data;</li> <li>• School Opinion Survey Data;</li> <li>• Data Wall.</li> </ul>	<ul style="list-style-type: none"> <li>• A-E data;</li> <li>• Learning Walks feedback;</li> <li>• School Opinion Survey Data;</li> <li>• SWD Data Wall;</li> <li>• Report Card review survey data.</li> </ul>

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Enrolment category	2016	2017	2018
Total	327	367	366
Girls	161	182	169
Boys	166	185	197
Indigenous	38	43	42
Enrolment continuity (Feb. – Nov.)	89%	95%	95%

In 2018, there were no students enrolled in a pre-Prep program.

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

## Characteristics of the student body

### Overview

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”.

There are 15 class groups with an average of 2 drafts in each year level, with some classes being composite. Most classes are at or below size 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, Fitzgibbon 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.

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 32 students from Prep – Year 6 with Autism Spectrum Disorder, Physical Impairment, Hearing 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	23	25	23	The <a href="#">class size</a> targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	26	24	28	

## Curriculum delivery

At Bracken Ridge we utilize the Australian Curriculum for English, Mathematics, Science, Humanities and Social Science, Technology, The Arts, HPE and Japanese to provide a solid foundation in knowledge, understanding and skills for all our students. Our teachers focus specifically on co-constructing success criteria, marking guides 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 personalized coaching program focuses on developing teachers' pedagogical knowledge and skills in the areas of Literacy, with a specific focus on Reading, Explicit Teaching Model, using student achievement data and differentiation.

We engage in a number of assessment practices, 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 utilize 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 (Term 2 and 4), and informally through face to face Parent-Teacher interviews (Term 1 and 3).

## Co-curricular activities

### 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 a fully networked computer lab as well as networked computers in each classroom.

The fully networked computer lab lets students undertake Digital Technology lessons which allows for innovative learning experiences using multimedia and coding 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 utilize 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 instead.

The school has a wireless network with coverage right throughout the school. This has helped greatly in providing flexibility and increased usage of ICT devices and the utilization of the school's collection of iPads.

A Coding Club for students is an extension activity for students to undertake during their lunch breaks. Bracken Ridge also employs a part-time Digital Technologies teacher to work with students from Prep to Year 4, to increase their skill levels, and implement the Australian Curriculum.

Additional iPads were purchased for both Prep classes and more will be rolled out in the future, with the focus on utilizing 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 and Fitzbiggon. Bracken Ridge State School is well known in the community for focusing on the whole child's development. The school as a result has increased its enrolment numbers to 360 students.

Our focus is on Engagement, Improvement, and Achievement through sharpening and narrowing of our 3 key priorities: we draw on our knowledge of neuroscience to develop successful, healthy and engaged learners. We collaboratively interrogate and use data to develop high expectations that grow our learning. We design learning and provide feedback to achieve our goals.

Some of the highlights of our School Opinion Data reflects that parents believe that - their child is getting a good education, this is a good school, their child is making good progress and teachers at this school motivate their child to learn. Bracken Ridge State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour.

1. **Be Safe**
2. **Respect Others**
3. **Strive to Learn**
4. **Solve Problems the High 5 way**

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Bracken Ridge State School is implementing **Positive Behaviour Learning** as an integral approach to the management of student behaviour. Positive Behaviour for Learning, (known as PBL) is an evidence-based whole school systems approach that:

- addresses the diverse academic and social needs of every student to support them to be successful;
- supports students in early childhood settings through to senior years of schooling;
- enables schools to establish a continuum of supports that are intensified to meet the needs of every student;
- is team driven, using a problem-solving approach (data, systems and practices) that engages students, parents and all school staff;
- establishes positive social expectations for all in the school community;
- provides a framework for the school and its community to collectively support the wellbeing of every student.

PBL is implemented through the following mechanism:

- explicit focus on our school rules;
- use of the High 5;
- the School Matrix.

Our three key drivers are:

- teaching students about the neuroscience of the brain;
- teaching students mindfulness and how to be mindful;
- teaching students about growth vs fixed mindset.

The school enriches 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 has a partnership with Heart with Minds and Tennyson State School and is currently studying 'How the Brain Works' to support teachers and students in the implementation and practice of mindfulness and neuroscience. This work is further supported by the introduction of targeted "warmups", "morning chats" by the Deputy Principal and Principal, and the introduction of school wide metalanguage and practices. This is a powerful tool. The school is currently training the staff in the 'Berry Street' approach. The Hive is also implementing Pro groups in the morning which affect how the brain connects and influences students' well-being and helps them focus and self-regulate. These approaches have resulted in a decrease in the number of behaviour incidents, and in the necessity for short-term and long-term suspensions overall.

At Bracken Ridge State School we are highly inclusive. We believe in equitable education and removing barriers to support students learning so they reach their full potential. Students with a disability are supported in mainstream classrooms with social skills programs and adjusted curriculum and assessments to cater for their needs.

A school Chaplain working two days a week provides additional pastoral care and supportive strategies that enhance the social and emotional wellbeing of students. The Smith Family also provides financial support to some families and a Homework club to tutor students in need of a hand up.

Bracken Ridge also actively recognizes NADIOC Day, Cancer Council Biggest Morning Tea, Harmony Day and the National Day of Action against Bullying as a way to help raise awareness for our students and community.

At Bracken Ridge, the Fathering Project brings families and school staff together once a term. This program promotes the importance of and facilitation for the building of special bonding opportunities through a wide range of activities including camp outs and fishing nights.

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

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	85%	88%	96%
• this is a good school (S2035)	65%	90%	96%
• their child likes being at this school* (S2001)	88%	97%	100%
• their child feels safe at this school* (S2002)	85%	94%	96%
• their child's learning needs are being met at this school* (S2003)	85%	88%	92%
• their child is making good progress at this school* (S2004)	85%	88%	100%
• teachers at this school expect their child to do his or her best* (S2005)	96%	100%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	91%	96%
• teachers at this school motivate their child to learn* (S2007)	81%	90%	96%
• teachers at this school treat students fairly* (S2008)	77%	87%	84%
• they can talk to their child's teachers about their concerns* (S2009)	96%	97%	96%
• this school works with them to support their child's learning* (S2010)	88%	94%	92%
• this school takes parents' opinions seriously* (S2011)	71%	83%	88%
• student behaviour is well managed at this school* (S2012)	54%	84%	88%
• this school looks for ways to improve* (S2013)	81%	90%	96%
• this school is well maintained* (S2014)	96%	100%	96%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	93%	98%
• they like being at their school* (S2036)	86%	88%	94%
• they feel safe at their school* (S2037)	83%	87%	87%
• their teachers motivate them to learn* (S2038)	95%	95%	95%
• their teachers expect them to do their best* (S2039)	100%	96%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	97%	94%
• teachers treat students fairly at their school* (S2041)	85%	88%	90%
• they can talk to their teachers about their concerns* (S2042)	83%	87%	92%
• their school takes students' opinions seriously* (S2043)	88%	82%	93%
• student behaviour is well managed at their school* (S2044)	71%	77%	85%
• their school looks for ways to improve* (S2045)	95%	96%	95%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	88%	87%	93%
• their school gives them opportunities to do interesting things* (S2047)	83%	92%	94%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	97%	100%
• they feel that their school is a safe place in which to work (S2070)	85%	90%	100%
• they receive useful feedback about their work at their school (S2071)	85%	87%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	89%	86%
• students are encouraged to do their best at their school (S2072)	100%	100%	97%
• students are treated fairly at their school (S2073)	91%	94%	97%
• student behaviour is well managed at their school (S2074)	53%	61%	81%
• staff are well supported at their school (S2075)	74%	75%	87%
• their school takes staff opinions seriously (S2076)	80%	82%	87%
• their school looks for ways to improve (S2077)	94%	97%	100%
• their school is well maintained (S2078)	100%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	94%	93%	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

At Bracken Ridge State School we strongly promote the relationship with families and school life. Parents are 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.

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 and Parent Information Sessions.

2018 was a particularly significant year for parent and community engagement, as we established several important partnerships with the local community, in addition to significantly raising the profile of the school within Bracken Ridge. The school hosted a number of community events, open to all residents of the 4017-postcode 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 postcode 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 education programs**

In 2018, we have embedded our Responsible Behaviour Plan with our focus on the principles of neuroscience and mindfulness. At the crux of this plan is a school wide approach to teaching student's effectively using 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.

At Bracken Ridge State School Respectful Relationships education program focuses on influencing behaviour change to prevent undesirable social consequences such as domestic and family violence. Through the HPE: Health curriculum and the Student Wellbeing program, students are given opportunities for developing social and emotional learning (such as self-awareness and self-management to recognise, react and report when they feel unsafe).

Other school practices that support Respecting Relationships is the specialised program "Let's Talk About It" provided by Life Education to our Year 6 students. This is designed to prepare young people for the changes they will experience during adolescence. We also acknowledge Daniel Morecombe with a special day and assembly for remembering.

## 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.

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	40	15	7
Long suspensions – 11 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Continued use of Solar Heat Panels has enabled the school's energy consumption to be reduced. Water usage has seen an increase in 2017, due mainly to leaking water pipes that had been undiscovered for some time. Ageing water-carrying pipes, as well as the impact of overgrown tree roots throughout the system had been the cause. A program is now in place to reduce the impact of trees growing too close to infrastructure. 2018 has seen a reduction in our water usage.

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	208,441	206,374	202,250
Water (kL)	693	3,225	755

Note: Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter our school name or suburb of our school.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	32	23	<5
Full-time equivalents	27	12	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	26
Diploma	4
Certificate	

\*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 2018 were \$41 787

The major professional development initiatives are as follows:

- Surface and Deep Active and Passive Learning - Dr Cam Brooks;
- Building Classroom Cultures Routines and Transitions;
- Putting Faces on Data;
- Using the Co teaching Cycle to further develop Literacy Blocks;
- Neuroscience Refresher - Leigh Inglis;
- Profiling;
- Mindfulness for Teachers - Lyndi Smith;
- Berry Street Training;
- Literacy and Numeracy Coaching program;
- Teacher release for Data and Curriculum planning meetings and coaching feedback.

The proportion of the teaching staff involved in professional development activities during 2018 was **100%**

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	93%
Attendance rate for Indigenous** students at this school	89%	92%	90%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

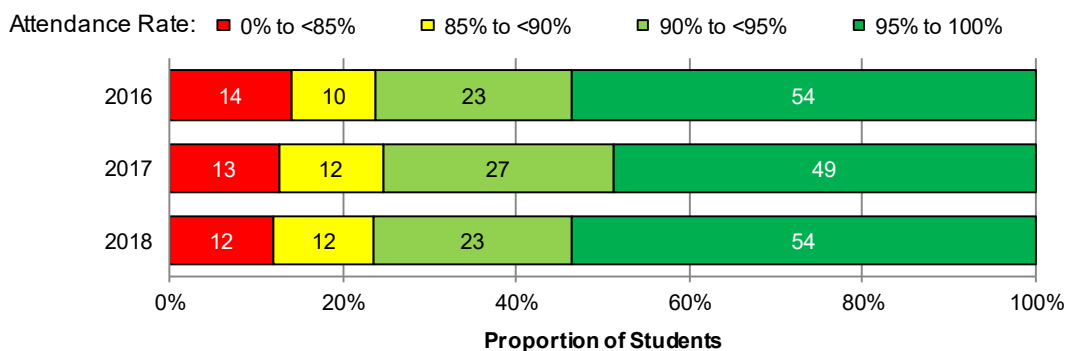
Year level	2016	2017	2018
Prep	94%	92%	94%
Year 1	92%	93%	92%
Year 2	93%	93%	92%
Year 3	92%	94%	91%
Year 4	93%	92%	94%
Year 5	91%	93%	93%
Year 6	91%	92%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

In 2018 we developed a school-based policy and upskilled staff in the use of Class Dashboard and closely monitored and discussed attendance. At Bracken Ridge we introduced the 100 club to celebrate attendance with special wrist bands and certificates.

- 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 initially by the office then class teacher 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 include:

- '100 Club' to be introduced;
- School and Prep Open Days;
- Advertising in local newspapers;
- Website notices and advertising;

- School performances at community events – band competitions, choir performances, and 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, NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.