



School Annual Report 2016 (Based on 2015 data)

Descriptive Information

School Sector:

Independent

School's Address:

2447 Moggill Road, Pullenvale. Brisbane.

Total Enrolments:

BIS has been building our enrolments over the last five years with a targeted increase to ensure our lovely little community can slowly increase in size and not lose the close relationships and personalized educational outcomes that are our specialty. Our goal is to reach 65 in 2016 and 75 in 2017. This will see us grow in size from the 2 classrooms we offered in 2012 to the 4 classrooms that we will be establishing in 2017.

2015 – 45

2014 - 57

2013 – 38

2012 - 24

Year Levels Offered:

Prep - 6

Co-educational or Single Sex:

Co educational

Characteristics of the Student Body:

BIS has an average 50% mix of girls and boys. We draw students from a range of ethnic backgrounds as our non-religious affiliation welcomes all beliefs into our school. We have two Indigenous Scholarships, both of which are currently filled. We also offer Self Directed Scholarships for grade 2-6 when enrolment numbers in class groups allow.

Distinctive Curriculum Offerings:

Our curriculum is highly distinctive as it is a holistic with an integrated design that is based on our schools Integral philosophy and values of balancing freedom and responsibility to empower and engender stewardship. Combined with our innovative pedagogy our curriculum ensures that all students are taught as individuals.

The tripartite design therefore includes the three parts of the individual's development through understanding the individualised self, the community culture in which we learn and the greater society around us:

The Societal Component – We use the Australian Curriculum as our core content. Our academic learning goes beyond these requirements but it is our core. The unique interaction between this core content and the other two parts of our curriculum is what makes our curriculum so unusual; we work with the needs of the child. This means that if we need to compact the curriculum we do so they can skip areas they have mastered already and literally it means we can slow down if they need more time for consolidation. Depth of learning is the key.

Individualised self – students explore yoga, meditation, relaxation and visualisation skills with a focus on developing their own passions through individualised projects that are shared with the community at the end of the term. This part of the curriculum also teaches meta-cognitive skills including personal goal setting and understanding learning styles. Research is strong on the importance of social and emotional learning to enhance academic results and learning resilience.

Cultural and community – exploring and tracking students on the BIS Self Directed Continuum teaches them explicitly to become an independent learner, developing meeting skills, democratic decision-making, compassionate communication skills, conflict resolution skills and leadership. As part of this part of our curriculum we have Ju Jitsu and Yoga as curriculum inclusions, helping children learn to develop behaviours for different contexts and link to the development of self. There is a plethora of research linking the increased effectiveness of learning outcomes for students who have strong community links and feel empowered in their learning. BIS ensures each child experiences these opportunities.

The BIS Curriculum is an exciting and dynamic curriculum. The website contains more information as does the numerous training workshops and information evenings offered at the school. Book in now to learn more.

Extra-curricular Activities:

Our extra curricula activities are entirely guided by student and family interest. At various points in the year we have run art classes, drama clubs, sports activities and music classes. We always try and follow passions as much as we can. In 2015 our program included Guitar, drumming and keyboard lessons.

Social Climate:

BIS has a very exciting pastoral care program within the cultural and individualised part of our curriculum. We work on it every day as part of our values and behaviour management/development program. BIS kids learn how to communicate effectively to express their feelings and needs and also how to resolve conflicts. Students are also active developers and users of the classroom and school rules and consequences, taking control of behaviour issues and as they mature engaging in conflict resolution. The BISness of learning is to make the ground for the formation of an adult who will help make changes to better our world.

Our commitment to Child Protection frames our whole philosophy as we encourage our students to get connected to their bodies, own their own space and learn to challenge situations where they feel uncomfortable or unsafe. We have a child protection day twice per year and often invite FPQ to come out and run workshops with students. Our staff and parents are strongly involved in training throughout the year and all staff must adhere to a Code of Conduct when they work with children.

Parental Involvement:

As a community school with democratic principles BIS has an interesting management structure. We have an active and involved Board that includes some current parents, life members and professionals from the wider community. This board has begun a strong focus on the long term strategy and vision for our school.

On a day-to-day level we have teams of parents who support the Principal to deliver on the operation of the school. These parents work in a range of different volunteer capacities, reading with students, running cooking classes and tuckshop, hosting the play group, working on the gardens and helping in the library. All parents are part of our active online community where lots of issues are discussed and ideas shared. Our parents (and students if they wish) also attend a Whole Community Meeting once per term to make sure that all voices are heard.

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies

Title: Principal

School Income Broken Down by Funding Source

<http://www.myschool.edu.au/SchoolProfile/Index/89331/BrisbaneIndependentSchool/48030/2015>

Staffing Information

Staff Composition, Including Indigenous Staff:

Full Time Teachers – 2
Part Time Teacher – 2
Full Time Teacher Aides – 3
Admin – Part Time Receptionist and Principal (Teacher for 50% load)

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	# or %
Masters	# or %
Bachelor Degree	100%
Diploma	# or %
Certificate	# or %

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
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Non Violent Communication	4
Developmental Theory	5
First Aid and Fire Training	5
Total number of teachers participating in at least one activity in the program year	5

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
5	\$ 4563.62	\$912.72
The total funds expended on teacher professional development in 2015		\$ 4563.62
The proportion of the teaching staff involved in professional development activities during 2015		%100
The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]		
Integral Theory		
Social and Emotional Skills		
Compassionate Communication		
Great Teachers Program - observations of colleagues and developing a supportive culture of learning for staff		

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days is not recorded as the small number of our teaching staff would qualify as a breach of privacy.

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
2	2	100%
From the end of 2014 100 % of staff were retained for the entire 2015 school year		

Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2015 was 91%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2015
Year Group Prep	90%

Year Group 1	80%
Year Group 2	90%
Year Group 3	98%
Year Group 4	96%
Year Group 5	94%
Year Group 6	93%

A description of how non-attendance is managed by the school:

Our Attendance is managed on a number of levels:

- Attendance is tracked on our school management system through daily role taking by staff
- Text explanations required by 9am each day – followed up by the classroom teacher
- Absences of more than 3 days must be accompanied by a Doctor’s Certificate or a formal letter of explanation
- The School Administration will follow up on unexplained absences with an email and then interview with the parent
- Reporting of attendance on Report Card against the school aim of at least 80% attendance

NAPLAN results for Years 3, 5 and 7 and 9 in 2015

Please refer to the My School site for our data

<http://www.myschool.edu.au/SchoolProfile/Index/100289/BrisbaneIndependentSchool/48030/2015>