



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 extracurricular 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 2016 our program included Guitar, drumming and keyboard lessons, drama club and afterschool sport.

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 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.

Parent, Teacher and Student Satisfaction with the School

Where schools already undertake yearly surveys or studies of parents, students and teachers for the purpose of marketing and school improvement, it will involve preparing a relevant report, in plain English, on the findings of those surveys or studies.

If a school does not currently undertake any such studies or surveys, consideration might be given to such a project; or alternatively, the school should consider any other data or information that it may have which could be the basis of a report on parent, student and teacher satisfaction. For example, letters and testimonials from parents; enrolment retention rates over time; increasing enrolments over time, teacher retention rates over time.

Satisfaction Data is gathered through a range of required involvement from parents:

- NING Discussions - an online community
- Attendance at the Term Whole Community Meeting (required)
- Participation in teams (required)
- New parent meetings with Principal (Annual)
- Annual staff development sessions

The overall feedback for 2016 was positive, with excitement over changes and growth. Areas for us to develop included:

- Staff to student ratios
- Parent involvement needs to be spread in responsibility
- Staff wanted more out of class time to work on tracking and personalised reporting
- Increase in Admin support

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

<https://www.myschool.edu.au/SchoolProfile/Index/111247/BrisbaneIndependentSchool/48030/2016>

Staffing Information

Staff Composition, Including Indigenous Staff:

Full Time Teachers – 2
Part Time Teacher – 4
Part Time Teacher Aides (6 hours per day) – 4
Admin – Part Time Receptionist, part time bookkeeper and Principal (Teacher for 50% load)
No Indigenous staff

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
Non Violent Communication	4
Great Teachers Observations and discussions	1
First Aid and Fire Training	5
Jolly Phonics	1
Total number of teachers participating in at least one activity in the program year	6

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
6	\$ 6868.90	\$1 144.8
The total funds expended on teacher professional development in 2016		\$6868.90
The proportion of the teaching staff involved in professional development activities during 2016		%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]		
- Great Teachers Program - observations of colleagues and developing a supportive culture of learning for staff		

- Leadership course for Principal (co funded from individual and an external sponsor)

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
6	968 (added part time and full time)	22	96.6%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was <u>96.6</u> % in 2016			

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
3	3	100%
From the end of 2015 100 % of staff were retained for the entire 2016 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 2016 was

Average student attendance rate for each year level:

Year Levels	Average attendance rate for each Year Level as a percentage in 2016
(Although we don't use Year Levels to divide up our class groups in our School as our children progress through 3 Basecamps in their time at BIS, for the purpose of this data collection we will be using it based on their age/year level expectation.)	
Prep	
Year 1	83.73%
Year 2	91.52%
Year 3	91.63%
Year 4	94.07%

Year 5	91.07%
Year 6	94.22%

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 2016

Our school participates in NAPLAN as a required part of our participation in the [ACARA](#) framework. The format of the test is interesting for our students to experience as it exploring the rigid testing structure and rules.

How we administer NAPLAN in our context

- We do not do any preparation for the test, beyond showing them the week before what the test looks like. There are no practice tests and no regular preparation; how they turn up on the day to complete this test is their standard skill set.
- We encourage all our year 5 students to sit the test, even those with profound learning difficulties as it is important for them to feel safe and included in being a Courageous Learner.
- Students who are distressed during the test are not forced to complete the test, they are able to leave the administration area and go back to class.
- We do not discuss their NAPLAN results with them, it is such a narrow single day focus that we find the external stress around sitting the test has a profound impact on their willingness to participate with their usual enthusiasm.
- We do not teach students a fixed and formulaic generic structure for non narrative writing genres - this means that they may write a response to the NAPLAN writing section that does not conform to the NAPLAN marking criteria, rather it responds to the social and cultural context in which it is being written. Our students learning focuses strongly on the features of genre and how they change depending on the purpose and audience.

Please refer to the My School site for our data

<https://www.myschool.edu.au/ResultsInGraphs/Index/111247/BrisbaneIndependentSchool/48030/2016>