



School Annual Report 2019

(Based on 2018 data)

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 95 by 2020.

This will see us stabilise our growth at 5 Basecamps (Developmental Class groups)

2018 - 75

2017 - 71

2016 - 61

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 Expedition Learning Framework is a 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 Framework utilises these components as the content of our curriculum:

- Australian Curriculum Outcomes and Competencies
- UNESCO 21st Century Competencies
- BIS Essential Life Skills
- BIS Study of Self

Australian Curriculum – 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 we can slow down if they need more time for consolidation. Depth of learning is the key.

UNESCO 21st Century Competencies - The Education Sector has been working towards a new paradigm for curriculum design for this changing world as we know that we are preparing our children for a world we can't imagine, but they will be living in. To support this broad vision approach, our Teaching Staff worked with a Futurist to forward plan for possible futures our students might face. We combined these outcomes with the results of the UNESCO Future of Learning Competencies and Skills to form the high level structure

Learning to Know

- Searching for new knowledge - Self direction as a basis for reflection and Lifelong Learning
- Mastery of Core subjects through integration around core themes of Global Awareness, Economics and Entrepreneurship, Civic Literacy and Health Literacy

Learning to Do

- Critical Thinking
- Problem Solving
- Communication and Collaboration
- Creativity and Innovation
- Information, Media and Technology Literacy
- ICT Literacy

Learning to Be

- Social and Cross Cultural Skills
- Personal Responsibility, Self Regulation and Initiative
- Sense Making
- Metacognitive Skills
- Entrepreneurial Thinking Skills
- Learning to Learn and Habits of Lifelong Learning

Learning to Live Together

- Seek and Value Diversity
- Teamwork and Interconnectedness
- Global Competence
- Intercultural Competence BIS

Study Of 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 metacognitive skills Reporting Template – School Annual Report 2016 Independent Schools Queensland Updated April 2016 including personal goal setting and understanding learning styles. 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. Research is strong on the importance of social and emotional learning to enhance academic results and learning resilience.

BIS Essential Life Skills – 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. 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. They are explored through two strands:

1. BISTopia - Entrepreneurship and Leadership
2. OMNI - Own projects and Mentored study for Self Directed Learning and Project Learning

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 2017 our program included Drama, 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. For access to our Child Protection Policy please subscribe to our Parent Forum on the website.

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.

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:

Contact Person for Further Information:

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

Title: Principal Jennifer Haynes

School Income Broken Down by Funding Source

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Staffing Information

Staff Composition, Including Indigenous Staff:

Principal - .8

Full Time Teachers – 4

Part Time Teachers – 2

Full Time Teacher Aides – 0

Part Time Teacher Aides – 7

Admin – Enrolments - .4

Admin - Receptionist - .6
 Admin - Business Manager - .6
 Admin - Project Manager - .6

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	0
Masters	0
Bachelor Degree	100%
Diploma	0
Certificate	0

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	7
Developmental Theory	7
First Aid and Fire Training	7
Total number of teachers participating in at least one activity in the program year	7

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
7	\$2178	\$311.14
The total funds expended on teacher professional development in 2018		\$2178
The proportion of the teaching staff involved in professional development activities during 2018		%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]		

To calculate average expenditure per teacher:

$$\frac{\text{Total expenditure on teacher PD}}{\text{Total number of teachers}} = \$ (\text{average expenditure per teacher})$$

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
8	200	51	96.81%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96.81% in 2018			

To calculate Average Staff Attendance Rate:

Number of possible attendance days = Number of School Days x Number of Staff

$$\frac{\text{Number of possible attendance days} - \text{Total Days Staff* Absences}}{\text{Number of possible attendance days}} \times 100 = \text{Average Staff Attendance Rate}$$

* Where staff means permanent and temporary classroom teachers and school leaders

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
10	8	80%
From the end of 2017 80 % of staff were retained for the entire 2018 school year		

To calculate the proportion of teaching staff retained in a program year:

$$\frac{\text{Number of permanent teaching staff retained at beginning of program year}}{\text{Number of permanent teaching staff at end of previous year}} \times 100 = \text{Retention Rate}$$

For example: At the end of the year previous to the program year (e.g. 2017), there were 50 teaching staff members (by head count). 5 of these teachers resign at the end of the year. At the beginning of the new year (the program year), 45 of the teachers are retained from the original 50.

$$\text{The retention rate is: } \frac{45}{50} \times 100 = 90\%$$

Key Student Outcomes

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

The average attendance rate for the whole school as a percentage in 2018 was 90.38%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2018
Year Group 1	90.46%
Year Group 2	88.55%
Year Group 3	89.54%
Year Group 4	92.21%
Year Group 5	88.47%
Year Group 6	93.06%

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 roll taking by staff at 9:15 and 2:00pm each day
- 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 but with the goal of 100%
- For a copy of our Attendance Policy please subscribe to our Parent Forum for access

NAPLAN results for Years 3, 5 and 7 in 2018

Privacy and Interpretation of Data

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

My School /School Profile/ Brisbane Independent School/ NAPLAN