

## Brisbane Independent School Annual Report 2023 (Based on 2022 data)

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Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
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### From the Principal



#### School Overview

Brisbane Independent School is situated in tranquil, rural Pullenvale and is one of the most successfully progressive primary schools in Queensland. For more than fifty years BIS has been responsible for preparing children to think creatively and collaboratively for a future in an ever changing world.

We deliver the Australian Curriculum in collaboration with a value of emotional intelligence, respectful communication and a passion for discovery. BIS is unique and dynamic in serving the educational needs of our community by remaining in our integrity as a child centred environment.

BIS attracts educators who are open-minded and enthusiastically engage with contemporary educational principles and pedagogies which are supported by current research. Our adult:student ratio remains considerably lower than most other primary school environments, which we find provides an optimal learning space. At BIS, teachers and students develop respectful relationships that foster stability and safety for the students to thrive in.

Our innovative curriculum, flexible learning structures and beautiful surroundings, coupled with the co-operative nature of our educational community, continue to produce students who readily question, are highly motivated, adept communicators that go on to succeed in all they put their hearts and minds into.

## Contextual Information<sup>1</sup>

### Curriculum Overview

Our Expedition Learning Framework is a curriculum that is highly distinctive as it is 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

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<sup>1</sup> Australian Education Regulation 2013 s60 (1)(a)

**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 including personal goal setting and understanding learning styles. As part of this part of our curriculum we have Ju Jitsu and Tai Chi 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 to follow our passions as much as we can. In 2022 our program included keyboard lessons.

### School Sector: \*

Independent

### Year Levels Offered:

P-6

### Co-educational or Single Sex: \*

Coeducational

### Characteristics of the Student Body:

BIS has an average of approximately 40%-60% 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, one of which is currently filled. We also offer Self Directed Scholarships for grade 2-6 when enrolment numbers in class groups allow.

Table 1: Student enrolments at this school

Enrolment category	2020	2021	2022
Girls	43	34	24
Boys	40	43	38
Indigenous	4	4	4

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.

### Total Enrolments:

62

Table 1: Student enrolments at this school

Enrolment category	2020	2021	2022
<b>Total</b>	<b>83</b>	<b>77</b>	<b>62</b>

Notes:

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

## Workforce Information

### Staff Composition, Including Indigenous Staff: \*<sup>2</sup>

Teaching staff - 7  
Full-time equivalent teaching staff - 6.4  
Non-teaching staff - 9  
Full-time equivalent non-teaching staff - 7.4  
Indigenous staff members - 1

### Qualifications of all Teachers: \*<sup>3</sup>

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

## Funding Information

### School Income Broken Down by Funding Source \*<sup>4</sup>

Please refer to <http://www.myschool.edu.au/>

## Social Climate

### Parent, Teacher and Student Satisfaction with the School \*<sup>5</sup>

#### Satisfaction Data:

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

<sup>2</sup> Australian Education Regulation 2013 s60 (1)(c)

<sup>3</sup> Australian Education Regulation 2013 s60 (1)(b)

<sup>4</sup> Australian Education Regulation 2013 s60 (1)(g)

<sup>5</sup> Australian Education Regulation 2013 s60 (1)(f)

parents (and students if they wish) also attend a Whole Community Meeting once per term to make sure that all voices are heard.

## Student Outcomes

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 out 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. Our Child Protection Policy is readily available from our website [www.bis.qld.edu.au](http://www.bis.qld.edu.au)

### Average student attendance rate (%) for the whole school: \*<sup>6</sup>

The average student attendance rate for the whole school in 2022 was 86.87%

Year levels	Average attendance rate for each year level as a percentage in 2022
Prep	86.74%
Grade 1	89.83%
Grade 2	87.68%
Grade 3	87.68%
Grade 4	88.77%
Grade 5	82.31%
Grade 6	84.22%

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<sup>6</sup> Australian Education Regulation 2013 s60 (1)(d)(i)

**A description of how non-attendance is managed by the school: \*<sup>7</sup>**

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%
- A copy of our Attendance Policy is readily available upon request.

**NAPLAN results for Years 3, 5 and 7 and 9 in 2022 \*<sup>8</sup>**

**Benchmark Data for Year**

<b>Progress</b>			
The percentage of students at the school who achieved above average progress, compared to students of a <u>similar background</u> and who had the <u>same starting score</u> on their previous NAPLAN test.			
	Year 3-5 (2022)	Year 5-7 (2022)	Year 7-9 (2022)
<b>Reading</b>	No Comparison Available		
<b>Writing</b>			
<b>Numeracy</b>			

<b>Results</b>				
The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain				
<b>Reading</b>				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	488	No Comparison Available	N/A	N/A
Average Score (National)	438	510	543	578
<b>Writing</b>				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	418	426	N/A	N/A
Average Score (National)	422	484	530	560

<sup>7</sup> Australian Education Regulation 2013 s60 (1)(d)(ii)

<sup>8</sup> Australian Education Regulation 2013 s60 (1)(e)

<b>Spelling</b>				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	446	No Comparison Available	N/A	N/A
Average Score (National)	418	505	547	577
<b>Grammar and Punctuation</b>				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	480	No Comparison Available	N/A	N/A
Average Score (National)	433	499	533	573
<b>Numeracy</b>				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	440	486	N/A	N/A
Average Score (National)	400	488	546	584