



Brisbane Independent School Annual Report 2015 (Based on 2014 data)

Descriptive Information

This section encourages schools 'to tell their story' in a positive manner within their local context. This section of the report should describe the environment in which the school operates. The headings below are compulsory; however, schools could also include information about the school's demographic mix, enrolment and student mobility, distinctive skills of staff at the school, and how computers are used to assist learning.

School Sector:

Independent

School's Address:

2447 Moggill Road Pullenvale, Brisbane, Queensland

Total Enrolments: [Schools might wish to include comparative data from previous year\(s\) here](#)

2014 – 55 Students

2013 - 37 Students

Year Levels Offered:

2014 was the final year that we offer P-7. From 2015 it will be P-6

Co-educational or Single Sex:

Coeducational

Characteristics of the Student Body: [For example, the numbers and proportions of boys and girls; the proportion of Indigenous students; ethnicity; cultural backgrounds etc.](#)

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: This refers to special programs or innovative offerings, not regular subjects offered. It could include excellence programs, gifted and talented arrangements, special needs programs, life skills etc.

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 literately 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 Jitus 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:

Descriptions of the activities should be provided, particularly those that involve a significant number of students.

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.

Social Climate: Describes the social climate of the school, including pastoral care programs (this might also include the school's commitment to child protection, reference to the school's behavior management and anti-bullying programs).

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.

Parental Involvement: Must involve strategies for parental involvement; these might include the presence of a P&F Association, Board representation, parent committees (such as for strategic planning), reading programs, volunteer programs.

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.

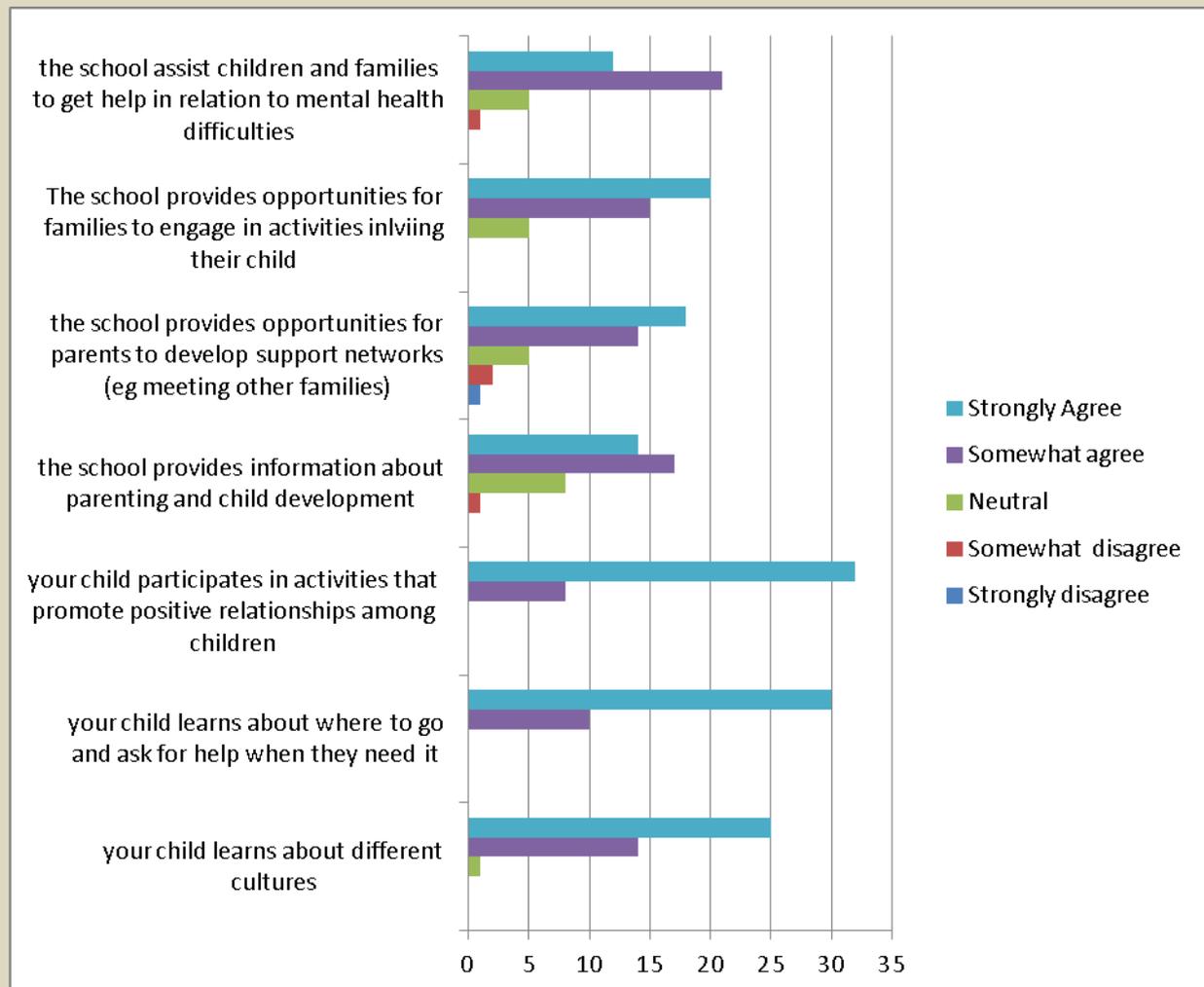
On a day-to-day level we have teams of parents who support the Principal to deliver on the operation of the school. These parents work in a range of different volunteer capacities, reading with students, running cooking classes and tuckshop, hosting the play group, working on the gardens and helping 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.

Kids Matter School Satisfaction Survey Term 1 2014

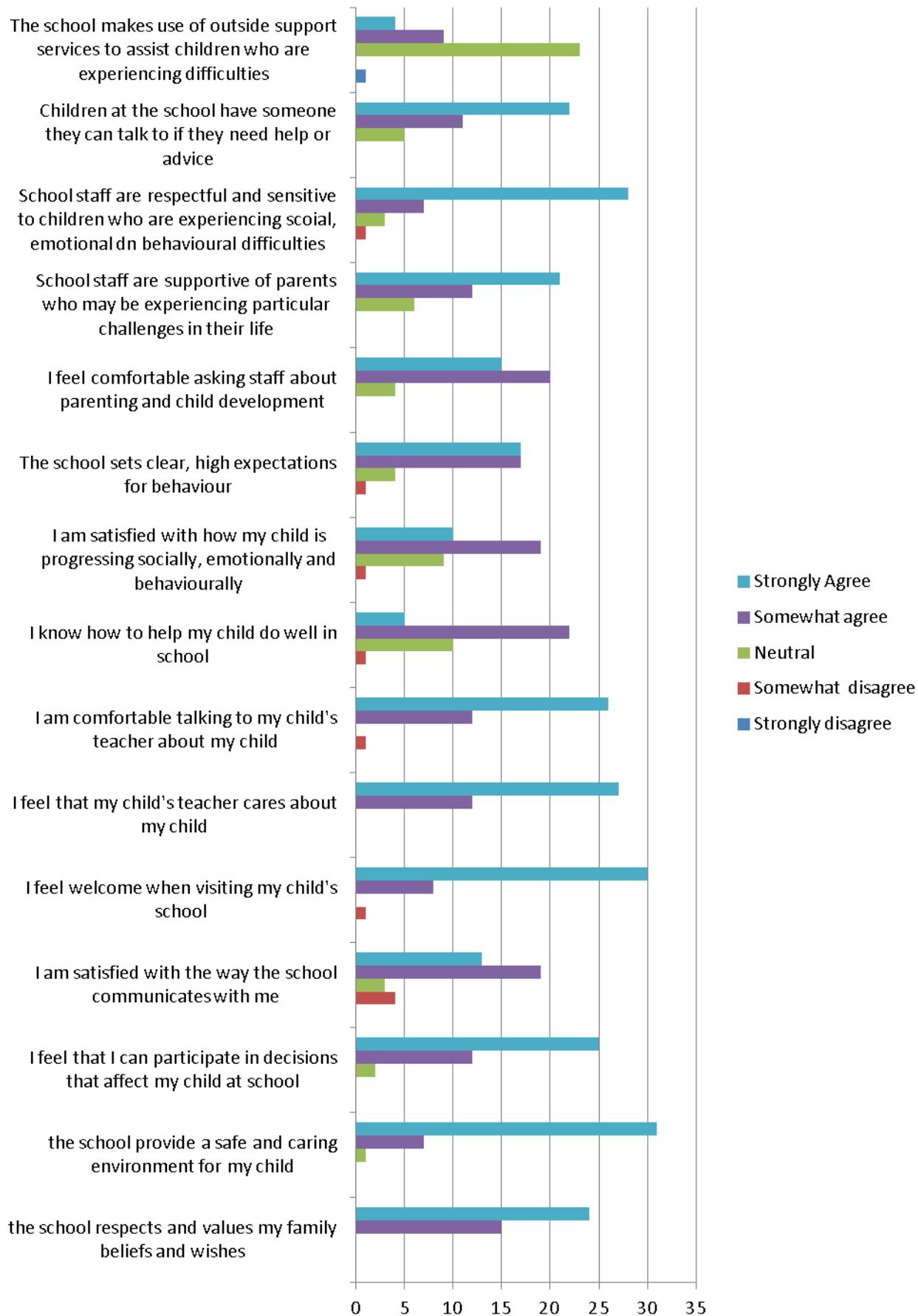


Things to celebrate

- Relationships
- Safety support for children at school
- Learning about different cultures

Things to work on

- Support and assistance for families looking for mental health support needs to be more explicit
- We have some families who do not feel connected to other families to develop support networks – we need to improve on our first term welcoming of families
- We need to be more explicit about information available on parenting and child development



Things to celebrate

- Decision-making
- Safe and caring for children

Contact Person for Further Information:

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

Title: For more information on policies and/or curriculum please contact the Principal, Jen Haynes on 3378 5466 or jenniferh@bis.org.au

School Income Broken Down by Funding Source

<http://www.myschool.edu.au/SchoolProfile/Index/89331/BrisbaneIndependentSchool/48030/2014>

Staffing Information

Staff Composition, Including Indigenous Staff: Description of the school's staffing composition (e.g. full-time, part-time, teaching, non-teaching) and the extent to which the school employs Indigenous staff.

Full Time Teachers – 2
Part Time Teacher – 2
Full Time Teacher Aides – 3
Admin – Part Time Receptionist and Principal

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	5
Diploma	
Certificate	

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Integral Philosophy Training	4
Non Violent Communication Training	5
Autism	2
Dyslexia	1
Total number of teachers participating in at least one activity in the program year	4

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD	Average expenditure on PD per
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	(as recorded in Financial Questionnaire)	teacher
4	\$3183.94	\$795.98
The total funds expended on teacher professional development in 2014		\$ 3183.94
The proportion of the teaching staff involved in professional development activities during 2014		% 100
<p>The major professional development initiatives were as follows:</p> <ul style="list-style-type: none"> • Integral Developmental Theory • Non Violent Communication • Kohlberg’s Theory of Moral Development - In house • Self Directed Learning - In house • Autism • Reading – mentoring • Behaviour Management – mentoring 		

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days: Due to our small school we will not be reporting on this statistic

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	2	%50
From the end of 2013 50 % of staff were retained for the entire 2014 school year		

Key Student Outcomes

[Schools may wish to include comparative data from previous year(s) in this section]

Average student attendance rate (%) for the whole school based on the data submitted as Attendance Survey Data 2014

The average attendance rate for the whole school as a percentage in 2014 was 83.87 %

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 2014

Privacy and Interpretation of Data

BIS does not engage in any preparation for NAPLAN beyond basic awareness of the test format. Our students do not engage in practice tests and nor do we decide on our curriculum teaching to fit the NAPLAN test. We do not focus on the genres being tested on as our focus genres unless it fits our curriculum. We also encourage all students, even those with special needs, to “have-a-go” at the test. We work with our students on staying focused, resilient and enjoying the experience. If a child is feeling stressed during the year 3 test we do not force them to complete, as we believe that this age group is still not ready to take the stress of an external test and forcing them to complete the test when showing signs of stress may harm them. Our year 5 students are given more encouragement to work through the process and deal with their stress using the relaxation techniques we train the students in. Our 2014 cohort was too small to be reported but please peruse other years at

<http://www.myschool.edu.au/ResultsInGraphs/Index/89331/BrisbaneIndependentSchool/48030/2014>