



Brisbane Independent School

# ANNUAL REPORT

2020

Queensland School Reporting

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## Contact information

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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>
Contact person	Lachlyn Bowie - Principal

## From the Principal



*Lachlyn Bowie*  
Acting 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.

# Our school at a glance

## School profile

**Coeducational or single sex** Coeducational

**School Sector** Independent

**Year levels offered in 2020**

## Characteristics of the student body

### Student 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 2022, during 2019 BIS was identified as the fastest growing school (based on % enrolments) in South East Queensland.

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

Table 1: Student enrolments at this school

Enrolment category	2018	2019	2020
<b>Total</b>	<b>75</b>	<b>93</b>	<b>83</b>
Girls	41	50	43
Boys	45	43	40
Indigenous	3	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.

In 2020, there were 0 students enrolled in a pre-Prep program.

## Overview

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.

## Curriculum implementation

### 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

**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 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.

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**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 2020 our program included a choir, guitar, drumming and keyboard lessons.

## Social climate

### Overview

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.

### Parent and community engagement

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.

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## School disciplinary absences

Table 2: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	-	-	-
Long suspensions – 11 to 20 days	-	-	-
Exclusions	-	-	-
Cancellations of enrolment	-	-	-

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State", followed by a magnifying glass icon.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



A rectangular button with a thin border and the text "View School Profile" centered inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



The screenshot shows a navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff (mandatory)

Table 3: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	7	8	
Full-time equivalents	6.2	6.56	

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers (mandatory)

Table 4: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	100%
Diploma	
Certificate	

\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional development

#### Teacher participation in professional development

The major professional development initiatives are as follows:

- Non-Violent Communication
- Indigenous Perspectives in the Curriculum
- Writers Workshop Literacy Implementation
- Synthetic Phonics Program Implementation
- Integral Developmental Theory
- First Aid Training
- Fire and Evacuation Training

The proportion of the teaching staff involved in professional development activities during 2020 was 100%.

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# Performance of our students

## Key student outcomes

### Student attendance

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

Table 5: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate* for students at this school	90.3%	91.94%	91.95%
Attendance rate for Indigenous** students at this school	DW#	DW#	DW#

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

# Due to the size of the cohort, BIS does not publicly report on this data to maintain student privacy and confidentiality.

Table 6: Average student attendance rates for each year level at this school

Year level	2018	2019	2020
Prep	94.67%	92.99%	88.98%
Year 1	91.44%	93.11%	90.82%
Year 2	88.16%	88.88%	90.27%
Year 3	88.75%	90.40%	87.68%
Year 4	93.45%	91.53%	92.94%
Year 5	84.35%	94.64%	93.98%
Year 6	93.43%	91.62%	96.04%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### **How to access our NAPLAN results**

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



A screenshot of the My School search interface. It features a search bar on the left with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.