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Principal's foreword

Introduction

Bracken Ridge State School fosters a supportive school environment that recognises and celebrates the individual. We have a proud record of working with parents and the school community to improve learning outcomes for all students. Achieving good educational outcomes is dependent on this successful partnership between parents and school.

Bracken Ridge State School is committed to the provision of quality programs in all areas but particularly in Literacy and Numeracy which are major focus areas of the school. Our curriculum offerings are current and designed to ensure that students are prepared for the challenges of the future.

A previous Triennial School Review and Internal Monitoring have identified areas that would shape the future direction of Bracken Ridge State School. These include:

- Improvements in Literacy and Numeracy
- Continue the implementation of Inclusive practices focusing on student needs.
- Focus and implement strategies for QCAR – curriculum, teaching assessment and reporting.
- Full implementation for the Phases of Learning – Early Years and Middle Phase
- Improved Teacher Development and Professionalism
- Improved Community Engagement and Supportive School Environment
- Review and Improvement of the Responsible Behavior Plan
- Aligning of the curriculum to respond to the needs of the students of Bracken Ridge State School

We aim to ensure that we are developing learners for the 21st Century. We also aim to create an environment in which our school and wider community is embraced and engaged in the richness of learning and to develop an understanding that we are delivering a first class curriculum for our future generations.

Future outlook

Bracken Ridge State School will continue to meet the learning needs of all students Prep to Year 7 in the Bracken Ridge Community. Our curriculum offerings are current and designed to prepare students for the challenges of the future. Maximising achievement especially in the areas of Literacy and Numeracy through rigor and implementation of QCAR, student welfare and social education will continue to be priorities. This will be supported through professional development of all staff and teacher aides over the next year.

Key priorities for 2009 will be:

Learning

QCAR – focus on Essential Learnings, QCATS, and Assessment

Literacy

Number Skills

NAPLAN – Maximising Achievement

Schools

Review of the Responsible Behaviour Plan

One School Implementation

Implementation of the TSR findings and School Strategic Plan

Implement the P – 12 curriculum Framework

Workforce

Providing PD Key Areas – Number(First Steps), Maximising Achievement Strategies, Developing Performance Framework, Literacy Training

80% of staff to achieve ICT Certificate or Pedagogical License

The “You Can Do It – Program Achieve” will continue to add value to learning through the Keys to Success, and productive partnerships that will continue to provide for a school community that values education through supportive and genuine relationships.

Our school at a glance

School Profile

Bracken Ridge is a coeducational government state school. The school enrolments total 525 students from Prep to Year 7. (Preparatory classes began in 2007) There are predominantly single Year Levels although a small number of classes are composite in nature.

The children are predominantly from the Bracken Ridge catchment area with some students enrolled from other nearby suburbs. The enrolments have slightly declined with the ever changing demographics of the Bracken Ridge catchment area.

An increasing number of students are from overseas countries particularly from the Pacific Island communities. Predominantly, the students are European in descent with a very small population of Aboriginal and Torres Strait Islander students.

Curriculum offerings

Our distinctive curriculum offerings

- All eight Key Learning Areas are incorporated into the curriculum, staff development programs and resource provisions. Integrated studies are a focus of the curriculum offered in the areas of The Arts, Science, SOSE, Health and Physical Education, and Technology. The Language Other than English is Japanese although French was the language taught for most of 2008 due to the unavailability of a Japanese teacher. The 2009 language will return to Japanese. Music is offered in a variety forms – classroom music programs, the Instrumental Music Program and Choir options.
- The Sports program is a feature of the school with a focus on Interschool competitions between the Bramble Bay Cluster of schools and an intraschool recreational sport program for those students not participating in interschool competitions. Swimming is a feature of the school sports program with the school fortunate enough to own its own swimming pool.
- Other distinctive curriculum programs include
 - Special Education Unit, catering for students with disabilities
 - Instrumental Music, Concert Band and Senior and Junior Choirs
 - Mathematical Tournaments
 - Under Eights Day
 - School Leaders Program
 - Choices Program
 - Lunch Clubs – a variety of lunch activities
 - Celebration Days – culmination of Integrated Units of study
 - Chaplaincy Program
 - You Can Do It Program
 - high involvement in sporting activities
 - Active School Travel Program
- The school offers a camping program for students in Year 6 and 7 at a variety of south east Queensland locations.

Extra curricula activities

These include:

- Choices Program – offering electives for Middle Phase students to engage them in learning and to assist in the transition to secondary school programs.
- Concert Band – participation in community and competition performances throughout the year.
- Senior and Junior Choir – performances in a number of community events and competitions throughout the year.
- Swimming Club – run on site in the school.
- Competitions – University of New South Wales where students elect to sit tests in a number of curriculum areas.

Our school at a glance

How computers are used to assist learning

The school enjoys a healthy computer to student ratio with computers available in classrooms as well as in two computer laboratories. Classroom computers allow for small group learning integrated with literacy, numeracy and integrated studies. The fully networked computer labs allow students to undertake ICT lessons which allows for innovative learning experiences using multimedia programs. All computers in the school are networked which enables all students to access the internet, email and school based programs when required. Most classrooms integrate some form of ICTs into their classroom programs.

Challenges for 2009 will include improving the integration of ICTs into classroom programs, implementing the Smart Classroom Agenda and boosting the number of teachers achieving their Pedagogical License and or ICT Certificate.

Social climate

Bracken Ridge State School is located in the northern suburbs of Brisbane. The school services the areas of Bracken Ridge, Taigum, Sandgate, Bald Hills and Brighton. The school opened in 1957 with an enrolment of 53 students. This number rose to 1200 in the 1980's while this year's enrolment is 525.

The school community is a mix of socio-economic strata. This profile is steadily changing as a smaller proportion of the overall school community access public housing. Financially there is little scope for economic and cultural support within the Bracken Ridge community; however such opportunities are available within close proximity. Few employment opportunities exist within the suburb with most families being employed elsewhere. The need for extended, flexible childcare is a priority for this community. Housing in the area contains a defence sector that impacts on the transience of the school community. Housing in the immediate vicinity is being developed and movement into the area is beginning to impact on the school's enrolment.

The Bracken Ridge School community has a distinctive approach to developing relationships and partnerships. This is based around the Responsible Behaviour Plan developed around 2006 and the You Can Do It – Program Achieve social skills program that assists students to further develop their self esteem and interpersonal relationships. This program assists staff and parents to promote five keys to schools success – Getting Along, Confidence, Persistence, Organisation and Emotional Resilience.

A school Chaplain working two days a week, provides pastoral care and supportive strategies that enhance the social and emotional wellbeing of students.

School decision making is collaborative through staff meetings, parents and citizens association forums and for students through the student representative council.

In a recent School Opinion Survey, 79% of students and 80% of parents report that they were getting a good education at Bracken Ridge School. It is a good school particularly where students feel safe, treated fairly and were happy to be at school. 90% of parents were happy that Bracken Ridge State School is a good school.

Involving parents in their child's education.

Parents are offered a wide range of opportunities to become involved in their child's education. The school and wider community share a close partnership. We have an active and enthusiastic P&C, a caring supportive After Hours School Care and Vacation Program, and many volunteers who together support our staff to encourage and provide guidance for our students. From seeking parent opinions in the matching of class placements to

Our school at a glance

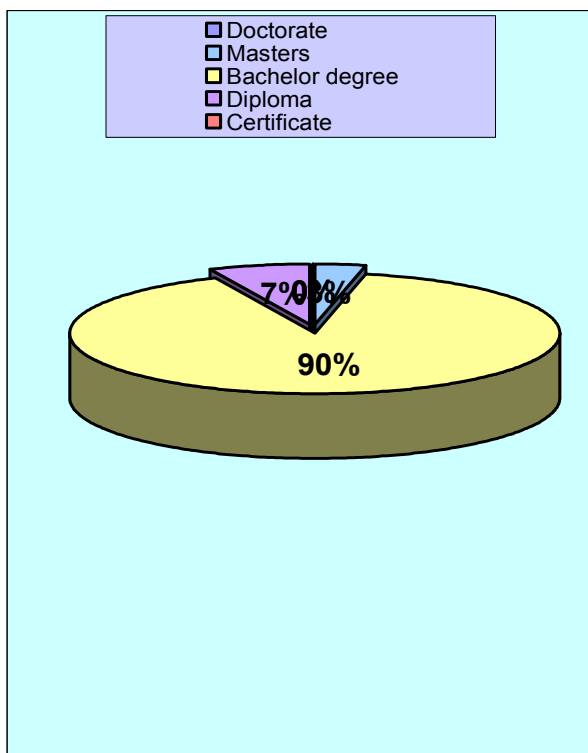
volunteering in the classrooms, parents have a number of avenues to be involved in the school. These include:

- Regular parent teacher meetings and conferences both formal and informal
- Frequent home school communication – newsletters, special notices and advertising
- Training programs for parents in school learning programs and support
- Parents and Citizens Association Meetings
- Written semester report cards and Opinion surveys
- Parent/Teacher Welcome sessions are conducted at the beginning of each year
- Parent and community participation in Celebration Days at the conclusion of each unit.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	27
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$29 164.00.
- The major professional development initiatives are as follows:
 - Mathematics Syllabus Implementation, QCAR Assessment and Reporting, Primary Connections Science, Year 2 Net Training, Embedding Indigenous Perspectives in Education, ICT Pedagogical License and Certificate Training, Literacy Training Early Years Teachers and Teacher Aides, Games Factory, THRASS.
- The involvement of the teaching staff in professional development activities during 2008 was 85%.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 98% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 90% of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 95%.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	363	461	515	
	Average score for Queensland	371.1	466.1	528.1	
	For the school the percentage of students at or above the national minimum standard. 2008	93 %	88 %	88 %	
Writing	Average score for the school	408	474	538	
	Average score for Queensland	391.8	468.9	522.7	
	For the school the percentage of students at or above the national minimum standard. 2008	100 %	96 %	90 %	
Spelling	Average score for the school	377	460	546	
	Average score for Queensland	366.7	462.0	528.0	
	For the school the percentage of students at or above the national minimum standard. 2008	100 %	87 %	88 %	
Grammar and Punctuation	Average score for the school	369	466	525	
	Average score for Queensland	370.4	476.6	518.0	
	For the school the percentage of students at or above the national minimum standard. 2008	93 %	86 %	88 %	
Numeracy	Average score for the school	338	462	521	
	Average score for Queensland	367.9	458.2	539.0	
	For the school the percentage of students at or above the national minimum standard. 2008	88 %	94 %	93 %	

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	78%
Writing	90%
Number	80%

Value added

Bracken Ridge State School continues to implement programs and processes that support and develop students.

Literacy results continue to show improvement. These results are attributed to several programs: Early Literacy fundamentals (ELF), Speech Language Early Intervention Program (SLEIP), Fast Zone, Smart Words (Spelling) and Cars and Stars, Metalinguistics and THRASS. All these programs develop students from the basic literacy skills through to

Performance of our students

extended skills in comprehension, vocabulary and writing.

Our Fundamentals Program has four facets – a gross motor, a fine motor, a speech and an oral program. The Program ensures that every single child in Prep, Year 1, and the Special Education Unit in our school will fully participate in the total program and that this saturation program will have a long lasting effect on the success of every child in and out of school.

This project aligns with the Smart Moves Policy and the Health and Wellbeing Units which are conducted in our school as a strategy to educate the whole person as one who can interact successfully in society. Feedback received from teachers, parents and students indicates the positive impact this program has had on students in the classroom and playground. There has been a measurable improvement in the participation of, and the ability of students to successfully complete activities in the classroom and in the playground. This success equates to confidence in a child that they are able to successfully complete their schooling, and this has been quite noticeable in our students.

The Choices Program continues to be successful in the Middle Phase of Learning. The program involves all Year 4 – 7 children. Year 4 & 5 students participate in rotational school site based activities while the Year 6 & 7 students are able to elect an activity from a range of program runs at on-school and off-school sites. Feedback from students and parents has been very positive and all expressed an interest for the program to continue.

Another example of value added in our school was in the Year 2 Net.

Year 2 Net

- The Year 2 Net results showed that the percentage of students not requiring extra support has been climbing steadily from 68% in 2005 to 78% in 2008 in Reading, 76% in 2005 to 90% in 2008 in Writing, and from 72% in 2005 to 80% in Number in 2008.

Parent, student and teacher satisfaction with the school

Results of the School Opinion Survey reveal the following about the satisfaction in the school community about our school:

- Percentage of parents satisfied that students are getting a good education at this school = 75%
- Percentage of students satisfied that students are getting a good education at this school = 89%
- Percentage of parents satisfied that the school is a good school = 81%
- Percentage of staff satisfied with the morale in the school = 83%