



Prospectus

Handbook

2024





Our School

‘The natural desire of the students to grow through learning is to be nurtured’.

The Blackall Range Independent School (B.R.I.S.) is a fully accredited, non-denominational and co-educational school that has been operating since 1975. B.R.I.S. seeks to meet the emotional, social, and educational requirements of its student population and to model ‘a community of learners’ that incorporates students, staff and parents.

B.R.I.S. has a long history of a ‘child centered’ approach to learning. Our goal is to provide support in an educationally sustainable environment that is caring, welcoming, and understanding. The natural desire of students to grow through learning is nurtured.

As a life-long learning community, B.R.I.S. is a diverse, open place in which individuals develop meaningful ways to enhance, enrich, honour, and celebrate each other, families, communities and society.

B.R.I.S. is creating a community of growing, living learners!

Philosophy



The Blackall Range Independent School is striving to create a community of learners. We encourage an awareness and respect of self, respect for others, respect for the environment, a willingness to do something and the desire to do it well!

Blackall Range Independent School is about people and diversity and our concerns are global. We acknowledge that B.R.I.S. is part of the global community. B.R.I.S. is focused on our community, as a place of trust and openness, a place where young and old from different cultural backgrounds are respected for who they are, a place whose ethos is based upon the responsible use of freedom, where exploration and discovery are related to the people's real needs for the present and future. B.R.I.S. is a place flexible enough to meet change, which gives a feeling of security and purpose to all within.

B.R.I.S. is a school community in which student-centred education is a goal rather than a label. It allows exploration of individual interests and considers the role of the school in society - a way of extending the school's human dimension. Learning must be joyful and challenging, involving, and interesting to the students, channelling them purposefully.

At BRIS we work hard to Build Resilient, Innovative, Self-motivated learners. We find that when students have a say in the direction and style of their learning, they are more engaged, more productive, and happier in their schooling. We work from the Australian Curriculum but believe it is better to really cement students learning in the areas they need before moving on to new areas.

Because of our small class sizes, we can monitor student's progress at an individual level. We differentiate our lessons to accommodate every student's individual needs. The students are involved in their learning journey and have an understanding of their strengths and the areas they may need to spend more time concentrating on. We work hard to make our lessons relevant to the student's worlds, and we try to be innovative to equip the students with the skills they will need to enter the workforce in the 21st century.

Learning must be timeless but not fragmented, and be seen for today and tomorrow, embedded in an appreciation of yesterday.

Structure

Blackall Range Independent School is an Incorporated Body that is recognised by State and Federal Education authorities.

The school is run by an elected 'management board' of members. Upon acceptance of a Membership Application, with Membership Fee paid, all parents and community members are voting members of the Blackall Range Independent School Association Incorporated.

We strongly recommend parents attend. The whole is greater than the individual parts!



Staff



B.R.I.S staff members are diverse in their interests and talents and are committed to the children and school philosophy of creating a community.

All staff value our children's love of learning, growth, and self-esteem. Our teachers are highly qualified and registered with The Queensland College of Teachers. All other employees hold a current Blue Card (Working with Children.) Meet our staff at www.brischool.com.au Our staff across Administration, School Support Services & Business Operations bring with them both their individual qualifications and a wealth of experience.

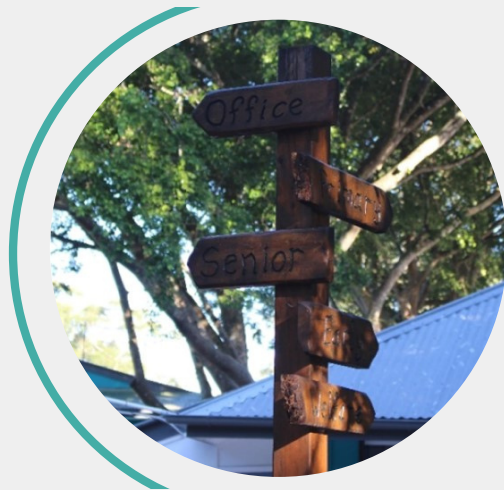
Teacher commitment, dedication and experience are fostered through collegiality, professional development, and community support.

These encourage:

- personalised interactions and relevant learning situations,
- catering for individual learning styles,
- and focus on developing positive self-concepts, confidence, self-discipline, self-efficacy and a sense of social participation, co-operation, and equity.

One body, many spirits, hearts, and hands!

Learning & Curriculum



Let us learn! We see exciting experiences for learning all around us!

Our Curriculum is aligned with, and meets the requirements of, the Australian National Curriculum, the school aims to provide skills and subjects reflecting the needs, interests and experiences of the children. Emphasis is on experiential learning situations, where teachers facilitate learning. Students are offered the opportunity to be involved in program development and evaluation.

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Early Years (Prep)



The Early Years Program engages students in meaningful, authentic learning experiences. Children learn best when they are actively involved in their learning – learning experiences are hands-on, creative and concrete. The teaching is intentional and planned to reflect individual interests and needs. There is a balance between teacher-directed and child-directed activities which encourages children to develop their social, emotional and cognitive abilities in a supportive, stimulating environment.

Lower Primary (1 – 2)

In the Lower Primary classrooms, you will find an environment that is flexible to include indoor work areas along with outdoor locations. Our multi-aged classroom is enhanced by access to peers with differing skills, strengths, and ability levels. Therefore, our curriculum is sequenced according to developmental needs of the student. Our learning environment is fluid and dynamic that changes as the students' needs change. Group projects as well as individual projects, explorations and investigations occurring over the course of the year is encouraged and students have the opportunity to explore interests in an integrated, in-depth way. All students are encouraged to collaborate with each other and to provide peer support which helps support positive relationships.

Primary



Middle Primary (3 – 4)



In the Middle Primary classroom, we believe that children learn best when they are happy, relaxed and engaged. Students work at their own level and are treated as unique individuals with their own needs, interests, and ways of learning. Each child's abilities are extended in a warm, friendly, and supportive environment. Children work across curriculum areas to develop their literacy and numeracy skills, express themselves creatively in art and music, participate in fun and engaging physical activities and be equipped with practical IT skills utilising our 1:1 laptop program.

Upper Primary (5 – 6)

In the Upper Primary classroom, we believe that students should be provided opportunities to continue to work at their own pace, while being challenged and exposed to new ideas. Students explore inquiry-based learning, gaining the necessary skills needed to help support them as they transition into the High School space. Students in the Upper Primary classroom are encouraged to take an active leadership role within the school community. Providing students with opportunities to grow their skills holistically and in a real-world context.

Primary





Junior High School (7)

Junior High School is the first step in the High School journey, and an opportunity for students to transition into the High School sector. In Junior High School students are immersed in inquiry-based learning where they will be guided in becoming critical and creative thinkers. Using this approach, students are encouraged to use their problem-solving skills to explore real-world issues through learning how to ask relevant questions, interpret evidence and share their learning. Inquiry-based learning encourages communication between peers and their teachers and provides a safe environment for students to engage in discussions and debates centred on real-world topics.

Middle School (8-9)

In Middle High School, students use inquiry-based learning to strengthen their critical and creative thinking skills as well as enhancing their problem-solving abilities. This approach is student centred and when being global citizens, they develop skills essential to being a 21st century learner. Through planning, organising, processing, and designing, students use a cross-curricula approach to produce authentic bodies of work demonstrating a deep understanding of real-world issues.

Secondary





Senior students have the opportunity to complete their Queensland Certificate of Education (QCE) at Blackall Range Independent School (BRIS). It is both an exciting time and a time of great change as students move from the exploration of inquiry-based learning in Junior High School and Middle School, to the requirements of Senior Learning. Year 10 is the first phase of Senior Schooling, with the focus being to transition into Senior Syllabus and expectations. During Year 10, students explore many different work occupations to try and find a field they are interested in through the provision of one week of work experience per term. To attain their QCE in Year 11 and 12, students are required to obtain 20 credit points. These can be completed by the end of Year 12, or up to 7 years after school.

In 2024 students in the Senior School will have access and opportunities to participate in school subjects, QCAA short courses and vocational education and training opportunities.

School Subjects include:

- Essential English (4 QCE points)
- Essential Mathematics (4 QCE points)
- Social and Community Studies (4 QCE points)
- Science in Practice (4 QCE points)
- Visual Arts in Practice (4 QCE points)
- Recreational Studies (4 QCE points)

Short Courses include:

- Literacy Short Course (1 QCE Point)
- Numeracy Short Course (1 QCE Point)
- Career Education Short Course (1 QCE Point)
- Aboriginal and Torres Strait Islander Languages Short Course (1 QCE point)

Vocational Education and Training opportunities include:

- Participation in VET courses (on-site and off-site) - previous courses involve
- Securing School Based Apprenticeships and Traineeships.

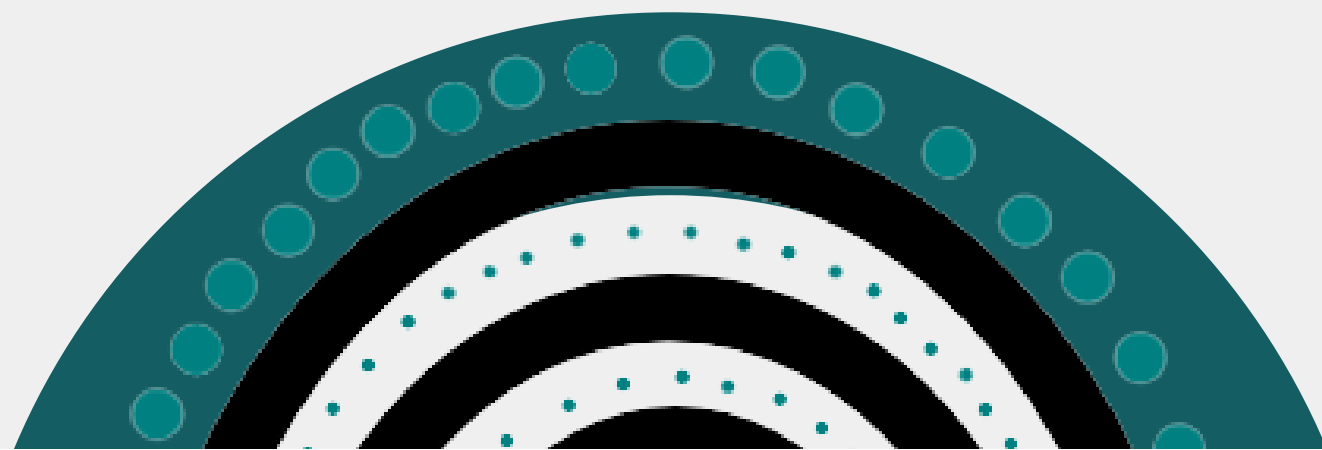


Senior

NOTE: There is currently no option for students to complete an academic pathway and obtain an ATAR score. However, students can enrol in up to two general subjects through Brisbane School of Distance Education, and these subject count towards an ATAR score. Students can take up to 5 years to complete the requirements for an ATAR score. Students who want to obtain entry to university from Year 12 are encouraged to enrol in the University of the Sunshine Coast's Head Start programme as part of their senior learning at BRIS, as well as completing the Tertiary Preparation Pathway programme at USC once they finish Year 12. (We review our Senior Pathway options each year).

There is an option, where students who are finding a full time workload too difficult, to negotiate an individual pathway with BRIS about what their senior schooling will include. This is done in consultation with the student, parents, and teachers to ensure everyone is aware of the path they are choosing.

Assessment is non-competitive and continuous. Many learning experiences are conducted beyond the classroom including excursions, camps, special events, and cultural performances.



Parent Roles

Children spend up to 18 hours each day with their parents who are their essential educators. Parent PARTNERSHIP is welcome at B.R.I.S. in all areas of school life. Parents may join either the classroom activities, e.g., Reading support etc., or ancillary positions (basic maintenance, P & F, Fundraising, excursion support or other duties), depending on the school's need and the individual's expertise.

Tuition Fees & Charges

For the current Schedule of Fees & Charges, please refer to our website www.brischool.com.au. These are reviewed annually. All Fees & charges are compulsory. There are four terms in the year. Tuition Fees are paid up front within one week of the commencement of each term. Levies will be paid as required (e.g.: Term by term or Semester etc.) Class packs are invoiced to families upon formal enrolment. Invoices will be forwarded to families at the end of the previous term. Tuition Fees include an AON student accident protection plan. However, Tuition fees DO NOT include: excursions that involve additional costs (e.g.: entrance fees and bus travel charges).

School Transport Assistance

School Conveyance Allowance is available to students driven by carers to school each day. These students may receive a conveyance allowance to assist with travel costs. It is paid in two instalments, July, and December. Parents/Carers apply for this funding directly with the Transport Department twice a year, May and October. Being a community focused school and with environmental ideals in mind, we encourage Carpooling.





School Hours

B.R.I.S is officially open from 8:30 am – 3:15 pm Monday – Friday.

Primary Classes commence at 9:00 am and finish at 2:50 pm. High School classes commence at 8:45am and finish at 3:00pm.

Staff do not supervise students outside of these hours. If your children are at school outside these hours, you must make special arrangements and inform their class teacher.

ADMINISTRATION OFFICE HOURS are: 8.45am – 3.00pm Monday to Friday



Blackall Range Independent School

551 Nambour-Mapleton Rd. Kureelpa QLD 4560
P: 07 5476 4301 www.brischool.com.au