

Junior School Engagement Programs



The Junior School team fosters sense of belonging, ensuring students feel safe and confident in a non-judgemental environment.

At Bracken Ridge State High School, The Junior School team is committed to providing an environment where all Junior School members feel safe, respected and their contributions valued and voices listened to; where social and academic learning outcomes are maximised for all through quality curriculum, interpersonal relationships and school organisation; where school processes are proactive rather than reactive; and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

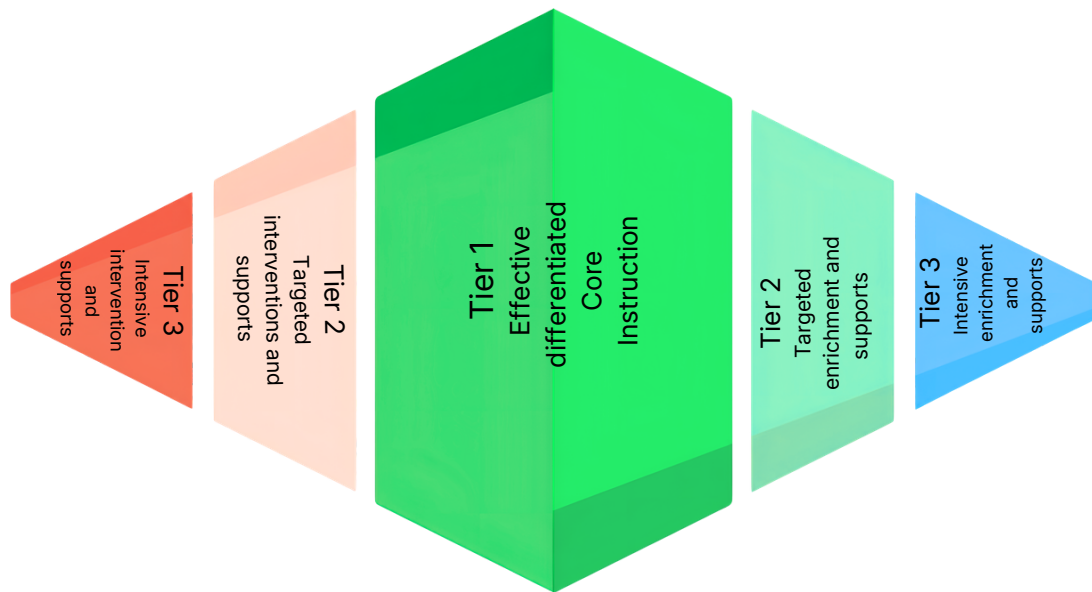
In years 7 and 8 our focus is on building solid academic foundations to prepare for the years ahead; complimented by a well-established transition program which ensures each student feels valued and supported in their learning. Our focus is also on the development of stronger student-teacher rapport.

Through a dedicated team and proactive support structures, we provide junior students access to timely, individualised care—ensuring their wellbeing is nurtured alongside their academic progress. This includes transitions into high school, building resilience throughout adolescence, and preparing them to progress through secondary years.

By working in partnership with families, teachers, and support staff, we foster a positive, inclusive environment inspiring respectful, responsible and resilient learners. A place where all students find their path for success.



Our Junior School Programs are a school-based tier support for students identified through OneSchool data (academic, attendance, behavioural) and the Junior School Referral Form.



Programs within the Junior School will have students complete regular 'check-ins' with their mentor (Form Teacher, SSC, HoDJS, DPJS, Strive Teachers/Mentors, Ignite Teacher/s), goal setting/intervention plans, accessing support/youth programs and Behaviour Support Services. Students may engage in organised lunch activities and use the range of monitoring cards available.

Positive Relationships:

- Check-in with mentor
- SSC and HoD JS assisting in classes at the request of teachers
- Access programs based around targeted student needs
- Lunch time activities organised by Sport Leaders (overseen by HoD JS and Sport Coordinator)

Other Support Services:

- Once per term/fortnightly check-in with School Chaplain
- Once per term/fortnightly check-in with Guidance Officer
- Additional external programs, Youth Programs, Behaviour Support Services etc



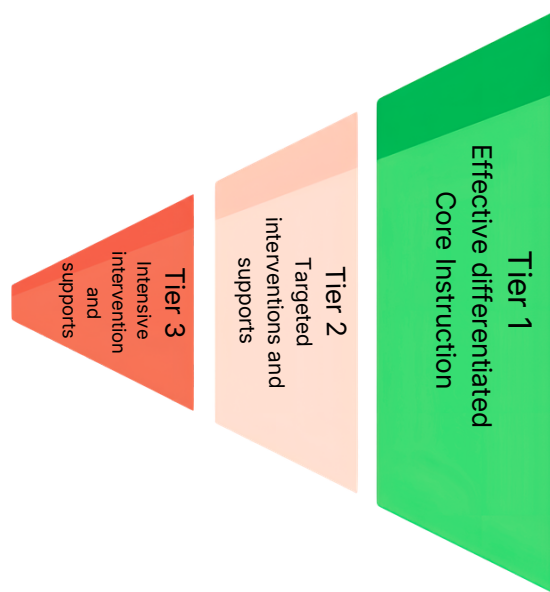
Goal Setting/Tracking:

- Initial meeting with mentor, term meetings thereafter to set goals, review progress and monitor any changes
- HODJS, SSC and DPJS to continually monitor student's data
- All behaviour referrals sent to relevant staff, with additional referral sent to HOD JS for monitoring.

Parent Engagement:

- DP/HOD JS and mentors to conduct phone meeting with parents/carers to explain the program and to ask for support.

Re-engagement Tiers



Tier 1 – Mentoring and Support

- Minimal behaviour entries (2-3 entries per week)
- Weekly check-in with Form Teacher (documented in OneSchool)
- On Task Monitoring card
- Setting of weekly goals
- Focus on building positive relationships.



Tier 2 – Behaviour Support

- Increased behaviour entries (4-5 per week)
- Weekly check-in with YLC – goal setting and strategies identified
- After School Detention
- Case meetings with HoD JS (twice a term)
- Monitoring and data tracking
- Behaviour Plan and use of Emotional Thermometer (if required) – Junior School Monitoring Card
- Initial Parent/Carer Liaison Meeting held explain the program, ask for support and information, and to work together to re-engage students
- Involvement in organised lunch activities and PDG monitoring card (if behaviour is linked to lunch)
- Additional Support: School Chaplain and Guidance Officer
- Behaviour Support Services.

Tier 3 – Behaviour Interventions

- Multiple (6 or more) behaviour entries per week
- Case Management and twice a week check-in with HoD JS – goal setting and strategies identified
- Monitoring and data tracking
- Junior School Monitoring Card
- Meeting held with Parent/Carer to assist with reengaging student
- Behaviour Response Plan – leading to Discipline Improvement Plan
- Involvement in organised lunch activities and PDG monitoring card (if behaviour is linked to lunch)
- Additional Support: School Chaplain and Guidance Officer
- Referrals to external support agencies (Behaviour Support Services)
- Involvement in additional Support Programs
- Behaviour Support Services.



CURRICULUM

IGNITE ACCELERATION PATHWAY

The Ignite Academic Acceleration Pathway is a differentiated pathway that caters specifically for highly capable students. In this pathway, students can learn and be assessed at a pace exceeding that of their current year level, with a focus on 21st Century Skills.

The pathway aims to respond flexibly to advanced student learning needs, particularly those of high achieving students. To prepare students for global learning and active citizenship, students in this pathway are challenged with concepts beyond their current year level. Ignite classes will occur in English, Social Science, Mathematics, Science and Health and Physical Education.

Students in this pathway are offered extension and acceleration with the aim of keeping students challenged and engaged with high level academic work.

STRIVE PROGRAM

Bracken Ridge State High School acknowledges that some students experience significant challenges at various junctures in their schooling and alternative class arrangements provide learning success.

The Strive Program is a flexible learning model that responds to adolescent development and sets high expectations for achieving the best outcomes possible. It provides a safe, inclusive environment where students can access tailored support to help them thrive at school. This program offers direct access to key support staff and coordinates wellbeing programs, case management, and supports aligned with the needs of younger learners. Whether students are seeking assistance with attendance, engagement or wellbeing the Strive Program promotes confidence, connection, and positive pathways through junior years.

The basis of the program is to build on solid academic foundations to prepare for the years ahead. This is complimented by a transition program which ensures each student feels valued and supported. The program will track student progress, observe student behaviour and engagement in classes, and provide students with self-regulation skills, attitudes and strategies to achieve individual goals for improvement.



SUPPORT PROGRAMS

TEAM UP

Facilitated by PCYC Queensland, this leadership and social skills development program supports students with their education. Through team-based activities, students enhance their communication, emotional intelligence, conflict resolution, and assertiveness skills, while being empowered to work towards personal goals and improve their overall engagement at school.



CHAMP – Channelling Healthy Aggression Mentoring Project

Facilitated by PCYC Queensland, this boxing-based mentoring program promotes self-discipline, resilience, and positive decision-making. Students engage with role models and police mentors to strengthen connections with peers, adults, and the school community, using boxing as a foundation for personal growth and improved emotional regulation.



RAGE – Renavigating Anger and Guilty Emotions

An intensive program that supports students in understanding and managing anger and impulsivity. Through structured discussions and practical strategies, students learn to regulate their emotions more effectively and develop healthier responses to challenging situations.



SUPPORT PROGRAMS

Love Bites - Junior

Interactive workshops equipping senior students with skills for safe, respectful relationships. Covers consent, boundaries, communication, and peer pressure through discussions and activities that encourage critical thinking and respectful decision- making.



Blue EDGE

In partnership with Queensland Police, Blue EDGE (Educate, Develop, Grow, Empower) is a holistic program that specialises in social education, wellbeing topics, life skills and leadership mentoring to high school students. Delivered twice weekly, Blue EDGE includes three components: 45 minutes of physical training and team building fitness circuits (qualified PT instructor); a shared breakfast; and a workshop discussion or presentation by a guest speaker. Each week will be themed, and the topics are often tailored to address current issues identified with the group.



Deadly Choices

Delivered by the Institute for Urban Indigenous Health (IUIH), Deadly Choices empowers Aboriginal, Torres Strait Islander, and Pasifika students through culturally responsive programs by promoting healthy lifestyle choices through culturally relevant sessions on nutrition, exercise, smoking prevention, leadership, and regular health checks. The main goal is to build confidence, leadership, and a strong sense of belonging while strengthening connections between school, home, and community.

