



Bray Park State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Bray Park State School proudly lives by its motto 'Believe, Achieve, Succeed'. Our focus is firmly fixed on ensuring that all students are given the tools to live happy, productive lives. The school offers the 8 Key Learning Areas, and is committed to continuously improving literacy and numeracy levels. Students engage in common units of work across all classes at each year level. Enhancement classes/clusters operate at all levels from Year 1. Extended learning opportunities focused on independent learning are offered. The Special Education Unit is a strength within our school. Students with disabilities are catered for through Individual Education Plans with inclusion being a key component. Students with learning difficulties are supported in their classrooms through modified programs. All Aboriginal or Torres Strait Islander students have Individual Learning Plans. Student well-being is a strong focus. The school has a highly successful music program which includes instrumental music, choir, and ukulele groups. Participation in elite sport is highly valued by the school community. Several students have been selected to represent the school at District and State level in 2016.

Principal's Foreword

Introduction

Our school Vision is achieving excellence in a safe, supportive and sustainable learning environment where every student **believes** that they can **achieve** and **succeed**.

The core objective of all actions at Bray Park State School is to contribute to a quality public education system which delivers opportunities for all students to reach their full potential through engagement in intellectually challenging learning experiences.

The intent of this report is to provide parents and the community with a set of information that is common for all state and non-state schools in Queensland. It provides an overview of the highlights and successes for Bray Park State School during 2016.

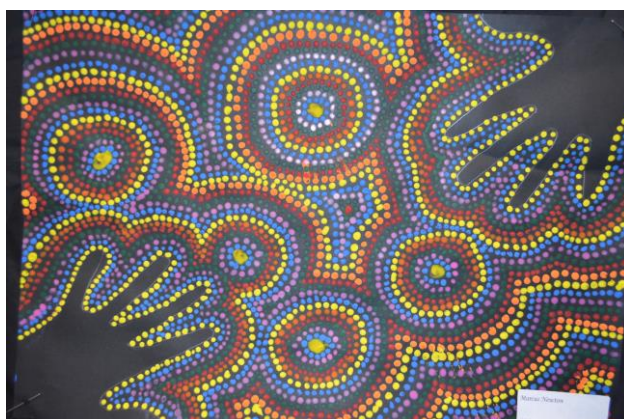


School Progress towards its goals in 2016

Successful Learners: Implement the Australian Curriculum; Key literacy and numeracy improvement strategies; Differentiation strategies	
STRATEGIES	PROGRESS
Embed English, Mathematics, Science, Geography and History (ACARA) Embed a balanced reading program Embed Numeracy Rich Routines Interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN	Whole school programs developed for English, Mathematics, Science, History and Geography. Significant improvement in NAPLAN data 2015-2016.
Great People: Implement performance reviews for all staff (eg. DPF); Learning and Wellbeing Framework	
STRATEGIES	PROGRESS
Embed in Term1 the DPF with all staff (teaching and non-teaching) ensuring an alignment to school improvement priorities and individual needs. Teaching staff Performance Plans align with AITSL: National Professional Standards for Teachers Implement processes to monitor staff and personal wellbeing.	All teachers developed and reviewed performance plans for 2016.
Empowerment: Develop and enact a pedagogical framework based on ASOT or other approved framework	
STRATEGIES	PROGRESS
Develop and implement an overarching Curriculum Framework based on ASOT. Actively engage the ASOT Instructional Leader to further and deepen understanding of staff around the framework.	Pedagogical Framework developed around ASOT Design Questions.
Engaged Partners: Getting Ready For Secondary School; Parent and Community Engagement Framework	
STRATEGIES	PROGRESS
Liaise with feeder Secondary Schools Develop a communication strategy with community regarding relevant changes. Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement. Use multiple communication channels to communicate with parents eg email, SMS, telephone, web portal and letter. Provide programs and opportunities for parents to build their capacity to support their child's learning.	Continuing liaison with local high schools through cluster meetings. Parent attendance at school events significantly increased.
High Standards: T&L Audit priorities; Discipline Audit priorities; Internal Audit priorities; Opinion Survey priorities	
STRATEGIES	PROGRESS
Implement recommendations from previous audit. Communication of improvement agenda to school community. Implement strategies to meet internal audit requirements and recommendations. Management of student behaviour – implement PBL processes.	Audit Action Plans developed and implemented. Management of student behaviour – PBL Team established and Action Plan developed.

Future Outlook

Focus Area	School Priority 2017	Improvement Strategies
Successful learners	<p><i>Know your learners</i></p> <p><i>Meet your learner's needs</i></p>	<p>Analyse Student Data - implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention.</p> <p>Improve Student Attendance - increase student attendance to 92.2% in primary years.</p> <p>Cater for Student Needs - implement strategies to cater for students' academic, social and emotional needs.</p> <p>Upper 2 Bands Priority - Ensure a variety of processes are in place for the identification of possible U2B students.</p> <p>NAPLAN Strategy - Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and NMS/ U2B.</p>
Great people	<p><i>. Teaching Quality:</i></p> <p>Develop professional knowledge</p> <p>Develop professional practice</p> <p>Develop professional engagement</p> <p><i>. Principal Leadership and Performance:</i></p> <p>Lead Teaching and Learning</p> <p>Develop self and others</p> <p>Lead improvement, innovation and change</p>	<p>Embed English, Mathematics, Science, History and Geography.</p> <p>Continue to embed a balanced reading program.</p> <p>Embed Numeracy Rich Routines.</p> <p>Develop opportunities for Master Teacher.</p> <p>Embed an overarching Curriculum Framework based on ASOT.</p> <p>Refine school based moderation processes.</p> <p>Engage in quality professional development and professional sharing via BPNs.</p> <p>Embed the DPF with all staff.</p> <p>Principal Performance Development Plan in place.</p>
High Standards	<p><i>. School Performance:</i></p> <p>Know your data</p> <p>Know your strategies</p>	<p>Analyse whole school trends to develop an explicit improvement agenda.</p> <p>Implement recommendations from latest audit report.</p> <p>Use the opinion survey data to respond to concerns.</p>
Engaged Partners	<p><i>. Regional Support:</i></p> <p>Maintain alignment</p> <p>Develop consistency</p> <p>Scale up success</p> <p><i>. Local decision making:</i></p> <p>Embrace autonomy</p> <p>Create partnerships</p>	<p>Continue to develop opportunities to work with regional support staff and services.</p> <p>Develop mutually satisfying partnerships with Secondary Schools.</p> <p>Develop partnerships within and beyond the school.</p> <p>Promote parent participation in school events.</p> <p>Actively seek and develop a wide range of community partnerships.</p>



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	470	226	244	63	91%
2015*	441	222	219	57	90%
2016	450	209	241	61	93%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The student body is comprised mostly of single year level classes from Prep to Year 6. The gender mix of boys and girls is relatively balanced in all classes. 16% of our student population has Aboriginal or Torres Strait Islander heritage and they are strongly supported by a very positive and active Indigenous Advisory Committee. 10% of our students have a diagnosed disability and are supported by special education staff through integrated programs. There is a growing cultural diversity within the student body with several families from Asian and Indian heritage, and Pan Pacific cultures. The diversity and richness within our school community is respected and valued and student, staff and community relationships are very positive.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	25	22	24
Year 4 – Year 7	26	27	26
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

The school offers all 8 standard Key Learning Areas as mandated by Education Queensland.

There is a strong focus on improving the levels of Literacy and Numeracy across the school.

Students engage in school based units of work across all classes at each year level.

In 2016, there were clusters operating within the school. Students in these groups were offered extended learning opportunities with a focus on independent learning.

The Special Education Unit and provision of inclusive programs remains a key strength of our community. Students with disabilities are catered for through the provision of Individual Education Plans.

Students with learning difficulties are supported within their classrooms through the use of modified programs aimed at meeting each child's individual needs. These students are assisted by Learning Support Teacher who works in partnership with classroom teachers.

All students who identify as Aboriginal or Torres Strait islander have an Individual Learning Plan in place.

Co-curricular Activities

A successful Instrumental Music program catering for students in Years 3 to 7. Strings, woodwind and percussion lessons are offered. Students have the opportunity to play in the school's band and the school's string ensemble. These groups engaged in public performances during 2016.

The school's junior and senior choirs are an important component of the school's cultural program. Involvement and participation is open to all students from Prep to Year 6. The choirs performed regularly in public venues in 2016 and are a credit to our school.

Participation in elite sport is highly valued by the school community. Students excel at sport and a number of students were again selected to represent the school at District level in 2016.

BRING IT ON Program

The BRING IT ON program has continued to provide a range of opportunities for students over the past 12 months. Whilst the term 'bring it on' means to meet a challenge, our BRING IT ON program has shown clear evidence of working towards the challenge of building reconciliation at Bray Park State School. For us, BRING IT ON is an acronym for Building Reconciliation for Indigenous and Non-Indigenous Generations through Inclusivity, Truth and trust, Opportunities and New pathways.

The opportunities provided for students have included a highly successful ukulele program, a homework club and a lunchtime art program. Within each of the programs, the sharing of Indigenous perspectives is paramount.

The homework club and art program are run in the Indigenous Cultural room by a team of volunteers. The art program is run by our Indigenous Teacher aide, Maree Whiting during break times. Students learn traditional Aboriginal techniques and embed story telling within their work. The homework club is run by a team of Indigenous parents, teacher aide and Master Teacher on a weekly basis. This program provides an opportunity for students to consolidate their learning and attend to homework in a supportive environment.

The ukulele program has attracted many Indigenous and non-Indigenous students to form three different groups. These programs are run by volunteer staff during lunchbreaks and are open to all students. Our performance group has continued to attract significant attention and experience outstanding success. Over the past 12 months they have performed at major events including the opening of a local shopping centre, a Community Cabinet Meeting, National Sorry Day, Opening of Pine River's Show and NAIDOC week. In addition, students perform regularly at school and local events. They perform both original songs and covers from a range of genres. The students involved are a credit to their families, our school and themselves. They bring us great pride and are to be congratulated on their dedication and positive attitude toward reconciliation.

In addition to these programs, special events and commemorations are recognised and shared across the whole school. These events have included Reconciliation Assemblies and week-long NAIDOC celebrations. The provision of rich and meaningful activities involving Indigenous cultural practices, beliefs and stories, help to engage our wider school community and build reconciliation.

The BRING IT ON program has proven to be highly sustainable and cost effective. This has been due to the involvement of dedicated and hardworking volunteers and students, robust programs which require minimal maintenance, and receptive school wide community members.

How Information and Communication Technologies are used to Assist Learning

It is a school requirement that all units of work developed by teachers place emphasis on the integration of Information Communication Technologies (ICTs) into student work programs.

All classrooms have a number of internet accessible computers on site and banks of computers are also available in our computer laboratory and the school library. In addition, laptop computers have been purchased to enhance student learning. Wireless internet is available in all classroom blocks. To complement this, the school has invested in digital cameras, ipads, data projectors and electronic whiteboards.

Social Climate

Overview

This school community continues to place strong emphasis on marketing our school positively within the broader community.

Though Bray Park has a very diverse student composition, two strong messages are conveyed to parents and students. These are:

- positive behaviours are both noticed and strongly rewarded at Bray Park State School;
- consequences are to be expected for unacceptable behaviour.

Teachers utilise a *Protective Behaviours* Program.

The *Positive Behaviour for Learning Program* integrates a set of lessons to accompany a behavioural expectation matrix. During 2013 our school mascot SARARA Koala was launched. The name SARARA stands for the pillars of our school rule – Safe and Responsible and Respectful always.

A very strong emphasis on noting and rewarding positive behaviours exists. During 2016 this included all teachers ensuring they gave out “*Catch It slips*” whenever positive behaviour was observed and weekly presentations of certificates focusing on positive achievements and behaviours.

A *Student of the Month* presentation occurs, with students and their parents being invited to a special afternoon tea with the Principal and Deputy Principal to celebrate their success.

An end of year, the prize-giving ceremony (the *BEST OF THE BEST ASSEMBLY*) is held, where *parents, staff, fellow students and community guests* acknowledge and celebrate the achievements of students from each class who have been awarded prizes for academic and social success.

Pastoral care programs were provided by the school’s Guidance Officer and the School Chaplain.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	93%	93%
this is a good school (S2035)	81%	89%	86%
their child likes being at this school* (S2001)	100%	96%	93%
their child feels safe at this school* (S2002)	100%	98%	100%
their child's learning needs are being met at this school* (S2003)	94%	91%	86%
their child is making good progress at this school* (S2004)	94%	89%	89%
teachers at this school expect their child to do his or her best* (S2005)	94%	98%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%	89%
teachers at this school motivate their child to learn* (S2007)	94%	91%	89%
teachers at this school treat students fairly* (S2008)	88%	87%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	93%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	94%	81%	81%
this school takes parents' opinions seriously* (S2011)	75%	84%	81%
student behaviour is well managed at this school* (S2012)	88%	85%	86%
this school looks for ways to improve* (S2013)	75%	92%	89%
this school is well maintained* (S2014)	94%	91%	93%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	95%	94%
they like being at their school* (S2036)	81%	88%	96%
they feel safe at their school* (S2037)	88%	88%	89%
their teachers motivate them to learn* (S2038)	91%	98%	95%
their teachers expect them to do their best* (S2039)	96%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	90%	93%	95%
teachers treat students fairly at their school* (S2041)	73%	84%	82%
they can talk to their teachers about their concerns* (S2042)	81%	86%	91%
their school takes students' opinions seriously* (S2043)	80%	85%	83%
student behaviour is well managed at their school* (S2044)	65%	77%	65%
their school looks for ways to improve* (S2045)	89%	93%	93%
their school is well maintained* (S2046)	85%	92%	87%
their school gives them opportunities to do interesting things* (S2047)	90%	95%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	92%	98%	91%
they feel that their school is a safe place in which to work (S2070)	94%	94%	98%
they receive useful feedback about their work at their school (S2071)	78%	77%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	96%	90%
students are encouraged to do their best at their school (S2072)	94%	98%	94%
students are treated fairly at their school (S2073)	94%	86%	91%
student behaviour is well managed at their school (S2074)	92%	92%	75%
staff are well supported at their school (S2075)	83%	85%	83%
their school takes staff opinions seriously (S2076)	68%	84%	88%
their school looks for ways to improve (S2077)	90%	94%	94%
their school is well maintained (S2078)	78%	83%	87%
their school gives them opportunities to do interesting	85%	88%	87%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
things (S2079)			

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents and carers were actively involved at Bray Park during 2016. Involvement occurred in a range of ways including involvement in school committees, assisting in classrooms, attendance at assemblies, coaching school sporting teams and formal involvement through the P&C Association.

Class teachers kept in contact with busy parents in a variety of ways, including through informal chats at the beginning and end of the school day, school or parent requested interviews around specific issues, telephone calls, letters, newsletters and emails.

Formal parent/teacher interview sessions were held in April 2016.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	62	41	84
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	1	1
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

With the refurbishment of the school hall, large water tanks were installed to make use of the water run-off from the hall's roof area. Solar panels were also installed on one teaching block.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	155,569	467
2014-2015	160,458	534
2015-2016	154,056	2,548

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

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 at <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	37	29	<5
Full-time Equivalent	31	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	2
Bachelor degree	32
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$22 543.

The major professional development initiatives are as follows:

Guided reading

Mathematics

ASOT

Australian Curriculum – History, Geography, Mathematics, English

Walker Learning (P-2)

Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 81% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016

Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	87%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL

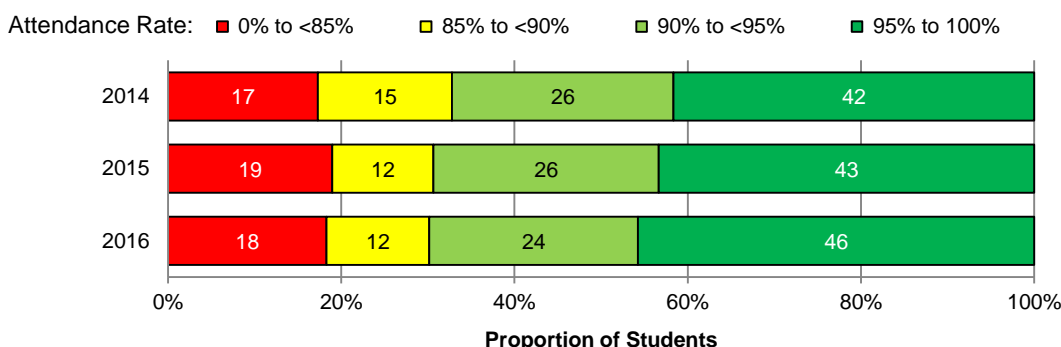
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	92%	92%	91%	92%	91%	93%	87%					
2015	90%	92%	93%	92%	91%	92%	92%						
2016	92%	89%	92%	93%	92%	92%	89%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Bray Park State School, parents/ caregivers receive a text message or phone call if a student is not present by the commencement of first break. Parents/ caregivers are to notify the Student Absence Line on 3480 7366 or email office@brayparkss.eq.edu.au prior to 10.30am, if their child is going to be absent. If parents do not respond to the SMS message, a follow up telephone call is made.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

