Executive Summary - Bray Park SS

Background:
Bray Park SS was established in 1973 and is located in the northern suburbs of Brisbane, within the North Coast education region. It has been providing learning to the community since 1973. The P – 7 school has approximately 478 students currently in attendance. The Principal, Maree Mortlock, was appointed to the position in 2012.

Commendations:
- The Principal and leaders are committed to establishing a rigorous, consistent whole of school process for the management of student behaviour and engagement. This is strongly based on research following the Art and Science of Teaching (ASoT) and Schoolwide Positive Behaviour Support (SWPBS).
- The school's Universal Rules: Safe and Responsible and Respectful Always (SARARA) are visible in a variety of ways and are known by all staff members and students.
- The branding of the school’s mascot, SARARA Koala for building a culture acknowledging positive behaviour is very engaging and valued by the entire school community.
- A high priority is given to the school wide analysis and discussion of systematically collected data on student behaviour by the Administration and the school wide team. Data analysis of whole school trends and current positioning has seen an immediate response to review, refresh and redevelop the Bray Park way for developing a safe, disciplined learning environment.
- A culture of respect and caring relationships exist in the school community. Students and parents speak of caring teachers in a caring school.
- The school positively recognises appropriate behaviour and achievements through the presentation of Gold, Silver, Bronze and Improvement certificates each term.
- There are a number of teachers who display a high level of initiative and creativity to further develop their behaviour management strategies and enhance the classroom environment.

Affirmations:
- The Parent and Citizens’ Association (P&C) is supportive of the behaviour management processes used at the school and acknowledge the school’s positive approach to dealing with student behaviour.
- A Pre-Prep program allows parents and students to engage with the culture, curriculum and expectations of the school.
- The process for the successful transition of Years 6 and 7 students into Junior Secondary involves reciprocal visits, specialised lessons and information sessions.
- Staff members have Personal Development Plans following the Department's Developing Performance Framework (DPF) process.

Recommendations:
- Building teacher understanding of outstanding teacher pedagogy, combined with appropriate student learning behaviours, will lead to enhanced engagement. This in turn, will lift student achievement.
- Develop staff members’ capacity in using the process of Profiling to support the Essential Skills for Classroom Management (ESCM).
- Continue to develop clarity around what minor and major behaviours are through regular, robust discussions, with a specific focus on minor behaviours.
- Further develop the current whole school set of sequential steps to monitor behaviours. These steps to be displayed in each and every classroom to ensure consistency with process and approach to ensure a balanced data capture set.
- Continue the expectation and process around entering positive and minor classroom learning behaviour incidences into OneSchool. Discuss the required number of entries to achieve a balanced data capture for making informed decisions around whole school, year level and individual issues. Include in the school Data Plan.
- Build on the school’s data process to enhance teacher ownership and data literacy skills by having teachers engage in their own dashboard audits. Teachers will be able to monitor their student’s achievement, attendance and behaviour, independently and frequently.
- Develop an A–E rubric for Behaviour and one for Effort to ensure consistency during moderation.