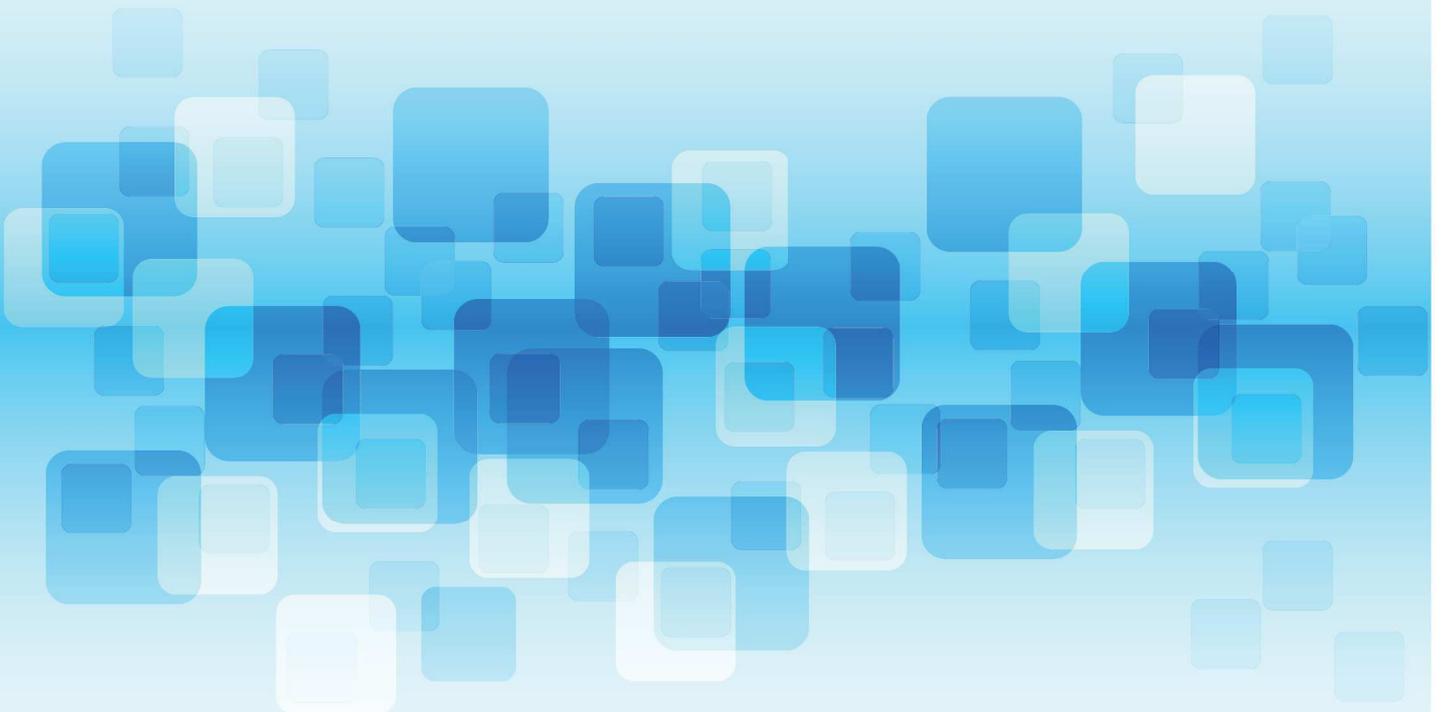




School Improvement Unit Report

Bray Park State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Bray Park State School from 21 to 23 March 2016. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Hopetoun Street, Bray Park
Education region:	North Coast Region
The school opened in:	1973
Year levels:	Prep to Year 6
Current school enrolment:	442
Indigenous enrolments:	13.9 per cent
Students with disability enrolments:	9.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	963
Year principal appointed:	2012
Number of teachers:	26.3 (full-time equivalent)
Nearby schools:	Bray Park State High School, Pine Rivers State High School
Significant community partnerships:	Benevolent Society, Police Citizens Youth Club, Good Start Kensington, Good Start Warner, Junior Landcare, Australia Zoo
Unique school programs:	BRING IT ON, Walker Learning Approach, Making Maths REAL, A2B – Boys Resilience, Drum Beat



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and deputy principal
 - Head of Curriculum (HOC), Head of Special Education Services (HOSES) Support Teacher Literacy and Numeracy (STLaN) and master teacher
 - 17 classroom teachers and four specialist teachers (physical education, music, instrumental music, teacher librarian)
 - Business Services Manager (BSM), three administration staff, three teacher aides and a defence services transition aide and school chaplain
 - Parent and Citizens' Association (P&C) president, tuckshop convenor and 10 parents
 - 60 students
 - Community representatives, including representatives of partner secondary schools and early learning providers
 - Hon Nikki Boyd, Member for Pine Rivers

1.4 Review team

Alan Whitfield	Internal reviewer, SIU (review chair)
Michael Gordon	Internal reviewer, SIU
Bob Perry	External reviewer



2. Executive summary

2.1 Key findings

- School leaders are united and committed to improving the learning outcomes for all students.

The school improvement agenda focuses attention on core learning priorities of reading, numeracy, National Minimum Standard (NMS)/Upper two Bands (U2B) improvement and attendance. The explicit improvement agenda stresses two key priorities – teaching of guided reading and teaching of mathematics. This agenda is articulated to the school community through staff meetings, Parent and Citizens' Association (P&C) meetings and the school newsletter.

- Improvement in attendance is a predominant focus of the school.

School leaders have a strong personal commitment to improving student attendance and have collaboratively implemented a range of positive recognition strategies and supported play plans.

- The principal and other school leaders see the development of staff members into an expert and coherent school-wide teaching team as central to improving outcomes for all students.

The professional learning agenda is made explicit to staff members through the Annual Implementation Plan (AIP) and professional development calendar. School leaders participate in professional learning activities, learning alongside teachers. School leaders acknowledge that spending time working with teachers, providing feedback on teaching and, where appropriate, modelling effective teaching strategies, are areas for development.

- The school has developed a research-based pedagogical framework based on Marzano's Art and Science of Teaching¹ (ASOT).

The signature pedagogy of the school is the gradual release of responsibility model which is interpreted into the school's lesson framework.

¹ Marzano, R.J. (2007). The Art and Science of Teaching: A comprehensive framework for effective instruction. ASCD, Alexandria, VA.



- The school has an explicit, coherent, sequenced plan for curriculum delivery which makes clear what (and when) teachers should teach and students should learn.

A strong alignment is achieved between the overall curriculum delivery plan, term and unit plans and the regular assessment of student progress in relation to curriculum expectations. The overall embeddedness of the school curriculum into classroom teaching is variable across the school. Juncture Teams and the Curriculum Team are being utilised to enhance curriculum knowledge and alignment.

- The school has a comprehensive differentiation policy which is yet to be embedded in classroom practice.

While staff members recognise that students are at different stages in the learning process, the differentiation of teaching and learning is inconsistent across the school. There are some exemplary practices for differentiating effectively for students.



2.2 Key improvement strategies

- Maintain the sharp focus of the current improvement agenda to build a culture of high expectations and ambitious, challenging and realistic targets for every child's learning.
- Develop an agenda to improve attendance in partnership with parents and the community.
- Using a broad collaborative strategy, develop, implement and evaluate a formal, research-based program of classroom observation, coaching and feedback for teachers by school leaders and peers.
- Embed the pedagogical framework and signature pedagogy in teaching practice.
- Develop an ongoing, collaborative process so that teachers can build ownership of the school curriculum through increased knowledge of curriculum development, implementation and evaluation.
- Embed the differentiation policy in classroom practice.