Background:
Bray Park SS is located in the Northern suburbs of Brisbane approximately 20 kilometres from the CBD. The school caters for 480 students from Prep - Year 7. The school is currently involved in an Early Start trial program with Bray Park SHS. Approximately 40 per cent of the Year 7 enrolments are participating in the program and are completing Year 7 at the High School.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Systematic Curriculum Delivery and Effective Teaching Practices.
- The explicit improvement agenda with a focus on reading and maths is being supported by significant planning processes that clearly outline a school wide approach to teaching and monitoring the performance of students.
- The work of the Indigenous Focus teacher and support staff is supporting a significant cultural group within the school, to better engage with classroom learning programs.
- The Principal is meeting regularly with all teachers to analyse student performance data and to build a self-reflective culture with a focus on effective teaching strategies.
- The leadership team have supported classroom programs and worked intensively with groups of students in the lead up to NAPLAN testing.
- Teaching team structures were facilitating opportunities for teachers to learn from each other’s practices and to assist in the design and implementation of units of work.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- The Art and Science of Teaching (ASOT) is being used as a framework to guide professional learning conversations.
- Individualised support plans for identified students have been developed and are being used to report student improvement to parents.
- Processes are being reviewed and redeveloped to support positive behaviour expectations throughout the school.
- The class teachers have started to set English, mathematics and behaviour goals with students in a self-improvement contract and had seen significant progress towards these goals.

Recommendations:
- Communicate to the wider school community the significant success that is driving the school’s explicit improvement agenda.
- Provide professional development aimed at building staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of schooling.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers. Facilitate additional opportunities for teams to meet with an emphasis on joint analysis of student work in relation to effective teaching strategies.
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.