Bray Park State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

Postal address	PO Box 181 Lawnton 4501
Phone	(07) 3480 7333
Fax	
Email	principal@brayparkss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Michael Hoey – Principal

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 Support Plans. Student well-being is a strong focus. The school has a highly successful music program which includes instrumental music, choir, and guitar 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 2018.

School progress towards its goals in 2018

Successful Learners: Implement the Australian Curriculum; Key literacy and numeracy improvement strategies; Differentiation strategies	
STRATEGIES	PROGRESS
Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention. Implement strategies to cater for students' academic, social and emotional needs. Ensure a variety of processes are in place for the identification of possible U2B students. Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and NMS/ U2B.	Data review cycles implemented in year level planning teams. Focus teaching implemented for Year 3 and 5 NAPLAN. Significant improvement in NAPLAN data 2016-201 7.

Great People: Embed performance reviews for all staff (eg. DPF); Learning and Wellbeing Framework	
STRATEGIES	PROGRESS
Engage in quality professional development and professional sharing via BPNs. Embed the DPF with all staff. Principal Performance Development Plan in place.	All teachers developed and reviewed performance plans for 2017.

High Standards: School performance – know your data, know your strategies	
STRATEGIES	PROGRESS
Analyse whole school trends to develop an explicit improvement agenda. Implement recommendations from latest audit report. Use the opinion survey data to respond to concerns.	Whole school data cycle used to inform an explicit improvement agenda

Engaged Partners: Getting Ready For Secondary School; Parent and Community Engagement Framework	
STRATEGIES	PROGRESS
Continue to develop opportunities to work with regional support staff and services. Develop mutually satisfying partnerships with Secondary Schools. Develop partnerships within and beyond the school. Promote parent participation in school events. Actively seek and develop a wide range of community partnerships.	Continuing liaison with local high schools through cluster meetings. Parent attendance at school events significantly increased.

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Future outlook

Focus Area	School Priority 2019	Improvement Strategies
Effective Pedagogical Practices	Consistent implementation of whole school Reading Program.	Embed a shared understanding and pedagogical practice of the Reading procedures as per BPSS Quality Standards. Embed comprehension strategies into guided reading procedures Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback Professional development for teachers in the teaching of guided/ modelled/ shared/ independent reading Ensure all aspects of reading are explicitly addressed – vocabulary, phonics, phonemic awareness, fluency, reading comprehension, oral language and concepts about print.
	Consistent implementation of whole school Mathematics program.	Embed REAL maths framework that addresses proficiency strands and links maths to real life Embed explicit improvement agenda in classrooms by teaching through problem solving and application of problem solving strategies Build teacher capacity to foster growth mindset and address misconceptions through PD, modelling, co-teaching and coaching Ensure Australian Curriculum content is clearly identified, elaborated upon, understood, implemented and tracked across year levels through planning documents
Student Engagement	Improved attendance rates for all students	Regularly analyse trends in attendance data at the whole school, class and individual student level Communicate and promote student attendance rates in the wider community Implement both proactive and reactive strategies to increase student attendance
	PBL processes and practices embedded across the school.	Implement Tiers 1,2 and 3 PBL structures with integrity and fidelity. Regularly analyse data (Big 5 – who, what, when, where and why' to inform actions, decisions that support students and staff Reduce the % of Yellow zone students by 5 %. Increase the % of green zone children by 5% Share data with school community (whole school community) at Week 5 and Week 10 of each term. Target (to remain consistently above 80% in green zone). Articulate and strategize targeted goal each term.
Student improvement	NAPLAN: Increase % of students in U2Bs; Increase % of students at or above NMS.	Complete a thorough interrogation of NAPLAN data - 2017 / 2018 in preparation for 2019 NAPLAN Identify and target a small number of developmental areas from NAPLAN analysis to help focus teaching activities in reading and maths groups Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, focus teaching lessons, guided reading groups)
	A-E data: Increase % of students achieving 'C' and above	Develop clear elaborations to ensure greater clarification and consistent application of A to E standards Align assessment to curriculum and A to E standards, and ensure a range of balanced measures are used to support quality teaching and reporting

Our school at a glance

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School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	450	417	423
Girls	209	203	200
Boys	241	214	223
Indigenous	61	50	45
Enrolment continuity (Feb. – Nov.)	93%	95%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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. 12% 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. 6.5% 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	23
Year 4 – Year 6	26	23	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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Curriculum delivery

Our approach to curriculum delivery

The school offers all 8 Learning Areas of the Australian Curriculum, with 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 in English, Maths, Science, Technologies, HPE and the Arts. Curriculum into the Classroom units are implemented in HASS (History and Social Science).
A Walker Learning Approach is implemented in Prep, Year 1 and Year 2 to embed age appropriate pedagogies.
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, including Reinforced Reading, 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. Ukulele groups perform at school and community events. 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 2018.
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 2018 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 2018.

BRING IT ON Program

The BRING IT ON program provides a range of opportunities for students. 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 art program is run by our Indigenous Teacher aide during break times. Students learn traditional Aboriginal techniques and embed story telling within their work. 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. Our performance group has continued to attract significant attention and experience outstanding success. They have performed at major events including the opening of a local shopping centre, National Sorry Day, Opening of Pine River's Show and NAIDOC week.

How information and communication technologies are used to assist learning

It is a school requirement that all curriculum units 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

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

- Positive behaviours are taught, noticed and strongly rewarded;
- Consequences are to be expected for unacceptable behaviour.

The Positive Behaviour for Learning Program integrates a set of lessons to accompany a behavioural expectation matrix. Since 2013, our school mascot, SARARA the Koala, has communicated the pillars of our school rule – **S**afe **A**nd **R**esponsible **A**nd **R**espectful **A**lways.

A very strong emphasis on noting and rewarding positive behaviours exists. This includes staff ensuring they gave out 'Catch It slips' whenever positive behaviour was observed within the classroom and in other areas of the school including play areas. Catch It slips are counted weekly, with totals shared publicly on assembly. One Catch It slip is drawn randomly from each class bin weekly and winners are announced on assembly and rewarded with an ice block during play time. Once the school receives a total of 1500 Catch It slips, the whole school enjoys a reward organised and run by the Positive Behaviour for Learning team.

We also reward one student per class each week as our SARARA Superhero. This student is selected by the class teacher as someone who has demonstrated excellent behaviour relating to the expectation of the week. They are rewarded with a Superhero cape to wear for the week and are acknowledged on assembly.

Students are presented achievement awards focusing on positive achievements and behaviours as identified by class teachers on assembly.

A Student of the Month presentation occurs with students being invited to a special afternoon tea with the Principal and Deputy Principal to celebrate their success. Students are acknowledged on assembly and receive a certificate.

At the end of the year, we host a prize-giving ceremony (the Best of the Best Assembly), 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 are provided by the school's Guidance Officer and School Chaplain.

Students can also choose to partake in a range of lunch time programs offered by our staff during playtimes including Ukulele, Lego, Super Club, Girl's Social Groups, Community Games Programs, Arts & Crafts, Robotics, STEM and Dance.

The school also has a student representative body known as the Student Council. The council is responsible for providing a student voice through their representatives, discussing relevant issues within the school, raising funds for the school and selected charities, assisting in the preparation and organisation of school and community events, assisting with the daily running of jobs within the school and acting as a role model for the student body.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	87%	87%
• this is a good school (S2035)	86%	91%	87%
• their child likes being at this school* (S2001)	93%	98%	94%
• their child feels safe at this school* (S2002)	100%	96%	89%
• their child's learning needs are being met at this school* (S2003)	86%	82%	85%
• their child is making good progress at this school* (S2004)	89%	84%	85%
• teachers at this school expect their child to do his or her best* (S2005)	93%	96%	100%

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Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	93%	94%
• teachers at this school motivate their child to learn* (S2007)	89%	93%	87%
• teachers at this school treat students fairly* (S2008)	89%	91%	87%
• they can talk to their child's teachers about their concerns* (S2009)	93%	98%	94%
• this school works with them to support their child's learning* (S2010)	81%	93%	87%
• this school takes parents' opinions seriously* (S2011)	81%	86%	80%
• student behaviour is well managed at this school* (S2012)	86%	82%	79%
• this school looks for ways to improve* (S2013)	89%	91%	85%
• this school is well maintained* (S2014)	93%	95%	85%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	88%	100%
• they like being at their school* (S2036)	96%	90%	98%
• they feel safe at their school* (S2037)	89%	91%	95%
• their teachers motivate them to learn* (S2038)	95%	95%	100%
• their teachers expect them to do their best* (S2039)	97%	95%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	86%	100%
• teachers treat students fairly at their school* (S2041)	82%	77%	91%
• they can talk to their teachers about their concerns* (S2042)	91%	82%	93%
• their school takes students' opinions seriously* (S2043)	83%	82%	97%
• student behaviour is well managed at their school* (S2044)	65%	71%	98%
• their school looks for ways to improve* (S2045)	93%	94%	97%
• their school is well maintained* (S2046)	87%	83%	98%
• their school gives them opportunities to do interesting things* (S2047)	88%	89%	95%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	94%	93%
• they feel that their school is a safe place in which to work (S2070)	98%	90%	98%
• they receive useful feedback about their work at their school (S2071)	78%	88%	85%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	92%	95%
• students are encouraged to do their best at their school (S2072)	94%	96%	98%
• students are treated fairly at their school (S2073)	91%	96%	98%
• student behaviour is well managed at their school (S2074)	75%	80%	96%
• staff are well supported at their school (S2075)	83%	84%	85%
• their school takes staff opinions seriously (S2076)	88%	83%	85%
• their school looks for ways to improve (S2077)	94%	94%	91%
• their school is well maintained (S2078)	87%	90%	87%
• their school gives them opportunities to do interesting things (S2079)	87%	94%	91%

* 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 are actively involved at Bray Park. 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 keep 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 are held in Term 2.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	84	12	30
Long suspensions – 11 to 20 days	0	0	0
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

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Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	154,056	162,876	151,299
Water (kL)	2,548	1,611	6,308

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

| School sector ⌄ | School type ⌄ | State ⌄ |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

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Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	30	32	<5
Full-time equivalents	28	19	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	4
Graduate Diploma etc.*	2
Bachelor degree	24
Diploma	0
Certificate	0

*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 2018 were $11, 000.

The major professional development initiatives are as follows:

Guided reading

Mathematics

Australian Curriculum – HASS, Mathematics, English

Walker Learning (P-2)

Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	90%
Attendance rate for Indigenous** students at this school	89%	88%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

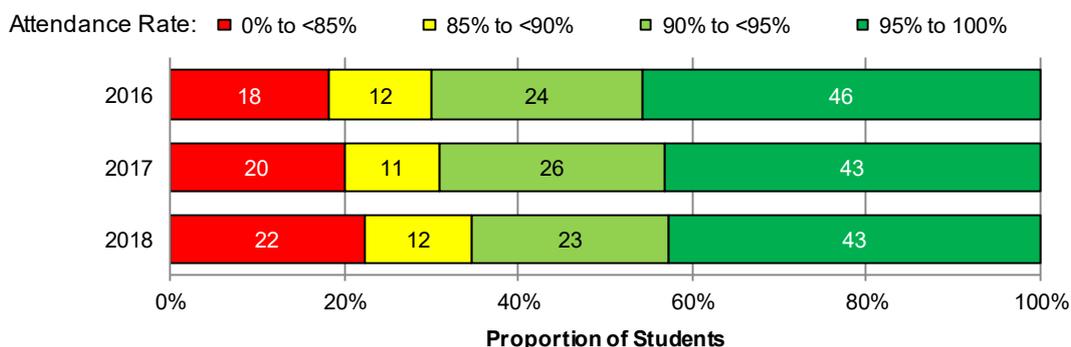| Year level	2016	2017	2018
Prep	92%	93%	89%
Year 1	89%	89%	92%
Year 2	92%	88%	89%
Year 3	93%	91%	88%
Year 4	92%	92%	91%
Year 5	92%	91%	91%
Year 6	89%	92%	88%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

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Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	18	12	24	46
2017	20	11	26	43
2018	22	12	23	43

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 or email 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.