

Bray Park State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Bray Park State School** from **10 to 12 February 2020**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Scott Curtis	Internal reviewer
Ken Swan	External reviewer



1.2 School context

Location:	Hopetoun Street, Bray Park	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	431	
Indigenous enrolment percentage:	11 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	9 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	13 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	983	
Year principal appointed:	2019	
Significant partner schools:	Bray Park State High School, Pine River State High School	
Significant community partnerships:	Young Men's Christian Association (YMCA), Goodstart Early Learning Elmwood Drive, Goodstart Early Learning Kensington Village, Former Origin Greats (FOGS), Bray Park-Strathpine Returned and Services League of Australia (RSL) Sub-Branch	
Significant school programs:	Walker Learning Approach (P-2), Inquiry Learning (P-2), Bring It On	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), Business Manager (BM), Head of Curriculum (HOC), pedagogical coach, Support Teacher Literacy and Numeracy (STLaN), teacher librarian/reading coach, guidance officer, 21 teachers, nine teacher aides, two administration officers, Parents and Citizens' Association (P&C) president, 75 students, Defence Force Services Mentor, Achieving Results Through Indigenous Education (ARTIE) support worker, 30 parents and Indigenous Elder.

Community and business groups:

- Coordinator YMCA Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Principal Pine Rivers State High School, principal and deputy principal Bray Park State High School.

Government and departmental representatives:

- State Member for Pine Rivers and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Health and Wellbeing Framework
Investing for Success 2020	Strategic Plan 2017-2020
School Opinion Survey	Responsible Behaviour Plan for Students
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School improvement targets	Inclusive Education at Bray Park Booklet
School pedagogical framework	Professional development plans
School newsletters and website	School Data Profile (Semester 1 2019)
School assessment schedule and data plan	Report card and NAPLAN update Semester 1 2019
Headline Indicators (October 2019 release)	School reading, writing, spelling and handwriting plans
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school is characterised by caring and respectful relationships between staff members, students and parents.

There is a genuine regard for the individual student and a drive to continually review school inclusive practices and understand the learning and wellbeing needs of all students. Students articulate teachers are caring and supportive of their learning and wellbeing needs.

School staff members are committed to the continuous improvement of their teaching and are focused on the development of the knowledge and skills required to improve student learning.

There is a shared responsibility and accountability for student improvement throughout the school. The principal is investing significant amounts of school funds, through Professional Development (PD) and human resource allocations to support a range of student programs across the entire school. Significant resources around the expert teaching team are aligned to the improvement agenda.

The school provides all teaching staff members a quality standard for the teaching of guided, modelled, shared and independent reading.

Teachers articulate that the PD provided for the teaching of reading that includes ongoing feedback and coaching, has had significant impact on their capability to deliver improved reading outcomes for students.

The school leadership team has established an improvement agenda for the school.

School teams aligned to priority agendas are formed and include a curriculum team, inclusion team and Positive Behaviour for Learning (PBL) team. How these teams will influence inquiry and implementation of researched best practice and support collaborative school decision making is emerging. Members of the leadership team are engaging with regional resource personnel and an executive coach to explore collaborative decision making and change management processes.

Staff members are united and committed to the improvement priorities and direction of the school.

This includes improving the learning and wellbeing outcomes for all students. The consideration and triangulation of multiple data sets to support school teams to identify the precise actions and initiatives that will further support improvement in student learning and wellbeing outcomes is emerging.



The school's Professional Learning Plan 2020 outlines opportunities for teachers to work together to build staff member data literacies, moderate student work and discuss the standards of the Australian Curriculum (AC).

The school leadership team identifies the collection and display of student achievement data by classroom teachers as an emerging piece of work. All staff members are yet to be able to articulate the established intent for this data collection and the practices that it may inform in the future.

Members of the leadership team support teachers to develop their understanding of the AC and differentiate the curriculum for the range of students within their class.

The Head of Curriculum (HOC) leads facilitated planning of English and mathematics units and teachers have commenced developing anchor charts for English and mathematics. The development of anchor charts are supporting teachers to build an understanding of the relevant standard of the AC, identify what students must know and do within a unit of work, and outline the teaching focus to differentiate for diverse learners. Teachers are enthusiastic about the planning sessions and articulate the anchor charts are providing clarity for their lesson design, teaching sequence and differentiation for students.

A wide range of pedagogies, strategies, activities, processes and tools is included within the school pedagogical framework, providing teachers with considerable information and choice in how they undertake their teaching.

As new teachers arrive at the school and existing teachers continue to build their pedagogical repertoires of practice, school leaders acknowledge the need to continue refining the framework to ensure consistency of understanding and implementation, and alignment with the current pedagogies that are proving to have the greatest impact on student achievement. Teaching staff members' engagement in the framework in its entirety, and how it links to their everyday work, is variable.

Students with disability are being supported in mainstream classrooms and engaging with age-appropriate curriculum, differentiated as required.

The school is continuing to develop its model for inclusion relating to students with disability and other students with diverse needs. The school is developing a clear approach for support, with well-defined roles and responsibilities established for all involved staff members. Co-planning and co-teaching practices are developing and will be a focus of continuing PD. Examples of excellent practice are already apparent and being celebrated.

The school enjoys the reputation of being a significant partner in the local community.

The local community leaders support and speak highly of the school, recognising high levels of parent and community confidence. Parents are highly appreciative of the efforts of staff members and their commitment to their child. Parents and families are recognised as integral members of the school community and the efforts made by staff members to keep parents informed of student learning programs and student progress are greatly appreciated.



The school has a well-developed partnership with the Department of Defence through the Defence School Mentor Program and partnerships with Aboriginal and Torres Strait Islander families include the ARTIE Program.

The Defence Force mentor supports the children of defence-employed parents through classroom check-ins, social and emotional support activities and lunchtime activities through the Defence Club. Deadly Choices – Indigenous health, and the Achieving Results Through Indigenous Education (ARTIE) program are active within the school. Local Elders are members of the Aboriginal and Torres Strait Islander Advisory Team and provide advice and feedback in relation to Indigenous issues within the school. School leaders encourage teachers to incorporate Aboriginal and Torres Strait Islander concepts in learning programs. The school has a well-known long-term positive relationship with the local Indigenous community.



2.2 Key improvement strategies

Leverage the support of regional personnel, executive coach and school teams to refine school inquiry, decision making and change management processes.

Utilise all school and class data sets to inform precise actions and initiatives that will support further improvement in student learning and wellbeing outcomes.

Utilise the expertise of school and regional personnel to build the data literacy capability of all staff members.

Embed school practices that support teachers to build an understanding of the standard of the AC, identify what students must know and do within units of work, and outline the teaching focus to differentiate for diverse learners across all learning areas.

Collaboratively review and refine the pedagogical framework to build clarity and consistency in the use of agreed high-yield teaching practices across the school.

Clearly define and implement strategies to ensure the school's inclusive education practices genuinely support a whole-school approach for students with disability and other students with diverse needs.