

Bray Park State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Bray Park State School acknowledges the shared lands of the Turrubul and Gubbi Gubbi people.

About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	479
Indigenous enrolments	9%
Students with disability	18%
Index of Community Socio-Educational Advantage (ICSEA) value	976

About the review

 3 reviewers from 14 to 16 May 2024	 137 participants	 47 school staff
 50 students	 31 parents and carers	 9 community members and stakeholders

Key improvement strategies

<p>Domain 6: Leading systematic curriculum implementation Collaboratively review the 3 levels of planning to ensure curriculum and year or band plans are systematically and coherently mapped and all aspects of achievement standards are covered.</p> <p>Collaboratively review the whole-school approach to reading to ensure all staff understand the expectations of the Australian Curriculum (AC) and support consistency across all learning areas.</p>
<p>Domain 7: Differentiating teaching and learning Build teacher capability in designing and planning reasonable adjustments aligned to the AC that tailor teaching, learning and assessment practices to meet students' diverse learning needs.</p>
<p>Domain 2: Analysing and discussing data Sharpen teachers' data literacy capability in systematically collecting, analysing and interpreting data to enhance and inform differentiated teaching practices and set learning goals for all students.</p>
<p>Domain 3: Promoting a culture of learning Build staff understanding and capability in enacting a range of behaviour support strategies to effectively engage students, including those with complex and challenging behaviours.</p>
<p>Domain 8: Implementing effective pedagogical practices Systematically enact differentiated processes for modelling and observations and feedback to facilitate reflective practices that support effective pedagogy aligned to school priorities.</p>

Key affirmations



Staff recognise that positive relationships across the school community are key to student engagement.

Leaders and staff describe interactions between staff, students and families, and the wider community as caring, respectful and inclusive. Staff highlight that 'the best thing we do as staff is build relationships with community and children'. Staff, parents and community members praise students for the welcoming and respectful way they connect with staff and peers. Students express appreciation for their peers and convey that 'we genuinely care about each other'. Parents, students and community members express appreciation for the way staff foster positive, caring, and trusting relationships that support students to be successful.



Staff describe working together to build a professional learning community that embraces collaboration and teamwork.

Staff express gratitude for the collegial and supportive culture they work in. They describe their relationships with colleagues as positive and caring. Early career teachers and new teachers speak positively about the support provided by colleagues. Teachers speak highly of the range of external professionals and school staff who provide advice and support that enables them to meet the needs of students. Staff express appreciation for leaders' visibility and presence around the school.



Every staff member expresses a commitment to students and goes 'above and beyond' to support families and students.

Leaders describe a strong commitment from staff to implement an inclusive approach to supporting learners. Parents express appreciation for staff and describe the extensive wraparound support available for students and families. They speak appreciatively about the exceptional care and support for their child provided by staff and leaders, and affirm that this results in successful engagement in learning. A range of support staff connect with parents and students to support wellbeing and engagement.



Staff value and encourage family involvement in school life.

Staff highlight how parents are integral members of the school community and partners in learning. Staff express they appreciate parent volunteers in classrooms. Leaders describe the importance of the active support of the Parents and Citizens' Association (P&C). Australian Defence Force families convey feeling deeply connected and supported by leaders and other staff. The school is recognised as a school of choice by defence families. Staff and parents express appreciation for the Defence School Mentor, along with other staff, in providing timely support for students and families.