

Bray Park State High School (2173)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

On behalf of the Bray Park State High School Community, I would like to welcome you to our School Annual Report. This report provides the annual overview of our school and illustrates how, as a growing state high school, we are ideally placed to offer the individual student an educational experience that challenges each person in a range of intellectual, social, cultural and physical pursuits.

Bray Park State High School has a vision of 'A Supportive, Innovative Community of Learners'. This vision is a simple yet powerful motivator for our students and staff to aspire to the highest possible standards in achievement and behaviour. We take pride in delivering quality education in a caring, supportive, friendly and equitable environment whilst maintaining the worth, dignity and rights of all.

At Bray Park State High School we are very cognisant of the transition from primary to high school, particularly with our involvement with the Flying Start initiative. Three year 7 classes commenced their secondary education in 2013.

Our focus for the Senior Phase of Learning is to provide multiple pathways for students achieved through an extensive variety of Authority, Authority Registered and VET, (Vocational Education and Training) subjects, with opportunities to pursue School Based Traineeships in Years 10, 11 and 12, as well as Certificates II and III through partnerships with TAFE.

Bray Park State High School is a community school that values everyone's opinion. A successful partnership has been developed among members of our educational community, creating the opportunity for input into our local decision making process.

At our school we work collaboratively to share our vision and ensure our values are embedded in everything that we do. We support and underpin our vision by valuing, modelling and focusing on: Respect, Trust, Integrity, Compassion and Commitment. These values form the basis of our Responsible Behaviour Plan.

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Our school is a community of students, parents/care givers, staff and community members focussed on the achievement of every student as our collective commitment.

We take pride in our presentation and have a strict dress code. We also value safety and have policies which contain anti bullying and potential cyber abuse.

Our school motto of 'Challenge the Unknown' is achieved as a whole community.

School progress towards its goals in 2012

In 2012, Bray Park State High School's percentage of Year 12 students obtaining an OP 1 -15 was 70% and those who completed a SAT or awarded a QCE, IBD or VET qualification increased again to 100%.

The number of Year 12 students awarded a Certificate I qualification was also 100% (113 students in the 2012 year 12 cohort), 79% of students Certificate II or higher qualification.

The number of students obtaining a QCE was 74%.

The percentage of students who applied for and received an offer of a tertiary place was 86%.

Future outlook

THE KEY SCHOOL PLANNING PRIORITIES FOR 2012 include:

1. 'Flying Start' initiative
2. Art and Science of Teaching
3. Systemic Curriculum Delivery
4. Improve Effective Teaching Practices
5. Improve Closing The Gap Initiatives
6. Improve community engagement

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	771	377	394	92%
2011	784	399	385	88%
2012	741	373	368	91%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

The Bray Park State High School community is made up of students from many differing cultural backgrounds and ethnicities. The socioeconomic background of our students is also mixed. The school community has many different religious beliefs.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	NA	NA	NA
Year 4 – Year 10	22	23	23
Year 11 – Year 12	15	17	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	194	131	149
Long Suspensions - 6 to 20 days	55	30	44
Exclusions	6	0	0
Cancellations of Enrolment	4	13	9

Curriculum offerings

Our distinctive curriculum offerings

We do this through:

- * A strong focus on literacy and numeracy in all subjects.
- * Classes in Year 8 that specialize in French or Music.
- * A Sporting Development Program that focuses on talented athletes of all sports.
- * A Junior school that provides students with a variety of curriculum offerings to allow development in expertise areas.

Senior Phases of Learning (year 10,11 & 12) with VET (Nationally Recognised Certificates I and II) in Automotive, Furniture Making, Engineering and Manufacturing, Hospitality, Community Activities, Technologies including Business and IT. Students also have the opportunity to participate in TAFE subjects, up to and including Certificate III (3), and University 'Start up Programs'. Senior Phase of Learning which also offer a broad range of QSA Authority subjects including extension subjects in English and Music.

Extra curricula activities

The Instrumental Music Program and the Sporting Development Squad continue to enhance the curriculum offerings at the school and provide quality educational outcomes, especially for our Gifted and Talented students.

Instrumental Music Performances, (Jazz Festival at Noosa, Showcase, Fanfare, Primary School Visits, Tours, Competitions etc), Sport Competitions, (Sporting Development Program, Queensland Basketball Competition and Broncos Arrive Alive), Academic Competitions, Public Speaking, Soul Singers (Public and Council performances), involvement in Council activities, (Clean Waterways, Australia Day, ANZAC Day Marches, Relay For Life and Red Shield Appeal).

The sporting development squad has 24 students engaging in a variety of sports. Other school activities include School Socials, teambuilding and leadership camps, and overnight curriculum camps.

How Information and Communication Technologies are used to assist learning

ICT's are embedded in every work program across the curriculum.

- AB Tutor Computer management software has been rolled out to manage our devices and facilitate teacher-student collaboration.
- Library computers have been upgraded to accommodate the increasing number of Graphics classes; the machines feature up-to-date industry standard software and hardware.
- Five interactive projectors have been installed and all staff have been receiving training. All teachers and students have access to a data projector with the majority of blocks having a data projector in every teaching space.
- A full eLearning plan has been launched which incorporates regular staff wide delivery of Professional Development and targeted specialist working teams investigating and leading IT initiatives.
- We have successfully deployed mobile computer pods in all faculty areas which has taken our computer to student ratio to 1:1 within years 9 to 12.
- We are rolling out mobile pods of iPads within our Year 7 Flying Start cohort to achieve a 1:3 student to device ratio.

Social climate

Students are generally quite accommodating and interact well with each other across all year levels. Students' social interactions are mostly positive with only isolated cases of bullying. Support programs are

Our school at a glance

implemented for students such as Cyber bullying, 'Get a Grip', 'Girls Group', 'Young Men's Group', Mentoring program, protective behaviour talks, 'Rock & Water' and 'Break It' implemented.

Support Staff (School Based Police Officer, School Based Nurse, Chaplain, Social Worker, Guidance Officer) meet with students on a daily basis. Data from 2012 School Opinion Survey indicates 88% of students and 96% of parents feel that BPSHS is a safe environment and 84.5% of students indicated that BPSHS treats its students fairly. 89% of parents and 90% of students believe the students are getting a good education at Bray Park SHS.

Parent, student and staff satisfaction with the school

Bray Park is deemed a preferred high school by both students and parents. Over the past years, we have built on our strong reputation that exemplifies that we have become a 'safe, supportive community of learners'.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	88.9%
this is a good school	92.3%
their child likes being at this school*	85.2%
their child feels safe at this school*	96.3%
their child's learning needs are being met at this school*	92.6%
their child is making good progress at this school*	85.2%
teachers at this school expect their child to do his or her best*	96.3%
teachers at this school provide their child with useful feedback about his or her school work*	77.8%
teachers at this school motivate their child to learn*	76.0%
teachers at this school treat students fairly*	76.9%
they can talk to their child's teachers about their concerns*	85.2%
this school works with them to support their child's learning*	88.5%
this school takes parents' opinions seriously*	87.5%
student behaviour is well managed at this school*	92.0%
this school looks for ways to improve*	91.7%
this school is well maintained*	92.6%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	89.8%
they like being at their school*	86.7%
they feel safe at their school*	88.8%
their teachers motivate them to learn*	88.7%
their teachers expect them to do their best*	96.9%
their teachers provide them with useful feedback about their school work*	84.5%
teachers treat students fairly at their school*	84.5%
they can talk to their teachers about their concerns*	73.2%
their school takes students' opinions seriously*	67.3%

Our school at a glance

student behaviour is well managed at their school*	66.7%
their school looks for ways to improve*	88.7%
their school is well maintained*	79.4%
their school gives them opportunities to do interesting things*	82.5%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	74.4%
with the individual staff morale items	80.7%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents at Bray Park SHS are involved in their child's education through a variety of strategies.

Potential Year 5, 6 and 7 parents are invited to attend both information nights and orientation day prior to their child starting Year 7 or Year 8. At the start of every year, new Year 7 & 8 parents are invited to a Year 7 & 8 barbeque to meet and greet their child's teachers and other students and parents. During the year, the school conducts parent teacher nights in term one and three. These events are well attended and parents are surveyed on these nights regarding school policies, procedures and operations.

Throughout the year, numerous community events occur where parents can be involved and this also creates opportunities for communication. Bray Park SHS has an active P&C along with an Instrumental Music Committee and a strong interschool sports commitment through every year level in the school. These organisations and events create parent involvement across all year levels. The school also engages parent participation through the canteen, fund raising activities, behaviour management issues and to a lesser degree: mentoring programs.

Formal events such as the Senior Leaders Induction, Awards Night, Musicals, Special Awards Ceremonies and the Senior Graduation are also well attended by parents and the wider community.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Water consumption continues to be reduced as water leaks were investigated and fixed and dual flush systems were installed in all toilets throughout the school. Increases in electricity are in line with expected increases due to a significant rise in student enrolments.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	274,614	1,301
2010-2011	285,836	2,990
2011-2012	344,603	2,778

Our staff profile

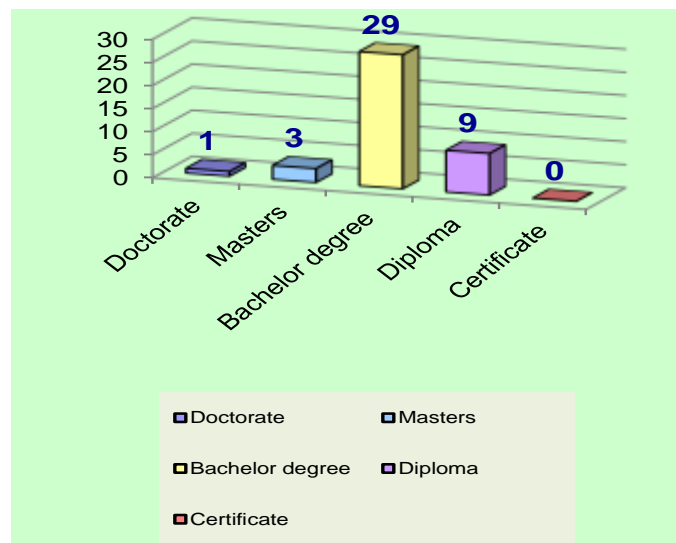
Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	66	35	0
Full-time equivalents	60.7	26.5	0

Schools will report on the qualifications of classroom teachers and school leaders employed at the school, based on those staff employed at the end of Term 4 each year. Qualifications should be reported at the highest level of attainment. The table and chart below could be used to describe the distribution of qualifications.

Qualifications of all teachers

Doctorate	1
Masters	3
Bachelor degree	29
Diploma	9
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$22,933.

The major professional development initiatives are as follows:

- Code of Conduct
- Student Protection

Our staff profile

- VET Industry Training
- Workplace Assessor Accreditation
- Conflict Resolution
- SEP- Teaching students with special needs
- Asthma
- First Aide
- Literacy & Numeracy
- Queensland Studies Authority PD
- Art and Science of Teaching
- Flying Start

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.7%	96.4%	96.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 73% of staff were retained by the school.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

The overall attendance rate for the students at this school (shown as a percentage) in 2012 was 87%. The overall attendance rate for all Queensland state Secondary schools over the same period was 88%.

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	90%	87%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

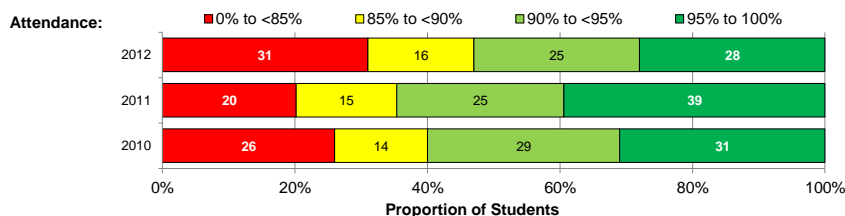
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	90%	88%	85%	88%	90%
2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	93%	89%	88%	90%	90%
2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A	89%	90%	85%	85%	88%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Student attendance is taken each morning during House Group. Data is transferred from teacher rolls to an electronic database and text messages are sent to parents of unexplained absent students. Student attendance is also taken by classroom teachers for every lesson.

Fractional truancy is identified by the database and followed through by Heads of Department. Letters are sent home to parents if absences exceed three days and then followed up by Year Level Coordinators and Deputy Principals.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Performance of our students

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap

In 2012 there were 40 indigenous students enrolled at Bray Park State High School.

Academic Data of Indigenous students is generally below that of non-indigenous students.

Year 9 NAPLAN RESULTS

Bray Park SHS students attained 91% National Minimum Standards in Spelling and indigenous students attained 85.7%.

Bray Park SHS students attained 85.9% National Minimum Standards Grammar and Punctuation and indigenous students attained 71.4%.

Bray Park SHS students attained 90.2% National Minimum Standards Numeracy and indigenous students attained 83.3%.

SENIOR

In Authority subjects the highest achievement was a Sound. 1 student obtained a QCE and one student obtained a QCIA. One Certificate I's and four certificate II's were obtained by the three senior indigenous students.

Non-indigenous senior students overall school retention was 78% with indigenous retention rate 55%

Non-indigenous senior student attendance was 79.7%, senior indigenous student attendance 75%

Performance of our students

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	69%	75%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	129	110	113
Number of students awarded a Queensland Certificate Individual Achievement.	0	1	1
Number of students receiving an Overall Position (OP).	71	54	46
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	5	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	122	109	113
Number of students awarded an Australian Qualification Framework Certificate II or above.	86	77	89
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	85	73	84
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	65%	61%	70%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	98%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	91%	90%	86%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25.					
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	10	11	25	17	8
2011	5	13	15	12	9
2012	4	9	19	9	5

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF).			
	Certificate I	Certificate II	Certificate III or above

Performance of our students

2010	117	84	12
2011	109	73	12
2012	113	86	11

As at 2 May 2013. The above values exclude VISA students.

Students were enrolled in the following Certificate courses:

Certificate 1 Furnishings,
Certificate 1 Automotive,
Certificate 1 Manufacturing,
Certificate I Engineering,
Certificate I Work Education and
Certificate I Work Readiness
Certificate I & II Information Technology,
Certificate I & II Business,
Certificate II Community Activities
Certificate II Hospitality
Certificate II Visual Arts and Contemporary Craft

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12:

BPSHS is committed to ensuring that every student is supported through correct pathways. Flexible learning arrangements are implemented for students who are disengaged with the mainstream school system.

5 students are in a combined arrangement of school work and alternate education. All students under the age of 17 who are disengaging are interviewed and support mechanisms are implemented both internally and externally as required.