

Our school at a glance



| | |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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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.

School progress towards its goals in 2013

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. Teaching staff at Bray Park State High School seek to ensure that every child, every day and in every lesson are able to succeed beyond their own expectations.

Our school at a glance

As a school community our students take pride in their uniform and the school seeks to enforce the school dress code.

Our school motto of 'Challenge the Unknown' is achieved as a whole community. This is achieved by ensuring our young people are taught strategies that enable them to challenge themselves and explore educational experiences that will enable them in a positive way for their future endeavours.

School progress towards its goals in 2013

In 2013, Bray Park State High School's percentage of Year 12 students obtaining an OP 1 -15 was 59% and those who completed a SAT or awarded a QCE, IBD or VET qualification again was 100%.

The number of Year 12 students awarded a Certificate I qualification was also 100% (138 students in the 2013 year 12 cohort), 73% of students Certificate II or higher qualification.

The number of students obtaining a QCE was 83%.

The percentage of students who applied for and received an offer of a tertiary place was 87%.

Our school at a glance

Future outlook

The key school planning priorities for 2014 include:

- Flying Start' initiative
- A Systemic Literacy and Numeracy Program
- Art and Science of Teaching
- Systemic Curriculum Delivery
- Improve Effective Teaching Practices
- Improve Closing The Gap Initiatives
- Improve Community Engagement

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 7 - Year 12

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2011 | 784 | 399 | 385 | 88% |
| 2012 | 741 | 373 | 368 | 91% |
| 2013 | 842 | 416 | 426 | 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. Students show an awareness and acceptance of each person's cultural background. This is a strength of the student body at Bray Park State High School.

Average Class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Prep – Year 3 | | | |
| Year 4 – Year 7 Primary | | | |
| Year 7 Secondary – Year 10 | 23 | 23 | 23 |
| Year 11 – Year 12 | 17 | 17 | 18 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 131 | 149 | 174 |
| Long Suspensions - 6 to 20 days | 30 | 44 | 53 |
| Exclusions | 0 | 0 | 5 |
| Cancellations of Enrolment | 13 | 9 | 16 |

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.
- Academic development programs for Instrumental music and maths science students
- 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 and Visual Art. 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 offers 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.

Our school at a glance

How Information and Communication Technologies are used to assist learning

School wide

- ICT's are embedded in every work program across the curriculum including electronic submission of work where possible.
- AB Tutor Computer management software is used to manage our devices and facilitate teacher-student collaboration.
- All teachers and students have access to a data projector with the majority of blocks having a data projector in every teaching space.
- Mobile computer pods are deployed in all faculty areas this has resulted in a computer to student ratio to 1:1 within years 9 to 12.
- iPads are used by our Year 7 Flying Start cohort to achieve a 1:3 student to device ratio.

Student

- A gifted and talented digital media class has begun running during senior sport. This class allows students to pursue various digital image, video and presentation mediums.
- To accommodate the media class a selection of library computers were setup with dual monitors to assist with design tasks.

Staff

- After an internal review of our initial eLearning plan a team of staff members have begun work on recording instructional videos focussed on building teacher digital literacy capabilities surround curriculum development, delivery and administration.
- A full eLearning Plan incorporates regular staff wide delivery of Professional Development and targeted specialist working teams investigating and leading IT initiatives.

Social climate

Students at the school engage well across all year levels. Students' social interactions are mostly positive with only isolated cases of bullying. Support programs are 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. Indigenous teacher aide) meet with students on a daily basis. Data from 2013 School Opinion Survey indicates 91% of students and 92% of parents feel that BPSHS is a safe environment. 94% of parents believe they can talk to their child's teachers about their concerns and 91% of students believe they feel safe at their school.

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 | 2013 |
|--------------------------------------------------------------------------------------------------------|------|------|
| their child is getting a good education at school (S2016) | 89% | 76% |
| this is a good school (S2035) | 92% | 89% |
| their child likes being at this school* (S2001) | 85% | 89% |
| their child feels safe at this school* (S2002) | 96% | 92% |
| their child's learning needs are being met at this school* (S2003) | 93% | 76% |
| their child is making good progress at this school* (S2004) | 85% | 74% |
| teachers at this school expect their child to do his or her best* (S2005) | 96% | 92% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 78% | 87% |
| teachers at this school motivate their child to learn* (S2007) | 76% | 78% |
| teachers at this school treat students fairly* (S2008) | 77% | 81% |
| they can talk to their child's teachers about their concerns* (S2009) | 85% | 94% |
| this school works with them to support their child's learning* (S2010) | 88% | 82% |
| this school takes parents' opinions seriously* (S2011) | 88% | 81% |
| student behaviour is well managed at this school* (S2012) | 92% | 72% |
| this school looks for ways to improve* (S2013) | 92% | 92% |
| this school is well maintained* (S2014) | 93% | 92% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 | 2013 |
|-----------------------------------------------------------------------------------|------|------|
| they are getting a good education at school (S2048) | 90% | 95% |
| they like being at their school* (S2036) | 87% | 95% |
| they feel safe at their school* (S2037) | 89% | 91% |
| their teachers motivate them to learn* (S2038) | 89% | 86% |
| their teachers expect them to do their best* (S2039) | 97% | 98% |
| their teachers provide them with useful feedback about their school work* (S2040) | 85% | 91% |
| teachers treat students fairly at their school* (S2041) | 85% | 76% |
| they can talk to their teachers about their concerns* (S2042) | 73% | 72% |
| their school takes students' opinions seriously* (S2043) | 67% | 79% |
| student behaviour is well managed at their school* (S2044) | 67% | 81% |
| their school looks for ways to improve* (S2045) | 89% | 93% |
| their school is well maintained* (S2046) | 79% | 81% |
| their school gives them opportunities to do interesting things* (S2047) | 82% | 94% |

Our school at a glance

Performance measure

| Performance measure | 2013 |
|------------------------------------------------------------------------|------|
| Percentage of school staff who agree that: | |
| they enjoy working at their school (S2069) | 83% |
| they feel that their school is a safe place in which to work (S2070) | 87% |
| they receive useful feedback about their work at their school (S2071) | 62% |
| students are encouraged to do their best at their school (S2072) | 87% |
| students are treated fairly at their school (S2073) | 89% |
| student behaviour is well managed at their school (S2074) | 69% |
| staff are well supported at their school (S2075) | 67% |
| their school takes staff opinions seriously (S2076) | 58% |
| their school looks for ways to improve (S2077) | 80% |
| their school is well maintained (S2078) | 59% |
| their school gives them opportunities to do interesting things (S2079) | 79% |

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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, orientation days and school expo 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 a P&C 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 more recently school Working Bees.

Formal events such as the Senior Leaders Induction, Prefect 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. Greater awareness to turn off lights, fans and air-conditioners when not in use has enabled for the significant decrease in electricity.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2010-2011 | 285,836 | 2,990 |
| 2011-2012 | 344,603 | 2,778 |
| 2012-2013 | 295,127 | 1,957 |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Performance of our students

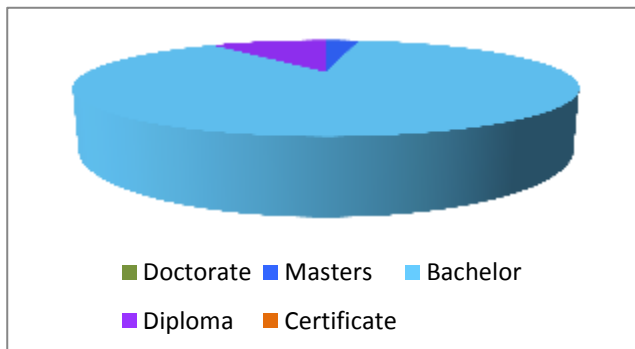
Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts | 69 | 37 | 1 |
| Full-time equivalents | 66 | 27 | 0 |

Qualifications of all teachers

Qualifications of all teachers

| | |
|-------------|----|
| Doctorate | 0 |
| Masters | 2 |
| Bachelor | 59 |
| Diploma | 7 |
| Certificate | 0 |



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The major professional development initiatives are as follows:

- Code of Conduct
- Student Protection
- VET Industry Training
- Workplace Assessor Accreditation
- Conflict Resolution
- SEP- Teaching students with special needs
- Asthma

Performance of our students

- First Aid
- 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 2013 was 100%.

Total expenditure for staff professional development was \$34 600.

| Average staff attendance | 2011 | 2012 | 2013 |
|------------------------------------------------------------------------|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 96% | 97% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2013 school year.

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/>. (The School information below is available on the *My School* web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the *My School* web site).

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 2013 was 87.6%. The overall attendance rate for all Queensland state Secondary schools over the same period was 87%.

| Student attendance | 2011 | 2012 | 2013 |
|-----------------------------------------------------------------------------------------|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 90% | 87% | 87% |
| The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%. | | | |

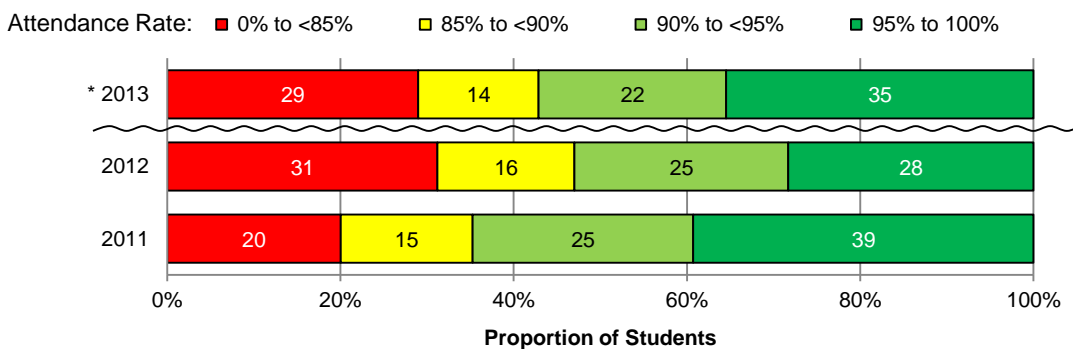
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2011 | | | | | | | | 93% | 89% | 88% | 90% | 90% |
| 2012 | | | | | | | | 89% | 90% | 85% | 85% | 88% |
| 2013 | | | | | | | 91% | 91% | 85% | 87% | 83% | 87% |

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR--029: Managing Student Absences and SMS-PR-

Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

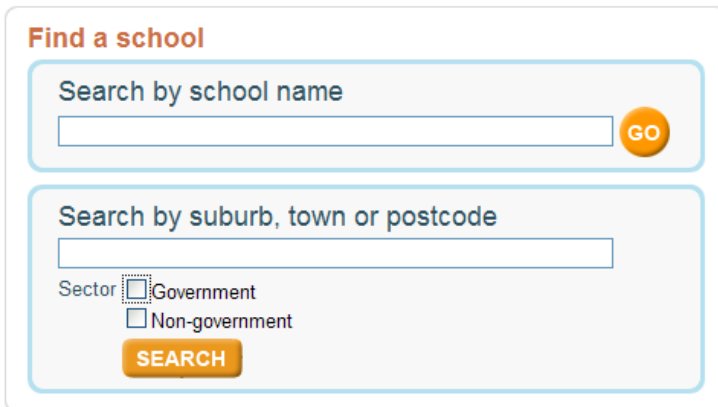
Student attendance is taken each morning during House Group. Data is transferred from teacher rolls to an electronic database and text messages are sent to parents of unexplained absent students. Student attendance is also taken by classroom teachers for every lesson.

Fractional truancy is identified by the database and followed through newly appointed Student Engagement Head of Department

Letters are sent home to parents if absences exceed three days and then followed up by Year Level Coordinators and Deputy Principals.

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**.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and an orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and an orange "SEARCH" button.

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results 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 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.

Performance of our students

Achievement – Closing the Gap

In 2013 there were 49 indigenous students enrolled at Bray Park State High School. Academic Data of Indigenous students is generally below that of non-indigenous students. Mentoring programs such as Deadly Choices and Leroy Loggins were introduced to support Indigenous students in all aspects of their school career.

YEAR 7 NAPLAN RESULTS

97.1% of Year 7 students at Bray Park SHS met National Minimum Standards in Reading and 100% of Indigenous students met NMS in Reading.

Bray Park SHS students attained 84.5.9% National Minimum Standards in Grammar and Punctuation and Indigenous students attained 60%.

87.3% of students in year 7 met National Minimum Standards in Spelling and Indigenous students attained 80%.

In Writing, 84.5% year 7 students attained National Minimum standards with 80% of indigenous students meeting this standard.

Bray Park SHS students attained 95.7% National Minimum Standards in Numeracy and Indigenous students attained 100%.

YEAR 9 NAPLAN RESULTS

92.5% of Year 9 students at Bray Park SHS met National Minimum Standards in Reading and 60% of Indigenous students attained NMS.

Bray Park SHS students attained 83.79% National Minimum Standards in Grammar and Punctuation and Indigenous students attained 40%.

93.5% of students in year 9 met National Minimum Standards in Spelling and Indigenous students attained 80%.

In Writing, 77.2% year 9 students attained National Minimum standards with 33.3% of Indigenous students meeting this standard.

Bray Park SHS students attained 85.9% National Minimum Standards Numeracy and Indigenous students attained 25%.

SENIOR

In Authority subjects the highest achievement was a High Achievement. 3 students obtained a QCE and one student was also OP eligible. 5 students obtained Certificate I's and four certificate II's were obtained by four senior indigenous students. One student successfully completed a School Based Traineeship in Business.

Non-indigenous senior students overall school retention averaged 77% with Indigenous retention rate was 57.4%

Apparent retention rates Year 10 to Year 12

| | 2011 | 2012 | 2013 |
|--|------|------|------|
|--|------|------|------|

| | | | |
|--------------------------------------------------------------------------|-----|-----|-----|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 69% | 75% | 74% |
|--------------------------------------------------------------------------|-----|-----|-----|

Non-indigenous senior student attendance was 86%, senior indigenous student attendance was 76%

Performance of our students

| Outcomes for our Year 12 cohorts | 2011 | 2012 | 2013 |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|
| Number of students receiving a Senior Statement. | 110 | 113 | 138 |
| Number of students awarded a Queensland Certificate Individual Achievement. | 1 | 1 | 1 |
| Number of students receiving an Overall Position (OP). | 54 | 46 | 63 |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 5 | 12 | 4 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 109 | 113 | 138 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 77 | 89 | 108 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 73 | 84 | 114 |
| 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. | 61% | 70% | 59% |
| 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. | 99% | 100% | 100% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 90% | 86% | 87% |

As at 5 May 2014. 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 |
|------|--------|---------|----------|----------|----------|
| 2011 | 5 | 13 | 15 | 12 | 9 |
| 2012 | 4 | 9 | 19 | 9 | 5 |
| 2013 | 11 | 9 | 17 | 20 | 6 |

As at 5 May 2014. 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 |
|------|---------------|----------------|--------------------------|
| 2011 | 109 | 73 | 12 |
| 2012 | 113 | 86 | 11 |
| 2013 | 138 | 101 | 21 |

Performance of our students

As at 5 May 2014. The above values exclude VISA students.

Students were enrolled in the following Certificate courses:

- 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 Furniture Making
- Certificate II Community Activities
- Certificate II Hospitality
- Certificate II Visual Art

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website 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.

Students in some cases worked 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.