Bray Park State High School
Queensland State School Reporting
2015 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.

We are also proudly part of the Qld Academies Partnership Schools Program which complements the academically rigorous curriculum and best practice in teaching and learning offered to our highly able and gifted students. We offer all students the opportunity to excel not just within the school, but to also engage with the local community, industries and universities.

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. Our school continues to implement 'best practice' in regards to junior secondary education.

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 & Apprenticeships 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 for students.

School progress towards its goals in 2015

In 2015, Bray Park State High School's percentage of Year 12 students obtaining an OP 1 -15 was 76.1% 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%, 70.5% of students Certificate II or higher qualification.

The number of students obtaining a QCE was 100%.

Future outlook

The key school planning priorities for 2016 include:
- Literacy& Numeracy
- Improved Attendance

Whole school pedagogical framework 'Art & Science of Teaching', including 'New Pedagogies for Deep Learning'

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	842	416	426	46	91%
2014	771	363	408	49	91%
2015	776	354	422	43	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	23	22
Year 11 – Year 12	18	17	17

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	174	231	198
Long Suspensions - 6 to 20 days	53	10	10

Exclusions	5	4	12
Cancellations of Enrolment	16	8	11

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

We do this through:
• A strong focus on literacy and numeracy in all subjects.
• A Junior Secondary school (year 7, 8 and 9) that provides students with a variety of curriculum offerings to allow development in all Key Learning Areas.
• Senior Phases of Learning (year 10,11 and 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 QCAA Authority subjects including extension subjects in English and Music.
• Academic development programs for co-curricular music, maths, science and technology students including Unify, Robotics and Technical Crew.
• A sporting development program, Future Athlete Specialist Training (FAST) that focuses on talented athletes of all sports.
• Partnership with Queensland Academies which provides online extension courses for diverse learners.
• A Lifeskills program which provides social/emotional well-being programs, study skills and work readiness across all year levels.

Extra curricula activities

The Co-curricular Music Program and the FAST program continue to enhance the curriculum offerings at the school and provide quality educational outcomes, especially for our Gifted and Talented students.
Co-curricular Music Performances (QYMA, Brisbane City Bands Festival, Urban Upbeat, Fanfare, Primary School visits, tours and competitions), Sport Competitions, (FAST, 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). Other school activities include school Socials, teambuilding and leadership camps, overnight curriculum camps, student mentoring programs and engagement programs such as Peer Skills Mentors, The Encouragement Project, PCYC Boxing program and Rock and Water.

How Information and Communication Technologies are used to improve 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 Junior Secondary cohort.
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

A well- documented and well enacted School Wide Positive Behaviour Plan. The Welfare Program across all year levels is a crucial component of Bray Park SHS whole school approach to positive behaviour support. All students have a welfare lesson each week as well as a welfare teacher and a year level co-ordinator. Specific lessons and programs target development of interpersonal skills, goal settings, career pathways, resilience training and social development. Further support, available through the guidance officer, Chaplain, school nurse, Youth support co-ordinator and Indigenous support teacher aide enhances this program. A consistent expectation for students to demonstrate our five core school values is the basis for positive management of student behaviour in all school activity – classroom learning, around the school, at functions and events, and travelling to and from the school. The five values, well known and adhered to by the school community are – Trust, Respect, Integrity,

Commitment and Compassion.

Data from 2015 School Opinion Survey indicates 89% of students and 94% of parents feel that BPSHS is a safe environment. 90% of parents believe their students are getting a good education and 92% of students believe that Bray Park SHS is a good school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	76%	92%	90%
this is a good school (S2035)	89%	94%	91%
their child likes being at this school (S2001)	89%	94%	92%
their child feels safe at this school (S2002)	92%	94%	92%
their child's learning needs are being met at this school (S2003)	76%	92%	88%
their child is making good progress at this school (S2004)	74%	92%	89%
teachers at this school expect their child to do his or her best (S2005)	92%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	87%	83%	91%
teachers at this school motivate their child to learn (S2007)	78%	85%	86%
teachers at this school treat students fairly (S2008)	81%	87%	89%
they can talk to their child's teachers about their concerns (S2009)	94%	89%	95%
this school works with them to support their child's learning (S2010)	82%	91%	90%
this school takes parents' opinions seriously (S2011)	81%	80%	89%
student behaviour is well managed at this school (S2012)	72%	91%	90%
this school looks for ways to improve (S2013)	92%	88%	95%
this school is well maintained (S2014)	92%	93%	90%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	91%	92%
they like being at their school (S2036)	95%	86%	91%
they feel safe at their school (S2037)	91%	89%	88%
their teachers motivate them to learn (S2038)	86%	88%	88%
their teachers expect them to do their best (S2039)	98%	97%	99%
their teachers provide them with useful feedback about their school work (S2040)	91%	83%	93%
teachers treat students fairly at their school (S2041)	76%	75%	81%
they can talk to their teachers about their concerns (S2042)	72%	78%	76%
their school takes students' opinions seriously (S2043)	79%	79%	76%
student behaviour is well managed at their school (S2044)	81%	75%	66%
their school looks for ways to improve (S2045)	93%	89%	88%
their school is well maintained (S2046)	81%	89%	83%
their school gives them opportunities to do interesting things (S2047)	94%	88%	90%

Performance measure			
Percentage of school staff who agree[#] that:	2013	2014	2015
they enjoy working at their school (S2069)	83%	95%	93%
they feel that their school is a safe place in which to work (S2070)	87%	95%	98%
they receive useful feedback about their work at their school (S2071)	62%	74%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	82%	84%
students are encouraged to do their best at their school (S2072)	87%	98%	96%
students are treated fairly at their school (S2073)	89%	100%	99%
student behaviour is well managed at their school (S2074)	69%	79%	84%
staff are well supported at their school (S2075)	67%	71%	86%
their school takes staff opinions seriously (S2076)	58%	73%	83%
their school looks for ways to improve (S2077)	80%	93%	93%
their school is well maintained (S2078)	59%	81%	82%
their school gives them opportunities to do interesting things (S2079)	79%	88%	88%

# '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

Bray Park SHS encourages and welcomes the involvement of parents/caregivers in their child's education. The committed and active Parents and Citizen's Association meet on the third Monday of each month at 5pm. The P and C manages the Uniform and Canteen.
Other opportunities for parent participation include:
*Parent/Teacher interviews twice a year in Terms 1 and 3
*School Open Day / Twilight evening
*Sporting events including Interschool sport and District swimming, cross country and athletics carnival
*Special assemblies including ANZAC and Leadership
Other ways of communicating to parents:
*Texting
*Electronic noticeboard
*Website – includes information such as school policies, contact details and curriculum information
*Fortnightly newsletters
*Facebook & Twitter

Reducing the school's environmental footprint

Greater awareness to turn off lights, fans and air-conditioners when not in use has continued to be a key message to all to ensure a conscious use of electricity.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	295,127	1,957
2013-2014	299,383	1,609
2014-2015	319,372	6,845

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

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	68	40	<5
Full-time equivalents	64	28	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	7
Diploma	20
Advanced Diploma	0
Bachelor Degree	51
Graduate Diploma etc.**	16
Masters	2
Doctorate	0
Total	**96**
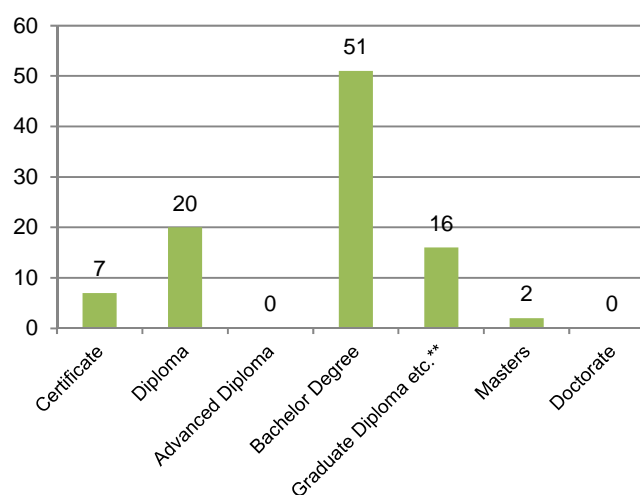
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $68 874

The major professional development initiatives are as follows:

- New Pedagogies for Deep Learning
- Art & Science of Teaching – pedagogical framework
- Tactical teaching of reading for all curriculum areas
- Leadership Development
- Numeracy in all curriculum areas
- Student Health and Wellbeing
- Senior Schooling
- First Aid and Workplace Health and Safety Training

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 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/.

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

School name   GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. 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

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	77%	79%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013								91%	91%	85%	87%	83%	87%
2014								91%	89%	88%	82%	88%	89%

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	91%	86%	88%	87%	91%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.
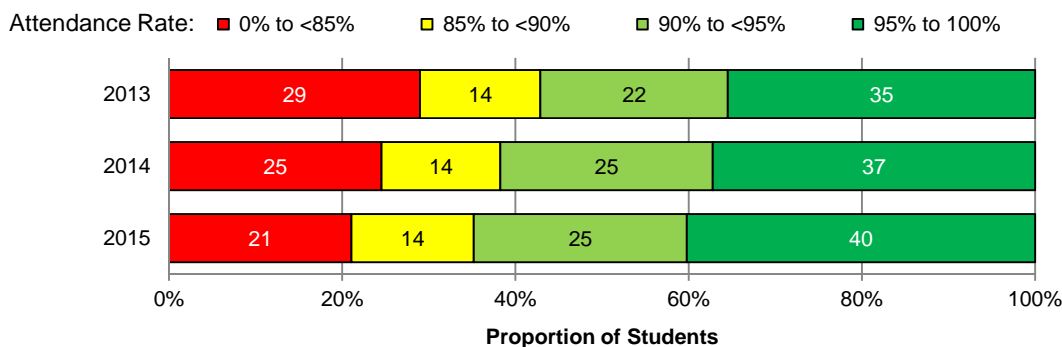
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

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 class teachers, Heads of Departments and Administration staff.
Letters are sent home to parents if absences exceed two days and then followed up by Year Level Coordinators and Deputy Principals.
Letters are sent home to parents to inform them of their child's attendance rate after Semester 1.
Meetings with parents and Deputy Principals, Guidance Officer and support staff occur to improve student attendance.
Students with 100% attendance are celebrated every term on fullschool parades.

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.

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.**

Find a school

School name		GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	74%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	56%	77%	45%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	138	123	139
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	5
Number of students receiving an Overall Position (OP)	63	45	46
Percentage of Indigenous students receiving an Overall Position (OP)	20%	0%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	4	16	30
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	138	123	139
Number of students awarded an Australian Qualification Framework Certificate II or above.	108	87	98
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	114	120	134
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	60%	100%	75%
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.	59%	69%	76%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%	98%	96%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	11	9	17	20	6
2014	6	5	20	14	0
2015	6	10	19	10	1

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	138	101	21
2014	123	80	16
2015	139	87	22

As at 16 February 2016. The above values exclude VISA students.

Students were enrolled in the following Certificate courses:

Certificate I Automotive

Certificate I Manufacturing

Certificate I Engineering

Certificate I Work Readiness

Certificate I & II Information Technology

Certificate I & II & III Business

Certificate II Furniture Making

Certificate II Community Activities

Certifcate II Hospitality

Certificate II Visual Art

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.

Queensland
Government

Early school leavers information

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

BPSHS supports the transition from school to tertiary education, training or employment for all students. Some students choosing to leave school prior to the completion of Year 12 have done so as they have taken up full time apprenticeships, full time work or full time study, including with another provider (including TAFE). Students, who are identified as at risk of disengaging from school early, are supported through an extensive range of student support services which draw upon a range of internal and external support agencies to re-engage students into traditional schooling.
Where this is unsuccessful, students and their families are supported in engaging in alternative study or workplace pathways.