



# Bray Park State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

Postal address:	PO Box 3168 Warner 4500
Phone:	(07) 3881 6666
Fax:	(07) 3881 6600
Email:	principal@brayparkshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Kirsten Ferdinands - Principal



## School Overview

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.

At Bray Park State High School we encourage students to 'Challenge the Unknown' by cultivating a supportive, innovative community of learners. Each student has individual learning goals and we aim to help students achieve these goals by providing a challenging, diverse curriculum and high quality learning experiences.

Recently Bray Park has become a member of the Global Partnership for New Pedagogies for Deep Learning, leading to innovative teaching & learning practices occurring across the school.

Bray Park's outstanding student outcomes reflect the high expectations that are placed on all students. Our school is proud of our student achievements and regularly celebrates both the individual and group success in our wider community. Students at our school strive for successful future pathways, whether they be through further education, training or in the workforce.

Bray Park SHS is proudly part of the Qld Academies Partnership Schools Program which compliments 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.

Our highly experienced staff are committed to each student achieving success, constantly striving to ensure that the learning experiences challenge and prepare all students for our rapidly changing world.

Our relationship with parents and the wider community is strong, and is a key driver of our student success. We welcome and encourage parents to engage fully with the school and the educational experiences of their children.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

At Bray Park State High School, a strong emphasis is placed on academic achievement complimented by sporting, cultural and citizenship development. In 2016 the school was successful in building on this solid foundation:

- Continued to develop productive partnerships with students, staff, parents and the community to support improved student learning opportunities, deliver high achievement, and promote community confidence and pride in the school's ability to meet the needs of all students and enhance performance.
- Continued the implementation of the Australian Curriculum
- Continued to achieve well in NAPLAN program
- Art & Science of Teaching clearly embedded as Pedagogical framework along with New Pedagogies for Deep Learning framework
- All staff reviewed their Developing Performance Plans aligned to schools Strategic Plan
- Further embedded digital learning practices including implementing our 1 to 1 laptop program in years 7 & 11.

In 2016, Bray Park State High School's percentage of Year 12 school leavers obtaining an OP 1 -15 was 81% and those who completed a SAT (School Based Apprenticeship or Traineeship) or awarded a QCE, IBD or VET qualification again was 100%. The number of Year 12 school leavers awarded a Certificate I qualification was also 100%, 71% of students Certificate II or higher qualification.

Again in 2016 the number of year 12 school leavers obtaining a QCE was 100%.

#### Future Outlook

The key school planning priorities for 2017 include:

- Reading & Numeracy
- Engagement, Improvement & Enrichment

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

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	771	363	408	49	91%
<b>2015*</b>	776	354	422	43	90%
<b>2016</b>	753	346	407	50	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 2016, 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

#### Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	22	22
Year 11 – Year 12	17	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.

### 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.

### Co-curricular 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 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 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
- 1:1 learning models, BYOx implemented in years 7 & 11

#### Staff

- Pre-recorded 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

### Overview

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.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	92%	90%	96%
this is a good school (S2035)	94%	91%	96%
their child likes being at this school* (S2001)	94%	92%	94%
their child feels safe at this school* (S2002)	94%	92%	96%
their child's learning needs are being met at this school* (S2003)	92%	88%	91%
their child is making good progress at this school* (S2004)	92%	89%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	91%	91%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	85%	86%	87%
teachers at this school treat students fairly* (S2008)	87%	89%	91%
they can talk to their child's teachers about their concerns* (S2009)	89%	95%	96%
this school works with them to support their child's learning* (S2010)	91%	90%	91%
this school takes parents' opinions seriously* (S2011)	80%	89%	93%
student behaviour is well managed at this school* (S2012)	91%	90%	87%
this school looks for ways to improve* (S2013)	88%	95%	96%
this school is well maintained* (S2014)	93%	90%	98%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	92%	96%
they like being at their school* (S2036)	86%	91%	92%
they feel safe at their school* (S2037)	89%	88%	95%
their teachers motivate them to learn* (S2038)	88%	88%	92%
their teachers expect them to do their best* (S2039)	97%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	83%	93%	88%
teachers treat students fairly at their school* (S2041)	75%	81%	80%
they can talk to their teachers about their concerns* (S2042)	78%	76%	73%
their school takes students' opinions seriously* (S2043)	79%	76%	77%
student behaviour is well managed at their school* (S2044)	75%	66%	75%
their school looks for ways to improve* (S2045)	89%	88%	93%
their school is well maintained* (S2046)	89%	83%	88%
their school gives them opportunities to do interesting things* (S2047)	88%	90%	89%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	93%	96%
they feel that their school is a safe place in which to work (S2070)	95%	98%	100%
they receive useful feedback about their work at their school (S2071)	74%	84%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	84%	84%
students are encouraged to do their best at their school (S2072)	98%	96%	99%
students are treated fairly at their school (S2073)	100%	99%	99%
student behaviour is well managed at their school (S2074)	79%	84%	91%
staff are well supported at their school (S2075)	71%	86%	91%
their school takes staff opinions seriously (S2076)	73%	83%	90%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
their school looks for ways to improve (S2077)	93%	93%	99%
their school is well maintained (S2078)	81%	82%	91%
their school gives them opportunities to do interesting things (S2079)	88%	88%	94%

\* Nationally agreed student and parent/caregiver items

# '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

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Junior and Senior staff support teams use a Restorative approach to support students to resolve conflicts and build relationships in line with our TRICC Values.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	231	198	139
Long Suspensions – 6 to 20 days	10	10	11
Exclusions	4	12	2
Cancellations of Enrolment	8	11	3

\* 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.

## Environmental Footprint

### 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 staff To ensure a conscious use of electricity.

In addition, all air conditioners installed since the beginning of Term 4 2016 have been fitted with Wall controllers that restrict Maximum and minimum temperature levels, and have been pre-set to automatically turn off at the end of The school day.

Water usage has drastically reduced due to the location and subsequent repair of a major water leak within our grounds.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	299,383	1,609
2014-2015	319,372	6,845
2015-2016	322,033	2,043

## ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
-------	--------------------	-------------

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.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

---

Sector:

Government

Non-government

Where it states '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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	68	44	<5
Full-time Equivalents	64	30	<5

#### Qualification of all teachers

#### TEACHER\* QUALIFICATIONS



Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	17
Bachelor degree	45
Diploma	13
Certificate	3

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$70 029

The major professional development initiatives are as follows:

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 / Transitioning to the new Senior Assessment and Tertiary entrance
- First Aid and Workplace Health and Safety Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	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 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	79%	82%

\*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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

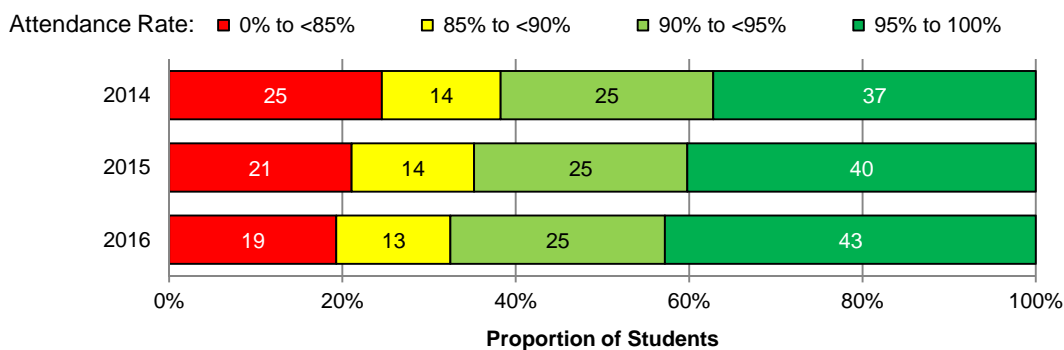
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014								91%	89%	88%	82%	88%	89%
2015								92%	91%	86%	88%	87%	91%
2016								92%	90%	89%	87%	91%	92%

\*Attendance rates effectively count 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 full school parades.

## NAPLAN

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

Where it states '**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.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	123	139	75
Number of students awarded a Queensland Certificate of Individual Achievement.	0	5	0
Number of students receiving an Overall Position (OP)	45	46	31
Percentage of Indigenous students receiving an Overall Position (OP)	0%	25%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	30	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	123	139	75

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded an Australian Qualification Framework Certificate II or above.	87	98	48
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	120	134	75
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	75%	100%
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.	69%	76%	81%
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.	98%	96%	94%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	6	5	20	14	0
2015	6	10	19	10	1
2016	6	13	6	6	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	123	80	16
2015	139	87	22
2016	75	40	17

As at 3rd February 2017. 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
- Certificate II Hospitality
- Certificate II Visual Art
- Certificate III Sport & Recreation
- Diploma of Business

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	77%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	77%	45%	50%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.brayparkshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers information

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

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.

## Conclusion

