

Bray Park State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Bray Park State High School** from **23 to 26 April 2018**.

The report presents an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Alan Whitfield	Senior reviewer, SIU (review chair)
Lee Goossens	Internal reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Lavarack Road, Bray Park
Education region:	North Coast Region
Year opened:	1987
Year levels:	Year 7 to Year 12
Enrolment:	875
Indigenous enrolment percentage:	7.0 per cent
Students with disability enrolment percentage:	7.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	976
Year principal appointed:	2015
Full-time equivalent staff:	69
Significant partner schools:	Strathpine West State School, Lawnton State School, Eatons Hill State School, Bray Park State School, Pine Rivers State High School, Dayboro State School
Significant community partnerships:	Police-Citizens Youth Club (PCYC), Anam Cara Aged Care Community-Wesley Mission Queensland, MLC Advice Albany Creek
Significant school programs:	New Pedagogies for Deep Learning (NPDL) global partner, teacher-initiated enrichment and engagement programs



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), 10 Heads of Department (HOD), guidance officer, six year level coordinators, two literacy coaches, numeracy coach, 32 teachers, school-based youth worker, school-based police, School-Based Youth Health Nurse (SBYHN), Business Manager (BM), seven administrative officers, six teacher aides, three facilities officers, two cleaners, school council and Parents and Citizens' Association (P&C) chair, five parents and 42 students.

Community and business groups:

- Pine Rivers Chamber of Commerce, business partner MLC, principal Strathpine West State School, principal Lawnton State School, principal Eaton's Hill State School and principal Dayboro State School.

Government and departmental representatives:

- Councillor for Division 8 of Moreton Bay Regional Council, State Member for Pine Rivers, PCYC representative, Queensland Rail representative, Queensland Academies and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2014-2017
Cycle of Inquiry Planners	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional Development Plan 2018	Curriculum planning documents
Year 12 Learner Report 2017	School differentiation placemat
Reporting Framework	Strategic Leadership Plan
School pedagogical framework	Developing Performance Plans
ASOT Planner	School newsletters and website
Responsible Behaviour Plan	Junior Secondary Data and Assessment Plan
School Opinion Survey	Senior secondary Data and Assessment Plan
Whole-School Approach to Supporting Student Learning	School based curriculum and assessment framework
Inclusive Education for Diverse Learners	Headline Indicators (Semester 2, 2017)



2. Executive summary

2.1 Key findings

The vision of ‘Every student succeeding’ underpins the mission of the school.

The school’s values of ‘Trust, Respect, Integrity, Commitment and Compassion’ (TRICC) are the foundation for a positive school-wide culture. Students, staff members and parents articulate a strong sense of school pride and belonging. Comments from students, staff members and parents during the review process are highly positive.

All staff members are committed to the success of all students.

There is a belief across the school that every student is able to learn and achieve. Staff members are aware of the challenges some students face in order to engage in learning and a strong care philosophy underpins the operation of the school.

The leadership team is united in, and committed to, their core objective of improving learning outcomes for all students in the school.

The Explicit Improvement Agenda (EIA) is identified as reading and numeracy through engagement, improvement and enrichment within a whole-school pedagogical framework based on the Art and Science of Teaching¹ (ASoT), focused on New Pedagogies for Deep Learning² (NPD). Staff members readily identify with the EIA and are able to speak to how this agenda is addressed through daily classroom practice. They recognise the breadth of the EIA and acknowledge the need to implement the current agenda.

School leaders acknowledge the need to continue the development of NPD in all year levels.

The junior secondary curriculum is being reshaped to include learning opportunities for students aligned with NPD strategies that involve the competencies of character, citizenship, collaboration, communication, creativity and critical thinking to develop deep learning.

The school adage of ‘Data follows us everywhere’ guides data collection, collation and discussion.

The school unpacks all data collected to see the ‘story’ and is readily acting to utilise this new information to modify the learning experience and to improve learning outcomes for students. This process is clearly apparent in discussions with teachers regarding their classroom practices that involve regularly communicating student progress, formally and informally, with parents. Parents indicate they are well informed regarding their child’s progress at school.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.

² Fullan, M., Quinn, J., & McEachen, J. (2017). *Deep Learning: Engage the World Change the World*. Corwin Press



School leaders are involved in monitoring the effectiveness of the implementation of evidence-based strategies.

Strategic leadership plans and teachers' Annual Performance Development Plans (APDP) are regularly reviewed and feedback is provided to identify areas for continued growth. Walkthroughs, line management meetings, coaching and mentoring are utilised to monitor and identify areas for continued growth and improvement in pedagogical practices.

A comprehensive Parent and Community Engagement (PaCE) framework is developed.

Parents are encouraged to be engaged in the learning process, especially regarding early intervention for students requiring additional support. The school acknowledges the integral part parents play in further advancing student learning.

Teachers acknowledge the need to cater for more competent students.

They acknowledge the need to extend students with the potential for high performance. The adaption of regular classroom lessons and the design of modified assessment pieces to allow some to engage in more advanced learning is yet to be developed as a universal approach. Increased access to technology is enabling teachers to cater more effectively for the 21st century learning needs of high achieving students.

The school is held in high regard by parents and the wider community.

The school has established partnerships with parents, feeder primary schools, support agencies, tertiary institutions, sporting organisations and local businesses and industries for the purpose of improving outcomes for students. These partnerships are established strategically to help address student needs and to extend the school's capability to deliver diverse educational opportunities and to enhance student wellbeing.



2.2 Key improvement strategies

Sustain the implementation of the current EIA.

Sustain the implementation of systematic curriculum delivery aligned with the progressive introduction of NPDL.

Sustain whole-school processes to provide quality feedback regarding pedagogical practices.

Develop and implement options to allow all high performing students to be extended in classroom lessons.

Investigate strategies to increase parents' involvement in their child's education through the implementation of the PaCE framework.