



Bray Park State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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### 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.

Bray Park is a member of the Global Partnership for New Pedagogies for Deep Learning, leading to innovative teaching & learning practices occurring across the school and was awarded Showcase 'State School of the Year' in 2017.

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

### School progress towards its goals in 2018

At Bray Park State High School, a strong emphasis is placed on academic achievement complimented by sporting, cultural and citizenship development.

- 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, 8, 11 & 12
- In 2018, Bray Park State High School's percentage of Year 12 school leavers obtaining an OP 1 - 15 was 76% 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 2018 the number of year 12 school leavers obtaining a QCE was 100%.

## Future outlook

The key school planning priorities for 2019 will continue to include:

- Reading & Numeracy
- Engagement, Improvement & Enrichment

Within a whole school pedagogical framework 'Art & Science of Teaching', including 'New Pedagogies for Deep Learning' The Cycle of Inquiry was utilised by leaders of the school to inform both targets, timelines and budgets.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	753	789	858
Girls	346	361	406
Boys	407	428	452
Indigenous	50	56	59
Enrolment continuity (Feb. – Nov.)	90%	92%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	23	22
Year 11 – Year 12	17	16	15

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## 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

### Social climate

#### 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. 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, BYOD implemented in years in all year levels.

## 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.

## 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	90%	97%
• this is a good school (S2035)	96%	90%	97%
• their child likes being at this school* (S2001)	94%	95%	97%
• their child feels safe at this school* (S2002)	96%	94%	96%
• their child's learning needs are being met at this school* (S2003)	91%	89%	96%
• their child is making good progress at this school* (S2004)	91%	95%	96%
• teachers at this school expect their child to do his or her best* (S2005)	96%	95%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	88%	96%
• teachers at this school motivate their child to learn* (S2007)	87%	89%	94%
• teachers at this school treat students fairly* (S2008)	91%	88%	94%
• they can talk to their child's teachers about their concerns* (S2009)	96%	93%	100%
• this school works with them to support their child's learning* (S2010)	91%	90%	95%
• this school takes parents' opinions seriously* (S2011)	93%	93%	92%
• student behaviour is well managed at this school* (S2012)	87%	86%	86%
• this school looks for ways to improve* (S2013)	96%	95%	97%
• this school is well maintained* (S2014)	98%	93%	98%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	91%	88%
• they like being at their school* (S2036)	92%	92%	84%
• they feel safe at their school* (S2037)	95%	95%	87%
• their teachers motivate them to learn* (S2038)	92%	95%	88%
• their teachers expect them to do their best* (S2039)	98%	97%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	90%	90%
• teachers treat students fairly at their school* (S2041)	80%	77%	75%
• they can talk to their teachers about their concerns* (S2042)	73%	76%	77%
• their school takes students' opinions seriously* (S2043)	77%	80%	75%
• student behaviour is well managed at their school* (S2044)	75%	71%	64%
• their school looks for ways to improve* (S2045)	93%	94%	91%
• their school is well maintained* (S2046)	88%	86%	81%
• their school gives them opportunities to do interesting things* (S2047)	89%	90%	83%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	94%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	98%
• they receive useful feedback about their work at their school (S2071)	85%	86%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	89%	84%
• students are encouraged to do their best at their school (S2072)	99%	99%	98%
• students are treated fairly at their school (S2073)	99%	98%	96%
• student behaviour is well managed at their school (S2074)	91%	81%	80%
• staff are well supported at their school (S2075)	91%	86%	87%
• their school takes staff opinions seriously (S2076)	90%	89%	86%
• their school looks for ways to improve (S2077)	99%	97%	100%
• their school is well maintained (S2078)	91%	91%	90%
• their school gives them opportunities to do interesting things (S2079)	94%	94%	95%

\* 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&C manages the Canteen and Outsources the Uniform shop.

School Council Committee is also very active at Bray Park SHS

### 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/Email
- Electronic noticeboard
- Website – includes information such as school policies, contact details and curriculum information
- Fortnightly newsletters
- Facebook & Twitter

## Respectful relationships education 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.

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

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	139	157	211
Long suspensions – 11 to 20 days	11	32	21
Exclusions	2	10	10
Cancellations of enrolment	3	1	4

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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.



Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	322,033	348,009	343,003
Water (kL)	2,043	1,983	3,063

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	75	45	<5
Full-time equivalents	71	30	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	3
Graduate Diploma etc.*	
Bachelor degree	64
Diploma	7
Certificate	

\*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 2018 were \$71705

The major professional development initiatives are as follows:

- New Pedagogies for Deep learning Professional Development in Melbourne and Toronto
- University of Melbourne Network of Schools
- Learner First Program
- Leadership Retreat & Development
- Numeracy in all Curriculum areas
- Student Health and Wellbeing
- Senior Schooling/Transitioning to new Senior System

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 96% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	91%	89%
Attendance rate for Indigenous** students at this school	82%	84%	80%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

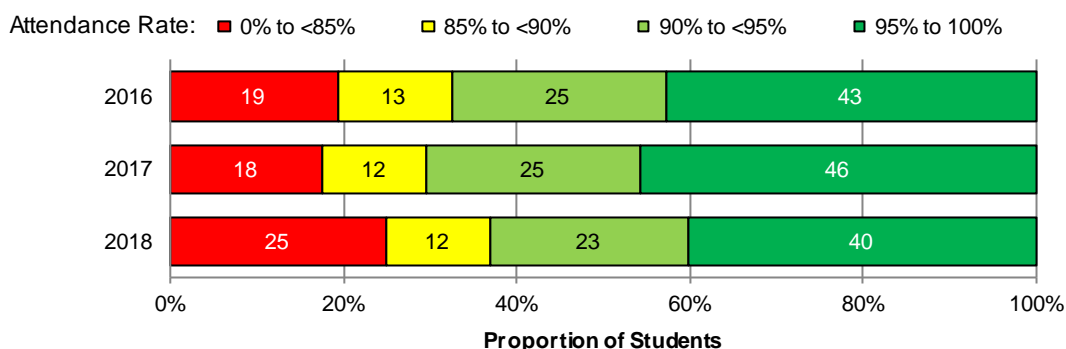
Year level	2016	2017	2018
Year 7	92%	92%	91%
Year 8	90%	91%	88%
Year 9	89%	92%	86%
Year 10	87%	90%	89%
Year 11	91%	89%	90%
Year 12	92%	93%	89%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

- Non-attendance is managed in state schools in line with the Department of Education 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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	75	119	113
Number of students awarded a QCIA	0	2	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	75	117	111
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	80%	83%
Number of students who received an OP	31	46	42
Percentage of Indigenous students who received an OP	0%	20%	17%
Number of students awarded one or more VET qualifications (including SAT)	75	119	113
Number of students awarded a VET Certificate II or above	48	71	77
Number of students who were completing/continuing a SAT	7	13	25
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	81%	80%	76%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	94%	92%	97%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	6	5	9
6-10	13	11	10
11-15	6	21	13
16-20	6	9	10
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	75	119	110
Certificate II	40	61	63
Certificate III or above	17	44	45

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Students were enrolled in the following Certificate course

Certificate I Manufacturing

Certificate II Automotive

Certificate II Engineering

Certificate I & II Information Technology

Certificate I, II & III Business

Certificate II Furniture Making

Certificate I & II Hospitality

Certificate I & II Visual Art

Certificate II Active Volunteering

Diploma of Business

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	73%	73%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	50%	71%	60%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

## Early school leavers

- 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

## Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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