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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 smaller sized high school, we are ideally placed to offer the individual student an educational experience that challenges each person in a range of intellectual, social, cultural and physical pursuits.

Bray Park State High School has a vision of 'A Supportive, Innovative Community of Learners'. This vision is a simple yet powerful motivator for our students and staff to aspire to the highest possible standards in achievement and behaviour. We take pride in delivering quality education in a caring, supportive, friendly and equitable environment whilst maintaining the worth, dignity and rights of all.

At Bray Park State High School we are very cognisant of the transition from primary to high school. As a result, our Middle Phase of Learning focus has students with teams of teachers, high expectations of learning and more opportunities to learn in a connected curriculum.

Our focus for the Senior Phase of Learning is to provide multiple pathways for students achieved through an extensive variety of Authority, Authority Registered and VET, (Vocational Education and Training) subjects, with opportunities to pursue School Based Traineeships in Year 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 vision and 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. Our school is a community of students, parents/care givers, staff and citizens focussed on the achievement of every student as our collective commitment.

We take pride in our presentation and have a strict dress code. We also value safety and have policies which contain bullying and potential cyber abuse.

Our school motto of 'Challenge the Unknown' is achieved as a whole community.

Future outlook

THE KEY SCHOOL PLANNING PRIORITIES FOR 2009 include:

- The immersion and integration of Literacy, Numeracy, ICTs, and Science across the school cohort.
- Resourcing that promotes inclusivity and access.
- Embedding the values across the three phases of learning.
- Implementing and establishing the Positive Behaviour Support Plan for the Bray Park State High School community.
- Establishing the new reporting system in response to QCAR.
- Reviewing Middle Phase curriculum against the Essential Learnings.
- Continuing to promote and market Bray Park State High School as a small, caring school.

Our school at a glance

School Profile

Total student enrolments for this school - 814

Delivering educational outcomes to students in Year 8 through to Year 12, in a co-educational setting

Curriculum offerings

Our distinctive curriculum offerings:

Bray Park State High School delivers some distinctive curriculum offerings providing quality educational outcomes for our students. We particularly cater for the Gifted and Talented, students with musical ability, students with sporting skills and students with learning or physical disabilities.

We do this through:

- Year 8 classes having teachers who teach them for more than one subject and so creating less stress for students in their first year at high school.
- A strong focus on literacy and numeracy in all subjects.
- Classes in Year 8 that specialize in French or Music.
- A Sporting Development Program that focuses on talented athletes of all sports.
- A Middle Phase of Learning to provide students with a variety of curriculum offerings to allow development in expertise areas.

Pre Senior and Senior Phases of Learning with VET (Nationally Recognised Certificates I & II) in Automotive, Furnishings, Engineering and Manufacturing, Hospitality, Community Recreation, Technologies including Business & IT, and online with TAFE in Certificate III in Business. Students also have the opportunity to participate in TAFE subjects, up to and including Certificate III [3], and University "Start Up Programs".

Pre Senior and Senior Phase of Learning which also offer a broad range of QSA Authority subjects including extension subjects in English and Music.

Extra curricula activities:

The Instrumental Music Program and the Sporting Development Squad continue to enhance the curriculum offerings at the school and provide quality educational outcomes, especially for our Gifted and Talented students.

Extra curricula activities:

Instrumental Music Performances, (Jazz Festival at Noosa, Showcase, Fanfare, Primary School Visits, Tours, Competitions etc), Sport Competitions, (Sporting Development Program, Queensland Basketball Competition and Broncos Arrive Alive), Academic Competitions, Public Speaking, Soul Singers (Public and Council performances), involvement in Council activities, (Clean Waterways, Australia Day, Anzac Day Marches, Relay for Life and Red Shield appeal). Other school activities include School Socials, team building and leadership camps, and overnight curriculum camps.

How computers are used to assist learning:

ICTs within the process of Teaching and Learning: Middle Phase has a dedicated computer laboratory. In the Pre Senior and Senior Phase, ICTs usage is part of every syllabus delivery and all school programs; computers are used in Lifeskills for interactive learning with respect to 'workplace, health and safety' certificate, and in areas of career planning.

Social climate

Our school is a small, (compared with neighbouring high schools), friendly and caring school as evidenced by the School Opinion Survey results of 2008, as summarised below:

Parent satisfaction re their child is receiving a good education was 78%. [2009 Parent Teacher Night surveys of parents gave a 97% satisfaction result].

Parent overall satisfaction in the school of 2008 was 78%.

Relationships and school climate are positive:

- “My child believes school is a safe, caring environment / Staff are approachable and the school makes me feel welcome” – 100% for parents on Parent Teacher Night.
- Students agreed they felt safe and actively involved themselves in school events.
- Staff indicated a strong working relationship with staff and students created a supportive learning environment.
- The Pre Senior and Senior Lifeskills program focus is centred on Certificate I in Work Education (including work placement for students undertaking a VET subject in Year 11 and 12 and work experience for all other Year 11 and 12 students) and Student Education Planning in Year 10 and review of SETPs during the Senior Phase of Learning.
- The Senior Phase focus is drug and alcohol, sexual health, work education, QCS Test preparation and Post School Life program.
- The Key Learning Areas of SOSE, English, Science, Technology and Health and Physical Education all encompass Pastoral Care and Active Citizenship.

Involving parents in their child's education.

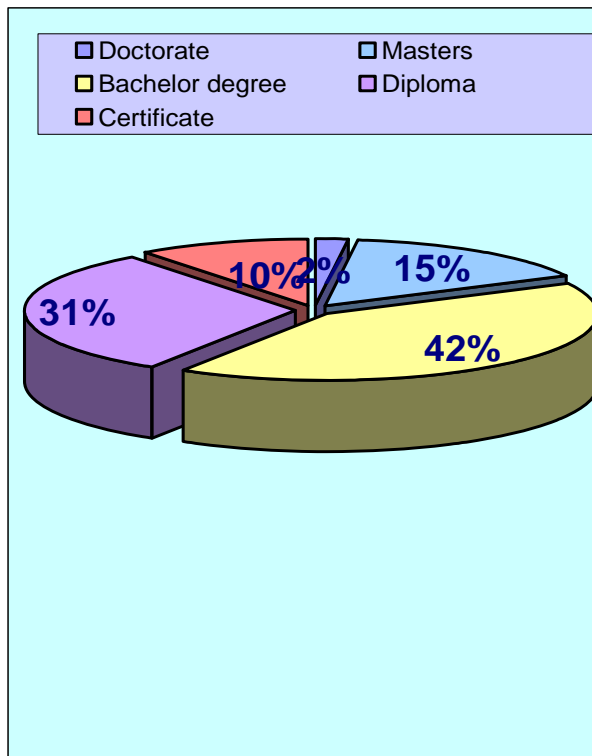
School strategies used for involving parents/care givers in their child's education include:

- Student/Parent/Teacher reporting, (four times per year), P & C and P & C Executive Meetings, Invitations for parents/care givers to join curriculum, extra curriculum and support committees, Curriculum Planning Days for the Leadership Team, and year level events including:
 - Year 8: Information Evening in the year prior to commencing High School, Orientation Day, Welcome BBQ, and end of term displays.
 - Year 9: Year 9 Pre- Senior handbooks and Information sessions.
 - Year 10: 10 into 11 Careers Information Evening (including a School Based Traineeship information session) and Senior Pathways Days (career planning and subject selection).
 - Year 11: School Based Traineeship Information Evening, TAFE Links.
 - Year 12: TAFE and University orientation programs, parent/care giver Information evening regarding the QCE and QTAC Information evening.
- The views of parents/care givers and students collected through School Opinion Surveys have evidenced the change in the school's curriculum offerings as an emphasis on pedagogy and teaching/learning strategies grew. School community relations displayed an upward trend. In 2009, according to Parent/Teacher Night surveys, parents/care givers had 95% agreement that they had opportunities to participate in the life of the school, while 100% of the parents believed the school provided a supportive learning environment.
- The school's support staff, such as Police, Nurse, Youth Worker, Chaplain and Community Education Counsellor introduce the wider community into the school. Examples of this include the 'big breakfasts' every fortnight hosted by church groups and outside providers conducting programs for our students through the Youth Worker.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	15
Bachelor degree	40
Diploma	30
Certificate	10



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$30,703.
- Major professional development initiatives include: Curriculum knowledge, education for the gifted and talented, mentoring, behaviour management, information technology and computer studies, education for boys, inquiry based learning and work life balance.
- The involvement of the teaching staff in professional development activities during 2008 was 91%.

Average staff attendance

- For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 99% of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 88%.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9.

Domain	Measures	Yr 9
Reading	Average score for the school	555
	Average score for Queensland	556
	For the school the percentage of students at or above the national minimum standard.	2008 88 %
Writing	Average score for the school	510
	Average score for Queensland	541
	For the school the percentage of students at or above the national minimum standard.	2008 71 %
Spelling	Average score for the school	556
	Average score for Queensland	559
	For the school the percentage of students at or above the national minimum standard.	2008 83 %
Grammar and Punctuation	Average score for the school	545
	Average score for Queensland	551
	For the school the percentage of students at or above the national minimum standard.	2008 83 %
Numeracy	Average score for the school	556
	Average score for Queensland	559
	For the school the percentage of students at or above the national minimum standard.	2008 91 %

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 75 %

Outcomes for our Year 12 cohort of 2008

Number of students awarded a Senior Statement.	90
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67
Number of students awarded an International Baccalaureate Diploma (IBD).	0

Performance of our students

Number of students awarded one or more Vocational Education and Training (VET) qualifications.	78
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	9
Number of students receiving an Overall Position (OP).	48
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	65 %
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.	96 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	96 %

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school, were not available. Information about these post-school destinations of our students will be incorporated into this report in September.

Value added

The percentage of Year 12 students who are completing or have completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification was 96%. 78% of our students completed one or more VET competencies. Nine Year 12 students completed either a School Based Traineeship or continued on with a fulltime Apprenticeship. 28% are currently completing TAFE or University courses, 6% are in Traineeships/ Apprenticeships and 37% are in full time or part time work.

Parent, student and teacher satisfaction with the school

The data collected in the School Opinion Survey in 2008 conflicts with opinion surveys conducted on Parent/Teacher Night. This is because the School Opinion surveys only 40 parents and most schools including ours have only a small return. Consequently Bray Park SHS conducts its own survey on Parent Teacher Nights at least twice a year to give valid data return. School surveys indicate that over 90% of parents/care givers were satisfied with the school and data results are similar in regards to students. In 2008, Bray Park State High School again had the highest percentage for student satisfaction in the district.