



ASPIRE - LEARN - ACHIEVE
"Pathways to success"

Bentley Park College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Bentley Park College is a state co-educational college with world-class facilities, specifically designed to meet the learning needs of our local community. Situated in the southern suburbs of Cairns we offer all students from prep to year 12 the chance to experience a unique and complete educational journey. The College aims to provide: curriculum and learning for the Twenty First Century; the best of early, middle and senior years' teaching and learning models and classroom and playground environments in which students feel safe and secure. Our common expectations revolve around Learning, Safety, Respect and Responsibility.

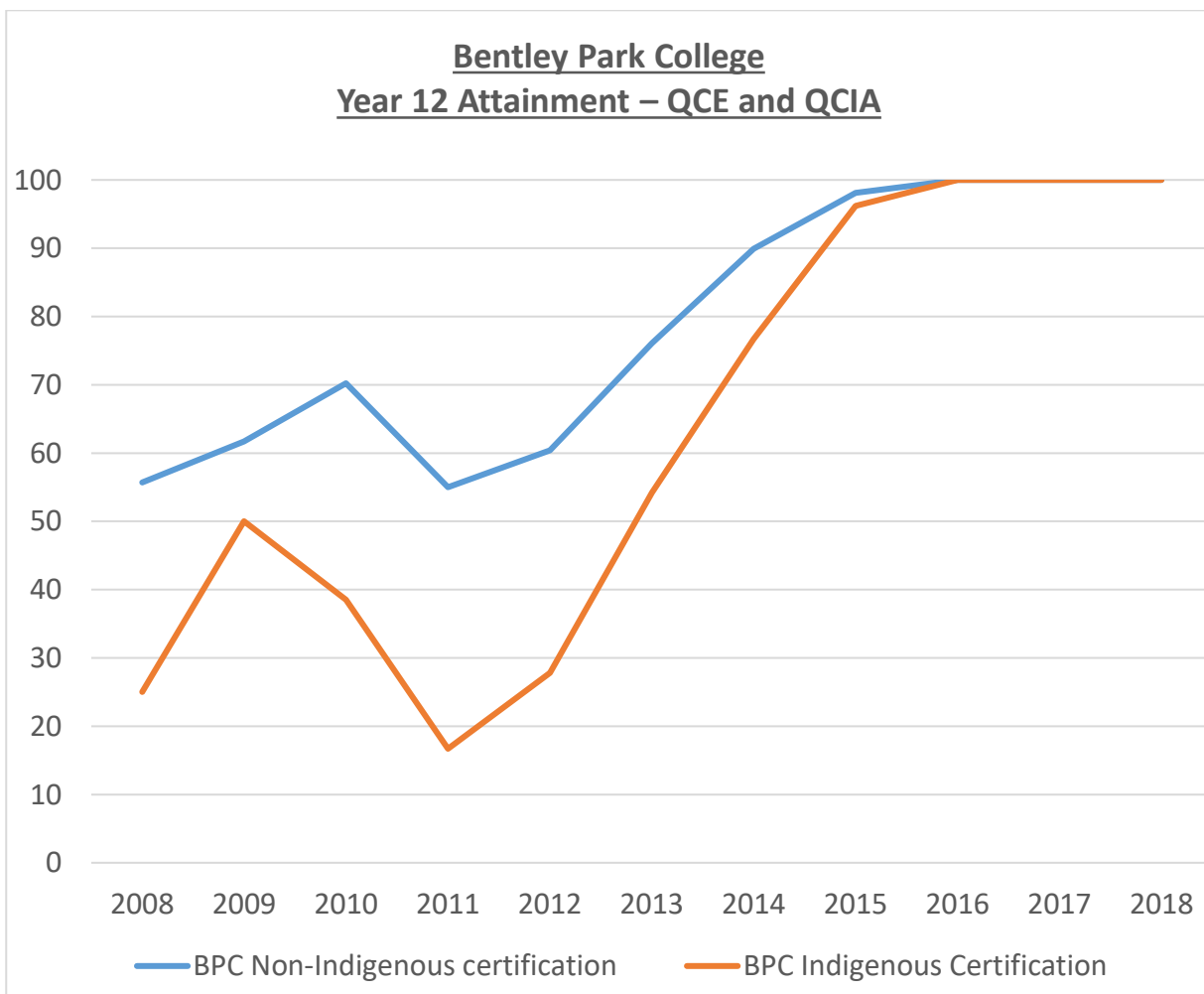
Our College is structured around sub-schools to enable strong ties with students. Staff in our Junior School (P to 6), and Senior School (7 to 12) take a holistic view of each student in assisting academic, physical, social and emotional development. The school has a reputation for a future's orientation and innovative use of technology across the curriculum. The wider school community includes significant cohorts of Indigenous, Pacifica and Hmong family groups.

School progress towards its goals in 2018

We, like our always expanding and developing community, are passionate about our young people and the role we play in ensuring that they lead us in to the future. *Aspire, Learn, Achieve* is something we believe in deeply.

We take great pride in our diversity, and the role we play in supporting all members of our community, but especially our students. The tolerance and acceptance of our students of others from a very diverse set of backgrounds is wonderful.

2018 continued a great trend of success for our exiting Year 12s, with 100% of students achieving either a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement. This is the third year in a row that has been achieved.



Improvement Agenda 2018

4 & 4	QUANTITATIVE MEASURES		TARGET
	ATTAINMENT	• A-C student results English / Maths / Science	80%
	SENIOR RESULTS	• QCE / QCIA attainment	100%
	NAPLAN	• Reading • Writing • Numeracy	Differentiated targets as per Target document
	ATTENDANCE	• School attendance rate	90%
	NON-QUANTITATIVE MEASURES		
	CURRICULUM	• Implementation of ACARA version 8 in P-10 • Readiness for SATE in 11&12, 2019 • Scope and Sequence, Unit Plans • Assessment tasks, Criteria sheets A-E	Elements developed and implemented with fidelity
	PEDAGOGICAL PRACTICES	• Aligned to Pedagogical Framework, context and Inquiry Cycle • P-12 PLT teams actively contribute to the development of signature practices	Elements developed and implemented with fidelity
	STEM	• Activate a STEM PLT and develop and implement focused STEM units • Partner with JCU	Known, understood and implemented by all
	PROFESSIONAL LEARNING COMMUNITY	• Provide focused PD opportunities aligned to the College Improvement Agenda	Known, understood and implemented by all



QUANTITATIVE MEASURES

% A-C SEMESTER 2, 2018 (GOAL WAS 80%)			
YEAR LEVEL	SUBJECT		
	ENGLISH	MATHEMATICS	SCIENCE
1	77	71	91
2	77	84	62
3	74	70	62
4	67	71	74
5	85	85	61
6	78	78	72
7	75	76	79
8	81	65	68
9	82	79	77
10	82	79	82

100% OF YEAR 12 STUDENTS IN 2018 ATTAINED A QUEENSLAND CERTIFICATE OF EDUCATION (QCE) OR A QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA) (GOAL WAS 100%)

NAPLAN % ABOVE NATIONAL MINIMUM STANDARD 2018			
YEAR LEVEL	STRAND		
	READING (GOAL%)	WRITING (GOAL%)	NUMERACY (GOAL%)
3	89.6 (93)	88.9 (93)	89.2 (93)
5	88.1 (93)	76.5 (93)	89.6 (93)
7	87.5 (90)	74.3 (90)	93.6 (90)
9	79.4 (90)	49.4 (90)	90.1 (90)

Description	2016	2017	2018
Overall attendance rate* for students at this school	87%	87%	86%

PRIORITY	MEASURE	TARGET	OUTCOMES
CURRICULUM	<ul style="list-style-type: none"> Implementation of ACARA version 8 in P-10 Readiness for SATE in 11&12, 2019 Scope & Sequence, Unit Plans, Assessment Tasks, Criteria Sheets A-E 	Elements developed and implemented with fidelity	<ul style="list-style-type: none"> The college has a clearly documented whole-college plan for curriculum delivery. Clear alignment with the AC is apparent across the majority of subjects and year levels. <i>(SIU Review Report May 2019)</i> Substantial collaborative planning time (both internal and external) has resulted in BPC staff being well prepared for SATE implementation. Assessment across Prep to Year 10 is accompanied by exemplars and criteria sheets. Many of the criteria sheets and decision-making documents are deconstructed into student-friendly language, making learning intentions clear and enabling students and teachers to diagnose gaps in understanding and skill. <i>(SIU Review Report May 2019)</i>
PEDAGOGICAL PRACTICES	<ul style="list-style-type: none"> Aligned to Pedagogical Framework, context and Inquiry Cycle P-12 PLT teams actively contribute to the development of signature practices 	Elements developed and implemented with fidelity	<ul style="list-style-type: none"> ...the leadership team has developed an extensive teaching and learning framework drawing from a range of research-based approaches. Central to the Bentley Park College Pedagogical Framework is the Department of Education's (DoE) Dimensions of Teaching and Learning (DoTL) and the teaching and learning cycle. Standards of Practice and evidence-based teaching strategies are supported by agreed sources of educational practice. <i>(SIU Review Exec. Sum. May 2019)</i> This process has been supported by the Local Consultative Committee (LCC) and has resulted in a common approach to ensure all teachers receive assistance and feedback to inform their professional growth and capability building. <i>(SIU Review Exec. Sum. May 2019)</i>
STEM	<ul style="list-style-type: none"> Activate a STEM PLT and develop and implement focused STEM units Partner with JCU 	Known, understood and implemented by all	<ul style="list-style-type: none"> The existence of a laptop program, student access to computer laboratories, and a sophisticated STEM program reflect the growing focus on Information and Communication Technology (ICT) capability. <i>(SIU Review Report May 2019)</i> Partnerships with James Cook University (JCU), Central Queensland University (CQU), affiliated primary schools and cultural organisations are a constant source of feedback into the curriculum plan, acknowledging local needs and responding to shifts in the nature of the community and its needs. <i>(SIU Review Report May 2019)</i>
PROFESSIONAL LEARNING COMMUNITY	<ul style="list-style-type: none"> Provide focused professional development opportunities aligned to the College Improvement Agenda 	Known, understood and implemented by all	Professional Development (PD) is a key platform of improvement for the college, providing specific and general learning to build teacher capability in meeting students' learning needs. <i>(SIU Review Exec. Sum. May 2019)</i>

Annual Implementation Plan 2019

Professional Learning

Priority: Develop an expert teaching team through the Professional Learning Framework

Domain	Strategies	Responsible Officer/s	Performance Indicators
Expert Teaching Team	<p>Develop teacher capability through universal, targeted and individualised professional learning to implement the BPC Pedagogical Framework</p> <p>Systematic curriculum delivery</p> <ul style="list-style-type: none"> • P-10 literacy and numeracy strategy • P-10 curriculum including STEM • The new senior curriculum <p>Effective pedagogical practices</p> <ul style="list-style-type: none"> • 'Pedagogy' Standard of Practice • Explicit teaching of cognitions • Inquiry learning <p>'Engaging Students in Learning' Standard of Practice</p>	HODs and HOCs HOSES Deputy Principals Heads of School College Principal	90% of teaching staff state that 'I have access to quality professional development' when surveyed

Achievement

Priority: Use data to improve outcomes for all students

Domain	Strategies	Responsible Officer/s	Performance Indicators
Analysis and Discussion of Data	<p>Use the inquiry cycle to interrogate data (including achievement, behaviour and attendance) to inform strategies, and review the impact of these strategies at the individual, class, cohort and college levels</p> <p>Implement strategies from the K-2 'Community of Practice' initiative</p> <p>Embed 'Knowing Your Student' Standard of Practice</p>	Teachers HODs and HOCs HOSES Deputy Principals Heads of School College Principal Professional Learning	80% A-C 30% A and B 100% QCE / QCIA 70% JCE / JCIA NAPLAN – NMS and U2B targets met 90% attendance
A Culture that Promotes Learning	<p>Embed 'Goal Setting' Standard of Practice</p> <p>Utilise case management to support high achieving students and those at-risk</p>	Teams Teachers HODs and HOCs HOSES Student Services Team	
Differentiated Teaching and Learning	Further develop and implement the 'Differentiation' Standard of Practice	HOSES Education Services Team	

Connections

Priority: Strengthen partnerships with families and the community

Domain	Strategies	Responsible Officer/s	Performance Indicators
School Community Partnerships	<p>Build productive partnerships with parents / families through positive communication and involvement in case management to increase engagement in their children's learning</p> <p>Establish new and strengthen existing partnerships with Clontarf, affiliate schools and kindergartens, universities and training providers, external agencies and industry to enhance learning, pathways and case management of students</p>	Teachers HODs and HOCs HOSES Deputy Principals Heads of School College Principal	90% of parents report that 'This is a good school' on the SOS Partnerships value add to the educational and wellbeing needs of students

Engagement

Priority: Embed a culture of learning

Domain	Strategies	Responsible Officer/s	Performance Indicators
A Culture that Promotes Learning	<p>Foster positive teacher-student relationships through the Classroom PBL pilot</p> <p>Implement the BPC STEP Program</p>	Teachers PB4L Professional Learning Team Deputy Principal Education Services 7-12 HOD Student Engagement	20% reduction in minor classroom behaviours 60% of students involved in the program achieve individualised goals



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Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1450	1536	1532
Girls	671	722	727
Boys	779	814	805
Indigenous	439	511	532
Enrolment continuity (Feb. – Nov.)	87%	89%	89%

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 student body consists of a diverse range of students with a mix of aspirations. It is representative of about 20 different cultural backgrounds. 35% of the students identify as being Aboriginal or Torres Strait Islander. Students coming from a language background other than English is 36%. Students with a disability account for 5% of the student population. 2.4% of students across the school are placed in Out-of-Care. Whilst the students come from a range of socio-economic backgrounds, the ICSEA indicates a lower than median value, with over half of the student population (57%) identified in the bottom quarter of advantage, which is a relatively high level of disadvantage overall. Enrolment continues to increase, particularly in the Junior Secondary year levels, although there is still mobility between schools in the southern corridor and remote communities. Many of our families have students in both the P-6 and 7-12 sectors of our school.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	23
Year 4 – Year 6	27	25	26
Year 7 – Year 10	23	23	24
Year 11 – Year 12	18	18	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

BPC offers a differentiated curriculum with a blend of academic, cultural, sport and vocational pathways. This includes the standard suite of subjects from the Australian Curriculum. The College has a range of distinctive and specialist programs, including Academic Excellence, Sport Excellence, Rugby League, Netball, Music and ICT. Engagement in these programs is complimented by students' involvement in curriculum subjects that include Rugby League, Netball, Instrumental Music and Music Extension, CISCO CCNA and Cert 4 in Screen and Media. The College is a Microsoft IT Academy school and has an extensive range of technology programs commencing with robotics and coding in prep.

The College has links with community organisations, such as the Northern Pride Rugby League Club, James Cook University, the Cairns Early Years Centre, local child care centres that enhance the experience of students in *Specialised Programs* and curriculum classes.

The College has a fully equipped automotive workshop, the only one of its kind in the southern cluster of Cairns. The workshop is used by senior students engaging in Industrial Technology Skills and junior secondary at-risk students involved in a specialist engagement program.

The College has product partnership with businesses and external training organisations.

Cisco qualifications are recognized worldwide and give our students access to IT jobs throughout the world.

Co-curricular activities

P-12 COLLEGE EVENTS

- ANZAC Day Ceremony
- Leadership Induction
- Bentley's Best
- Christmas Carols
- Presentation Night
- Cairns and District Eisteddfod
- Community Fundraisers
- Study tours
- Fete
- Parent Teacher Interviews Cairns
Show non-competitive display
- NAIDOC Week

P-6 STUDENT EVENTS

- Meet the Teacher
- Easter Bonnet Parade
- Under 8s Day
- Book Week
- Student Leadership
- Anzac Day
- Anti-Bullying Day
- Parent Expo
- Mothers Day Breakfast
- Dads Day out
- Pathways to Success - Careers
- Formal Parades
- Year 7 Culminating activities
- JCU / CQU - campus visits - school programs
- Year 7 into 8 information evening
- Year 6 into 7 information evening
- Big Night Out
- Mt Sheridan Plaza Competitions - Spelling Bee
- Readers Cup
- ILF

SENIOR SECONDARY EVENTS

- Set Plan (yr10)
- Anzac Day
- Harmony Day
- Anti-Bullying Day
- JCU + CQU Experience
- 10 – 12 Formal parades
- GRIP student leadership conference
- JCU Get into Uni camp
- Senior shirts and jerseys
- QCS breakfast
- Year 12 Formal / Graduation
- Graduation breakfast
- RACQ free2go
- RYDA Road Safety excursion
- Year 12 final week / HRE Program
- CPR for Life
- Senior leaders fundraising
- Year 9 into 10 transition program
- Year 10 into 11 transition parent evening
- ILT
- Bentley Originals Tour
- Pathways to Success - Careers

How information and communication technologies are used to assist learning

Information and communication technologies are a major platform within our College. As well as purpose focused programs from prep to year 12 they are used extensively in the delivery of curriculum.

The accessibility criterion is met by implementing a strategy for creating access to technology rich learning throughout the college. A one-to-one computer-students model is implemented by which every student in years 3 to 12 have access to computers either by being enrolled in a laptop programme or through accessing technology in one of 9 computer labs in the 7-12 section or in the two labs in the P-6 section of the college. The college has provided several other technological devices to further support eLearning such as tablets, iPads, digital cameras, microphones, sound-players, programmable robots, VR/AR headsets and other multimedia devices. Through accessibility and well-developed digital pedagogies, every student experiences eLearning every single day as a part of their schooling.

The teachers' digital pedagogies are continually developed through online training (Learning Place etc.) and "in-house"-training on SFD as well as through a coaching model by which the HOD ICT supports teachers in planning, developing and evaluating eLearning experiences for the students. Some of the weekly learning lounges have been focused on developing teachers' digital technologies skills and 10 teachers now have achieved the Microsoft Educator certification.

In the beginning of the year, Bentley Park College again received a Google CS Educators Grant, which was spent on running several different teacher workshops in Digital Technologies implementation. The workshops were each attended by more than 60 teachers from private and public schools from Weipa to Tully. Many teachers from Bentley Park College participated in each of the workshops.

We have continued developing the integration of STEM (Science, Technology, Engineering and Maths) across the college. Our high-end programmes, like Certificate IV in Screen and Media (CUF41215) and Cisco CCNA, continue to prepare our students for a work life in the screen and media/technology industries. As a new initiative we have started focusing on integrating Virtual Reality and Augmented Reality into our curriculum, in which students produce 360 games, videos and instructional products to be used by other students and teachers.

Social climate

Overview

The social climate of Bentley Park College is aligned to the systematic approach, Positive Behaviours for Learning. Across the P-12 campus all students are taught the expectations around the same set of rules. Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

1. Be a Learner
2. Be Respectful
3. Be safe
4. Be responsible for your own behaviour
5. Be in the Right Place at the Right Time

There is a consistent framework to acknowledge students when they meet the expected behaviours. It is expected that students' behaviour in the wider community reflects our college mission and values:

Our Mission is: To create a safe, respectful, responsible community of learners

At Bentley Park College we value:

- Learning
- Cooperation and Teamwork
- Individual Difference
- Personal effort
- Personal best

A schedule of data review is used to inform college priorities, student needs, programs, success and areas of improvement. The Responsible Behaviour Plan has been designed to facilitate a culture that promotes learning. It is a document that is reviewed annually, evolving in alignment to the needs of the college community, assisting Bentley Park College to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Parents and carers play a crucial role in the wellbeing of their children. The connection between school and family is important. Staff communicate with parents and carers to keep them informed of their children's academic and social progress through formal reporting and parent teacher interviews. Currently our data reflects that most parents are taking the option of attending parent/teacher interviews. A new booking system for 7-12 has seen an increase in the number of parent/carers attending parent/teacher interviews. At these meetings parents and carers meet with classroom teachers and discuss student's progress and have the opportunity to discuss recent report cards. Static displays are provided to inform the community of College policy, procedures and recent initiatives. eg. Whole of college approach to cyber safety. Parents are further engaged through a range of communication options eg. Case Management meetings when additional supports are required, Home visits and referrals to outside agencies as requested.

The college has prioritised the support of student's social and emotional wellbeing, allocating staff to Student Services teams in P-6 and 7-12. Each team comprises staff, trained to support students so that they can best access their learning. Staff includes; Cultural Liaison Officers, Guidance Officers, School Based Police Officer, Chaplain, Youth Support Coordinator, Responsible Behaviour Officer, Engagement Officer and Student Support Officers.

Support programs across the college include; Clontarf, SHINE, Drumbeat, Man vs Wild, ASDAN – individual and small group projects. Students who are on SDA's are involved in re-entry, access school work with a check in system for students on long SDA's to ensure engagement with the College continues. Study Centre operates out of the Senior Library Tuesday and Thursday afternoons) or Primary Student Services (Wednesday afternoon). The Breakfast program operates Mondays and Wednesdays before school.

Students are taught preventative strategies that can be used to socially skill students. Responses to bullying include; counselling and mediations by the Guidance Officer, School Chaplain, parent/teacher/student meetings as well as proactive strategies such as Year level lunch time activities, JCE lessons focusing on MindUp strategies as well as addressing the issue of Bullying and strategies to utilise. Registration and involvement of National "Say No to Bullying Day" in March with chalk art activities and awareness campaigns, guest speakers/organisations presenting anti-bullying workshops/media presentations.

Pastoral care has been developed with the continuation of the Peer Mentor program. The Peer Mentor program will focus on Year 10 working with Year 7 students in 2019, however additional year level activities have seen Year 11 work with Year 8 students and Year 12 work with year 9 students. Additionally, support and Admin staff conduct At Risk interviews with year 7-12 students to ensure student progress is tracked, communicated and action plans are put in place to support students.

Each year the College celebrates NAIDOC week in Term 3 exposing students to a range of cultural activities including storytelling, face painting, sharing of cultural food and Sporting competitions. 2018 saw the separate P-6 and 7-12 NAIDOC Ceremony's run by the ILF and ILT students bringing together college and community.

The school opinion survey indicates that in 2018 Parents satisfaction has an improvement across most areas with a significant improvement of 10% or greater in:

- My child's learning needs are being met at this school (S2003)
- This school provides me with useful feedback about my child's progress (S2028)

Student satisfaction ratings have moderated after some recent years where the data has risen in regards to behaviour, but has improved in the area of learning.

- I feel safe at my school (S2037) - has declined to 81.5%
- Student behaviour is well managed at my school (S2044) - student responses indicate a decline of 7.8% to 66.5%
- My teachers expect me to do my best – increased to 96.8% (S2039) which is above the geographic region and relative to the state at 96.9%
- My schoolwork challenges me to think (S2057) – increased to 93.9% - which is above the geographical region and state

Staff satisfaction ratings have improved for the most part with:

- 93.3% of staff identify that they enjoy working at this school (S2069)
- An increase of 7.5% in: their school has an inclusive culture where diversity is valued and respected (S3202)
- An increase of 6.5% in: Staff at my school are actively involved in Developing Performance discussions
- An increase of 5.2%: I can access necessary information and communication technologies to do my job at my school.

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)	88%	94%	90%
• this is a good school (S2035)	83%	85%	89%
• their child likes being at this school* (S2001)	83%	92%	93%
• their child feels safe at this school* (S2002)	71%	82%	84%
• their child's learning needs are being met at this school* (S2003)	79%	74%	87%
• their child is making good progress at this school* (S2004)	79%	89%	91%
• teachers at this school expect their child to do his or her best* (S2005)	83%	97%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	71%	83%	90%
• teachers at this school motivate their child to learn* (S2007)	75%	83%	79%
• teachers at this school treat students fairly* (S2008)	75%	79%	77%
• they can talk to their child's teachers about their concerns* (S2009)	74%	88%	91%
• this school works with them to support their child's learning* (S2010)	71%	82%	84%
• this school takes parents' opinions seriously* (S2011)	64%	87%	75%
• student behaviour is well managed at this school* (S2012)	63%	73%	67%
• this school looks for ways to improve* (S2013)	81%	91%	88%
• this school is well maintained* (S2014)	79%	86%	90%

* 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)	94%	91%	92%
• they like being at their school* (S2036)	92%	91%	89%
• they feel safe at their school* (S2037)	92%	84%	81%
• their teachers motivate them to learn* (S2038)	92%	89%	92%
• their teachers expect them to do their best* (S2039)	98%	94%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	89%	91%
• teachers treat students fairly at their school* (S2041)	83%	81%	77%
• they can talk to their teachers about their concerns* (S2042)	84%	77%	75%
• their school takes students' opinions seriously* (S2043)	87%	80%	79%
• student behaviour is well managed at their school* (S2044)	81%	74%	67%
• their school looks for ways to improve* (S2045)	92%	91%	88%
• their school is well maintained* (S2046)	92%	84%	85%
• their school gives them opportunities to do interesting things* (S2047)	95%	90%	91%

* 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%	91%	93%
• they feel that their school is a safe place in which to work (S2070)	95%	94%	89%
• they receive useful feedback about their work at their school (S2071)	89%	87%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	80%	89%
• students are encouraged to do their best at their school (S2072)	97%	96%	97%
• students are treated fairly at their school (S2073)	93%	94%	91%
• student behaviour is well managed at their school (S2074)	83%	76%	80%
• staff are well supported at their school (S2075)	81%	83%	90%
• their school takes staff opinions seriously (S2076)	80%	90%	81%
• their school looks for ways to improve (S2077)	95%	93%	94%
• their school is well maintained (S2078)	91%	89%	90%
• their school gives them opportunities to do interesting things (S2079)	85%	82%	84%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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

Key activities to support parent engagement include:

- **PARENT-TEACHER INTERVIEWS**
- **TRANSITIONS:**

<p><u>PRE-PREP TO PRIMARY SCHOOL</u></p> <ul style="list-style-type: none"> - On-Site Playgroup. - Early Years Centre - Child's World - Kindy Zone - Little World - Junior World 	<p><u>JUNIOR SECONDARY</u></p> <ul style="list-style-type: none"> - Bentley's Best. - JCE/QCE tracking - BPC Weekly Transition Program - HSS/ISS Day Transition Program - Future enrolled students Transition Day - Visits to feeder schools
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- **PARTNERSHIPS**, including:
 - School Opinion Survey
 - EBS Survey (PB4L)
- **BPC PATHWAYS**, including:
 - Universities (CQU, JCU)
 - TAFE
 - School Tech
 - Vocational Partnerships Group
- **College and Community Events**, including:
 - NAIDOC Week.
 - 7-12 Pacifica Evening
 - ANZAC Day.
 - Easter Bonnet Parade.
 - Presentation Night.
 - STEP Program.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. These programs have been embedded into the year 8 and 9 JCE lesson, which is timetabled into the HPE lesson. The program covers topics under the social emotional banner and aim to improve relationships and prevent gender based violence

Furthermore, within the college, specialised programs are delivered by the School Based Health Nurse (SBHN), School Based Police Officer and outside agencies has such as Wuchopperen Health Services, PCYC and the White Ribbon Foundation

These programs assist the college to build a culture that seeks to prevent violence, through the building of respectful relationships among our students, staff and community.

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	266	318	455
Long suspensions – 11 to 20 days	15	37	51
Exclusions	4	5	13
Cancellations of enrolment	11	16	7

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

Throughout the 2018 school year the College enjoyed the full benefit of the centrally funded air-conditioning upgrade program which has resulted in an 18.7% reduction in the use of electricity. The second stage of this program is scheduled to begin in the 2019 / 2020 financial year. This will see the remaining old air conditioners in the 7-12 sector replaced with more energy efficient units. We look forward to see the continued reduction in the College's energy requirements.

To assist further in the reduction of our energy requirements, an ongoing replacement program of old florescent lights is being undertaken. As the old technology fluorescent and older LED lights fail, these components are being replaced with new technology LED panels. These units have proven to provide better quality lighting with a decrease of up to 30% on energy consumption per unit.

Due to the age of the in ground water distribution infrastructure the College has experienced significant losses with one main line being ruptured several times in the past year. The grounds and janitorial team are continuing to maintain a vigilance program to identify potential issues and to rectify these before they become a major disruption.

To further reduce the need for water, the Grounds team have embarked on a significant mulching program to maximise the ground moisture during the dry season and to minimise the need to irrigate the gardens. This has not only reduced the need to water frequently but has the added benefit of providing the College with a more aesthetically pleasing environment.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	741,436	1,419,504	1,154,233
Water (kL)	11,660	14,439	

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.

The screenshot shows the search interface for the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Below the search bar are three filter dropdown menus: "School sector", "School type", and "State". Above the search bar are two buttons: "Find a school" and "Search website".

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

[View School Profile](#)

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

School profile NAPLAN Attendance **Finances** VET in schools Senior secondary Schools map

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	125	82	12
Full-time equivalents	121	62	10

*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	0
Masters	9
Graduate Diploma etc.*	30
Bachelor degree	79
Diploma	6
Certificate	1

*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 \$62,844.04

The major professional development initiatives are as follows:

- * Staff Learning Lounges
- * QCAA facilitated workshops
- * Queensland Educational leadership Institute Aspiring Leaders Program
- * Strategically determined Extended Staff Meetings

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, 95% 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 P-10/P-12 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	87%	87%	86%
Attendance rate for Indigenous** students at this school	79%	81%	78%

* 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

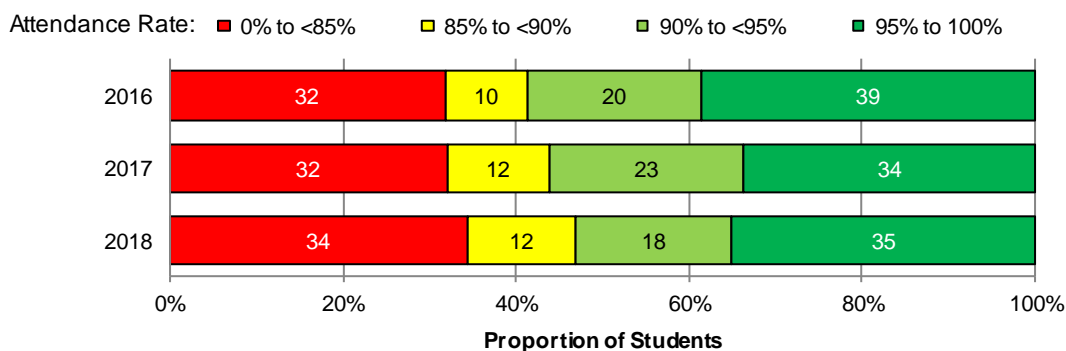
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	90%	87%	89%	Year 7	89%	90%	86%
Year 1	91%	89%	88%	Year 8	83%	86%	83%
Year 2	89%	91%	88%	Year 9	84%	85%	84%
Year 3	91%	88%	90%	Year 10	83%	79%	81%
Year 4	93%	89%	89%	Year 11	82%	82%	80%
Year 5	89%	92%	88%	Year 12	84%	86%	86%
Year 6	90%	90%	89%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

Bentley Park College recognises that daily attendance is critical to academic achievement and therefore expects every student to attend school and class on time every day. 90% attendance has been set as the minimum standard for the School's Improvement Agenda for 2018.

School staff, students, families and the community share responsibility for student attendance. School staff has responsibility for communicating absence information with families and for instigating follow up procedures where the minimum standards are not being achieved. Families have the responsibility for making decisions about their children's schooling, providing information about known absences, engaging with the school to improve attendance and promoting the value of education and regular attendance. Students have the responsibility of being on time, being ready to learn and always striving to achieve our college's minimum standard.

Roll marking:

P-6: Rolls are taken twice a day by the classroom teacher: once in the morning and again at 11.50am. Rolls are manually taken and entered by the office staff.

7-12: Rolls are taken four times a day in IDAttend: Period 1,2,3,4. Rolls are marked electronically by the classroom teacher. Supply teachers are provided with a paper copy which is entered by office staff each lesson.

SMS messages are sent to parents/carers of students with an unexplained absence at approximately 10am each day.

Across the college the Student Support Officers track inconsistencies in attendance on a daily basis, email teachers to check inconsistencies in roll marking to ensure rolls are accurately marked. If the student has truanted a lesson then the Truancy Tracking Process can commence. Case Management of students in both the compulsory and post compulsory participation phase is allocated to a member of the Attendance Team or additional Support Services staff. Students in the post-compulsory participation phase who are at risk because of

poor attendance are tracked through QCE tracking and case managed by the HOD Senior Secondary and Deputy Principal Senior Secondary with the assistance of Student Services Support Staff.

There are two attendance teams, one in P-6 and one in 7-12, who analyse data on a weekly basis to track and monitor patterns of attendance. The attendance team make weekly phone calls to parents / carers for students who have unexplained absences following SMS notification on the day of their absence. They also identify students with patterns of non-attendance and a case manager is assigned to work with the student and their family to address barriers to attendance.

For students whose parents / carers are uncontactable and for those whose attendance is an ongoing concern, home visits are scheduled to provide early intervention and assist families in reengaging their child with their learning. When families do not respond to this intervention, the procedures and timelines as per Managing Student Absences and Enforcing Enrolment and Attendance at State Schools is adhered to with the issuing of Form 4, 5 and GBN as necessary. Where families are unable to be located or contacted, concerns are communicated with FNQNES for assistance with further follow up.

Key strategies to increase attendance include:

- Developing a safe and supportive school environment that promotes positive and supportive relationships through the College Responsible Behaviour Plan
- Promoting high expectations for school attendance by providing information about attendance to parents/carers via the website, Facebook page, newsletter, assemblies, classroom discussions, class spreadsheets and class thermometers.
- Consistently communicating with parents regarding absences through SMSs, phone calls, monthly absence letters and home visits
- Raising students' and parents'/carers' awareness of individual attendance percentages through JCE and QCE progress interviews and goal setting lessons each term
- Identifying and reducing barriers to daily attendance through home visits and phone calls to parents / carers, discussions with students and case management meetings
- Individual case management of students with high absenteeism and development of individualised Attendance Improvement Plans
- Facilitating referrals to external support agencies to assist families if necessary
- Positive reward systems for students that acknowledge consistently high attendance or significant improvement in attendance (e.g. raffles, certificates, postcards, reward activities, etc.)
- Monitoring the college's attendance data to identify absenteeism trends and individual students with high levels of absenteeism
- Focus in P-6 on improvement of individual and class groups attendance through visual displays of class, tracking improvement on weekly basis Tracking and putting consequences in place for Year 7-12 students with unjustified absences and unjustified late arrivals to school
- Discussing Bentley Park College's Attendance Policy and expectations at each enrolment interview
- College leaders and key support staff regularly analyzing and discussing attendance data at the college level, sector level, year level and individual student level to determine impact of attendance improvement initiatives and future strategies

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.

The image shows a search interface for finding schools. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus: 'School sector', 'School type', and '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.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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 and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	104	137	103
Number of students awarded a QCIA	3	4	4
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	101	133	99
Percentage of Indigenous students awarded a QCE at the end of Year 12	91%	91%	92%
Number of students who received an OP	23	38	39
Percentage of Indigenous students who received an OP	9%	6%	12%
Number of students awarded one or more VET qualifications (including SAT)	95	93	99
Number of students awarded a VET Certificate II or above	57	72	54
Number of students who were completing/continuing a SAT	9	14	5
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	65%	71%	59%
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	98%	97%	98%
Percentage of QTAC applicants who received a tertiary offer.	89%	100%	96%

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	4	4	6
6-10	3	11	8
11-15	8	12	9
16-20	8	9	16
21-25	0	2	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	82	58	97
Certificate II	55	60	53
Certificate III or above	23	33	25

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).

In 2017 Bentley Park College students accessed a range of VET qualifications, including Certificate I and II in Information, Digital Media and Technology, Certificate II in Hospitality and Certificate IV in Screen and Media, all of which are delivered under the college's Scope of Registration. In addition to this, the college partnered with Binnacle Training to offer Certificate II in Sport and Recreation and Certificate III in Fitness. Students also accessed the TAFE North VETiS program to obtain a range of other qualifications including Certificate I in Construction, Certificate II in Automotive Vocational Preparation, Certificate II in Electrotechnology, Certificate II in Health Support Services and Certificate II in Tourism.

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	72%	83%	74%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	52%	71%	68%

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

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Bentley Park College encourages students to complete Year 12 and obtain a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). Students are case managed to ensure they achieve to their potential and have a clear education or training pathway upon leaving school. The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 include full-time employment, apprenticeships and traineeships, full-time training at TAFE or another VET provider or enrolment at another high school due to a change in residence.

Bentley Park College invests significant resources into supporting students who have disengaged from mainstream learning. These students have highly individualised case management and interventions put in place, including support from the Guidance Officer, Youth Support Coordinator, Community Education Counsellor, Responsible Behaviour Officer and the Head of Department and Deputy Principal for Senior Secondary. Additionally, students and their families are linked with relevant external agencies to assist them to address identified issues including wellbeing, mental health, financial and housing problems. Following significant intervention, students who are unable or unwilling to re-engage with mainstream schooling are supported to transition into alternative pathways including employment, training or programs such as VPG's Get Set for Work or Transition to Work programs or Anglicare's Certificate II in Hospitality program that provides pathways to employment with Capta Group.

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.bentleyparkcollege.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>