Bentley Park College

P-12 Enrolment Prospectus

The following documentation is required to be read BEFORE you attend your enrolment interview WITH your child. By enrolling your child at Bentley Park College, you and your child agree to abide by the policies and procedures outlined in this document.

If you have any questions relating to any part of this documentation please do not hesitate to discuss them with the College representative conducting your enrolment interview.
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Dear Students, Parents and Carers

Welcome to Bentley Park College. You have made an excellent decision in choosing Bentley Park College.

Our College is purpose built to serve the educational needs of the growing suburbs of southern Cairns. We are committed to providing a quality seamless educational experience from Pre-school through to Year 12 and beyond.

We are proud of our staff, our programs, our facilities and our students. We encourage all students to aspire to their potential and strive to achieve quality learning outcomes, preparing them for challenging futures. These goals underpin our Visions statement which is Aspire, Learn, Achieve – Pathways to Success.

At Bentley Park College we value Learning, Respect, Safety and Responsibility. On enrolment into our College, parents and students agree to follow our School Code of Behaviour, which is documented in our Responsible Behaviour Plan. We are happy to discuss our strong focus on learning, behaviour and efforts.

All parents and caregivers are encouraged to take an active role in their child’s/children’s learning and an active role within the School community. We have a great hardworking Parents and Citizens’ Association and there is always room for more parents and carers to become involved.

Thank you for joining the Bentley Park College community.

Yours sincerely

Peter Krugle
College Principal
OUR MISSION AND VALUES CHARTER

ASPIRE - LEARN - ACHIEVE
“Pathways to success”

MISSION

To create a safe, respectful, responsible community of learners.

COLLEGE VALUES

At Bentley Park College we value:
• Learning
• Cooperation and teamwork
• Individual difference
• Personal effort
• Personal best
The Bentley Five

The Bentley Five is a simple set of rules developed using the values and the mission of the College to underpin what is important and provide a guide to all our actions. It is expected that all members of our school community will consistently display our values and beliefs in all actions.

These beliefs are re-enforced in all classrooms, offices and public areas of the college with the below posters on public display throughout the College.

These rule formulate the common expectations across the College and have been agreed upon and endorsed by all staff and our P&C. They are aligned with the values, principles and expected standards outlined in the Department of Education and Training Code of School Behaviour.
BENTLEY PARK PARENTS & CITIZENS ASSOCIATION (BPC P&C)

A warm welcome from the BPC P&C to students, parents and carers. Our P&C work very closely with the College to encourage a strong sense of community where all students and staff benefit.

The P&C comprises both voluntary and paid staff and is overseen by a full-time Operations Manager who also manages the Uniform and Stationery shop. The door is always open for new P&C members, with meetings held on the second Tuesday of the month (term time) from 7.00 pm in the P-6 Administration building (A block). The Annual General Meeting (AGM) is held in March each year, when the executive committee stands down and a new election takes place.

Volunteers are always welcome and are encouraged at BPC. The P&C could not run without the support of parents, carers and members of the local community. Volunteering is a great way to get to know not only the staff and students, but your way around campus. We need people just like you, from all walks of life, who just want to help our students achieve their best.

The BPC P&C is committed to providing quality services, support and entertainment across both sectors of the College, which includes:

- The P-6 tuckshop
- The 7-12 canteen
- The Uniform and Stationery shop
- The Student Banking program
- Various fundraising campaigns for facility improvement, the Chaplaincy program etc
- Coordinating events such as Mother’s Day and Father’s Day celebrations, P-6 discos and Christmas carols evenings
- Supporting the College Principal and staff

For your convenience, the tuckshop, canteen and Uniform and Stationery shop have EFTPOS facilities installed, as well as an online lunch ordering system: www.ouronlinecanteen.com.au

There are many ways you can help at BPC, such as:

- Classroom/library help
- Tuckshop/canteen assistance, such as serving students, food prep, clean up
- Helping to collect weekly student banking
- Involvement in policy decisions/development, such as behaviour and uniforms
- Grant writing
- Assisting with fundraising and helping out at events
- By filling an executive position on the committee - President, Vice-president, Secretary, Treasurer
- Attending meetings once a month to stay informed and have a say

A vital sub-group of the P&C is the Instrumental Music Parent Support Group, comprising volunteers who support and fundraise for the Year 5 to 12 Instrumental Music Program at the College.

What do parents/carers get out of it?

- Making a difference to our students’ environment by contributing to projects
- Acknowledgement and recognition for your involvement with invitations to different school events and the annual Volunteer Morning Tea
- Support from our Operations Manager, who organises and coordinates meetings etc.
- That ‘warm fuzzy’ feeling when the end result is reached and you can see students benefitting from it immediately

For further information please contact the P&C Operations Manager - phone 4045 4971; email bpcpnc@bigpond.net.au
### Bentley Park College General Information

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email Address</th>
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<tbody>
<tr>
<td>College Principal</td>
<td>Mr Peter Krugle</td>
<td><a href="mailto:the.principal@bentleyparkcollege.eq.edu.au">the.principal@bentleyparkcollege.eq.edu.au</a></td>
</tr>
<tr>
<td>Head of School, P-6</td>
<td>Mr Mark Evans</td>
<td><a href="mailto:hosjnr@bentleyparkcollege.eq.edu.au">hosjnr@bentleyparkcollege.eq.edu.au</a></td>
</tr>
<tr>
<td>Deputy Principal P-6</td>
<td>Mr Rod Jackson</td>
<td></td>
</tr>
<tr>
<td>Head of Department P-6</td>
<td>Mr Jamie Finger</td>
<td></td>
</tr>
<tr>
<td>Head of School 7-12</td>
<td>Ms Kathryn Todd</td>
<td><a href="mailto:hossnr@bentleyparkcollege.eq.edu.au">hossnr@bentleyparkcollege.eq.edu.au</a></td>
</tr>
<tr>
<td>Deputy Principal 7-12 Student Services</td>
<td>Mrs Tanya Findlay</td>
<td><a href="mailto:dpss@bentleyparkcollege.eq.edu.au">dpss@bentleyparkcollege.eq.edu.au</a></td>
</tr>
<tr>
<td>Deputy Principal 7-12 Education Services</td>
<td>Mr Stuart Edwards</td>
<td><a href="mailto:dpes@bentleyparkcollege.eq.edu.au">dpes@bentleyparkcollege.eq.edu.au</a></td>
</tr>
<tr>
<td>Deputy Principal 7-12 Pedagogy Renewal</td>
<td>to be advised</td>
<td><a href="mailto:dppr@bentleyparkcollege.eq.edu.au">dppr@bentleyparkcollege.eq.edu.au</a></td>
</tr>
<tr>
<td>Head of Special Education Services</td>
<td>to be advised</td>
<td><a href="mailto:hoses@bentleyparkcollege.eq.edu.au">hoses@bentleyparkcollege.eq.edu.au</a></td>
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**Address**

- McLaughlin Road Bentley Park 4869
- P O Box 289 Edmonton 4869

**Website Address**

- [www.bentleyparkcollege.eq.edu.au](http://www.bentleyparkcollege.eq.edu.au)

**E-mail Address**

- admin@bentleyparkcollege.eq.edu.au

**Telephone**

- College: 4040 8111
- Fax College: 4040 8100
- Telephone P-6: 4040 8104
- Fax P-6: 4040 8200

**Student Absences**

- Email: studentabsences@bentleyparkcollege.eq.edu.au
- Text message only: 0428 107 856
- Voice Message only: 4040 8160

**Sports Houses**

- Arlington: Blue
- Euston: Yellow
- Onyx: Red
- Euston: Green

**Office hours**

- 8.00 am – 3.45 pm (Except Thursday, Office closes at 3.15pm)

**After School Care**

- 40554000
- Mobile: 0417641521

**P&C Uniform and Stationery Shop**

- 40454971

**School bus**

- Loves Bus Service 4035 4500
Queensland Term dates 2016

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
<th>Length</th>
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<tr>
<td>Term 1</td>
<td>Monday 23 January - Friday 31 March</td>
<td>10 weeks</td>
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<tr>
<td>Term 2</td>
<td>Tuesday 18 April - Friday 23 June</td>
<td>10 weeks</td>
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<tr>
<td>Term 3</td>
<td>Monday 10 July - Friday 15 September</td>
<td>10 weeks</td>
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<tr>
<td>Term 4</td>
<td>Tuesday 3 October - Friday 8 December</td>
<td>10 weeks</td>
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Staff Professional Development Days (SPDDs) 2017
- 18, 19, 20 January
- 16 October

Year 10, 11 and 12 finishing dates for 2017
- Year 12  Friday 17 November
- Year 10 and 11 Friday 24 November
STARTING AND FINISHING TIMES

YEARS PREP – 6
Classes begin at 8:50 am and finish at 3:00 pm. Students should not arrive at school until 8:30 am. Before and After School Care is available for those who find these times inconvenient. Students arriving after the 8:50 am bell need to go through the office to collect a late note. Students need to be collected as soon as possible from their class or the P-6 main gate at the end of the day as supervision is provided only until 3:30 pm.

Prep students.
It is requirement that a parent/carer or other nominated care provider brings the child to the Prep classroom and signs the child in between 8:40 am and the first bell at 8.50 am. Individual Prep teachers may choose to open their doors before this time. When children come into the classroom, they are encouraged to be responsible for their own belongings and to follow the routine outlined by the teacher.

School finishes at 3.00 pm. Prep children need to be collected from the classroom by a parent/carer or other nominated care provider. The person must sign the child out daily. You must notify the school, personally or in writing, if there is a change in current arrangements. If you know you are going to be late, please contact the P-6 office by 2.45 pm to notify of your delay. Prep children who are not collected promptly will be taken to the Prep to Year 6 Student Services office to wait.

Collection by siblings
Parents/carers may arrange for siblings in the 7-12 sector to drop off and collect P-6 siblings. In this circumstance the 7-12 office will need to be advised so a special identification card can be provided to the nominated student. The nominated student will be required to collect any P-2 siblings from their classroom and any Year 3 to Year 6 student will be collected from the main P-6 entry gate between the P-6 Resources and P-6 Administration block (A block).

Bell Times
8:45 am Students report to class
8:50 am School commences
8:55 am Session 1
11:00 am Big lunch - students eat with Class teacher
11:10 am Play time - students who haven’t finished their lunch move to covered area
11:50 am Session 2
1:30 pm Afternoon tea break - play time
2:00 pm Session 3
3:00 pm End of school day

YEARS 7-12
Classes begin at 9.00 am and finish at 3:00 pm. There are two breaks through the course of the day. Students should not arrive at school until 8:30 am. Students arriving after 9.10 am need to go through the Student Services Office to collect a late note.

Classes from Year 8 to Year 12 operate on a 70 minute subject period where the students move from class to class for each of their specific subjects. To a lesser extent Year 7 students will move around for speciality subjects however their core subjects are conducted in their homeroom/block. Students are expected to be in “the Right Place at the Right Time” and move quickly to their next class with the minimum of delay.

Bell Times
8:55 am Warning bell
9:00 am Form Class
9:10 am Lesson 1
10:20 am Lunch 1
10:45 am Warning Bell
11:50 am Lesson 2
12:00 pm Lesson 3
1:10 pm Lunch 2
1:45 pm Warning bell
1:50 pm Lesson 4
3:00 pm End of school day
Access and entry to the College’s various sectors

The safety of all students, staff and visitors is paramount at Bentley Park College. In an effort to reduce the potential risks to students the College has two distinct sectors that are P-6 and 7-12. The interaction of students between these sectors is minimised and due to different tuition delivery and break times. The other significant risk is students interacting with vehicular traffic in and around the College for each sector.

Access points in and out of these sectors have been chosen to provide the safest entry and exit for students from the College grounds during peak periods of traffic movement. By using these entry and exit points it will prevent congestion and to allow free flowing pedestrian traffic along the footpaths along McLaughlin Road. The major entry and exit points for the College are denoted on the above map:

- **P-6**
- **7-12**

**Student Drop off Zones**

It is recognised that parents/carers usually like to be able to collect their students as quickly and hassle free as possible. To assist in achieving this, Student Drop Off zones (also known as Stop Drop and Go zones) have been developed. Should you decide to drop off or collect your students you are asked to use these areas and not drop them off at the footpath along McLaughlin Road. By doing this you will minimise the risk of students coming into contact with vehicular traffic. The respective drop off zones are indicated on the above map:

- **P-6**
- **7-12**

**Bikes**

Parents/carers may prefer their students travel by bicycle to school. Students are not permitted to ride their bikes in the school grounds as this will reduce the risk of accidents. Students are to access the bike racks from the gates closest to their respective bike rack. All bikes MUST BE locked and students are required to provide their own lock and chain. Bikes are not to be accessed between 9.00 am and 3.00 pm. Bike racks are located in the following locations:

- **P-6**
- **7-12**

**Bus**

Parents/carers may prefer their students travel by bus to school. Buses drop off at the main entry point to P-6 in the mornings and pick up students from both of the two Student Drop Off zones of the College. In the mornings, the gate closest to the 7-12 sector in the P-6 bus stop area is open for 7-12 students to traverse safely into the College from the P-6 Drop Off zone. This gate is denoted on the above map:

For timetables and routes, parents / carers should contact the Loves Bus Service to establish whether this is a viable option for them and their student. Their contact details are:-

- **Telephone:** 4035 4500
- **Website:** [www.lovebus.com.au](http://www.lovebus.com.au)

**Walking:**

Parents/carers may prefer their students walk to and from school. Students should follow the pathway and use the supervised crossing. Students are required to access the College through the respective sector entry points unless they are dropping off siblings in P-6. They will be issued with a special identification card for this purpose.
ABOUT OUR HISTORY AND FACILITIES
Bentley Park College is a Queensland Department of Education facility that was initially planned as Edmonton State School in 1996 and designed to be a P-7 school. The School opened initially as a “Pre-school” in Term 4, 1996 and commenced the 1997 year as a P-3 school as Bentley Park State School.

Due to the rapid growth of the Cairns Southern Corridor, the Queensland Education Department identified the need to expand the education facilities in the Southern Cairns Corridor and revised its plans for Bentley Park State School and decided in late 1999 to create a purpose built P-12 College. Bentley Park College was born.

Additional land was purchased and an expansion of the already quickly growing P-7 school was underway. It was decided as part of the structure to create a “Middle School” for Years 5-9 and the addition of specialty classrooms for Manual Arts, Home Economics, Science and computers and Library which were opened in the 2002 school year. These buildings are now what the “Junior Secondary Precinct” incorporates and is used by today’s Year 7-9 students.

Additional buildings were added each year to cater for the senior secondary students which culminated in the opening of the new College Administration office and specialty classrooms for Manual Arts, Home Economics, Science/Technology and computers rooms for the Years 10, 11 and 12. This was completed in 2005.

The Bentley Park College site is one of the largest in Queensland with 59 buildings set on 49 acres of landscaped grounds with three school ovals. All College buildings are air-conditioned with all classrooms being able to be linked to the internet through a state of the art computer network.

There is a Canteen to service the needs of the 7-12 student body and a tuckshop to service the needs of the P-6 student body. These facilities are operated by the BPC P&C.

Students in the various stages of their education have distinct areas of the College to learn and play. This is communicated to all students during the first week of their classes each term. Students in the respective sectors P-6 and 7-12 do not interact as these sectors operate on a different timetable.

A Special Education Program is also embedded within the campus. This unit has separate facilities within each of the sectors and accommodates students from across the College and has a large team of highly qualified staff to operate the various programs. The Special Education Program main office is located in KA block near the main College Administration office.

ABOUT OUR STAFF
Staff members are selected from around the state and most have asked to come to this campus. Some of our members are from interstate and bring with them new ideas which can also enhance service provision at our school. Our staff members bring with them a range of vital skills to assist in the establishment of a caring and balanced approach to learning and teaching.

Within our College we have Information Technology specialists, Literacy and Numeracy experts, artists and Dance instructors. Our Physical Education staff access community organisations to supplement our programs. BPC also has authors, singers and actors.

Our teachers have worked in a variety of locations including Queensland, interstate and overseas. They are curriculum leaders and have extremely high levels of dedication in working together and providing a world class curriculum for our children. We have recruited staff with wide experience in Indigenous Education, Asian cultures, Gifted and Talented (G&T) education, Languages Other Than English (LOTE).

Teachers work closely together in teams and develop units of work that focus on what they know about their students. The learning experiences provided are related to real life and are purposeful, integrated and relevant to their needs, interests and abilities as well as to their family and community contexts.

Our students are encouraged to contribute to school operations in a variety of ways including class level, school level, and College level and to the wider community. Our teachers believe it is essential to develop good relationships with students and parents. They want to work with you and your child. That’s why they are here.
ABSENCES AND ATTENDANCE

The Queensland Education Department policy is every student is required to attend school on every school day of their education program unless they have a reasonable excuse, such as illness. This policy clearly states:

- all children are enrolled at a school and attend on every school day.
- schools are required to monitor, communicate and implement strategies to improve regular school attendance.
- truanting places a student in unsafe situations and impacts on their future employability and life choices.
- Attendance at school is the responsibility of everyone in the community.

BPC recognises daily attendance is critical to academic achievement and therefore expects every enrolled student to attend school and class on time every day. Ninety-five percent (95%) attendance has been set as the minimum standard.

This expectation will be made clear to students and families from Day 1 of their enrolment at the College and as such the College believes, staff, students and their families as well as the greater community share responsibility for student attendance.

School staff take their responsibility for communicating absence information of students to families very seriously. In response they will instigate follow up procedures where the minimum standards are not being achieved. This maybe by automated text messaging, personal phone calls and letters home advising families of any absences.

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 the College’s minimum standard.

The community can assist promoting the value of regular attendance by supporting our rewards programs and contacting the school where truancy is suspected and by promoting the value of education to our students.

The College processes are to:-

- Communicate the policy and procedures to staff, students and families.
- Strengthen the current attendance monitoring systems.
- Work with students and families to intervene early and often when students are absent without an excuse.
- Work to engage students in the learning process with strong curriculum, instruction and relationships with staff.
- Involve the community through shared expectations and actions.
- Meet regulatory requirements under Education Act in reporting ongoing non-attendance which in extreme cases may lead to prosecution of parents/carers for their student's non-attendance.

Examples of Acceptable Reasons for Student Absences

- Illness;
- Bereavement within the family or of a close friend;
- Family trauma;
- Attending a school organised activity, for example an excursion, camp, Work Experience;
- Sporting/cultural event;
- Medical appointments that could not be arranged outside school hours.

Examples of Unacceptable Reasons for Absence

- Truancy;
- Social occasions;
- Haircuts;
- Helping at home or at parent/caregivers place of work;
- Part-time or casual work (including travel to and from such work);
- Appointments which could be made out of school hours (including driving lessons/tests);
- Extra time for study or completion of assessment.
Absences reporting

At the beginning of each day the roll is marked. In P-6 this is done at the beginning of the first period and in 7-12 this is completed as part of the Roll class/Form. 7-12 students are required to attend their Form class (9.00 am – 9.10 am) prior to commencement of classes. This Form class is valuable communication time for students where information is passed on. All students who are not present will be noted as an unexplained absence. An unexplained absence is when a student has not reported for Form class and no advice has been provided by the parent/carer regarding their absence. From this record, parents/carers are contacted by an automated text message by 10.15 am daily.

Additionally, in 7-12, each period following Form class, attendance is also recorded. Follow up will occur initially with the any student who has been recorded absent from their lesson/s and then the parent/carer will be contacted. Consequences of unauthorised/unexplained absences from lessons can result in detention.

Full day absences

Whenever possible parents/carers should advise the school of their student’s absence in the morning by:
• phoning 40408160;
• sending a text message to 0417274622; or
• emailing studentabsences@bentleyparkcollege.eq.edu.au.

If parents/carers cannot use one of these methods, they may send a note with their child to pass on to his/her Class teacher (P-6) or Form teacher (7-12).

The school will send a text message to parents/carers of students whose absence is unexplained by 11 am each day additionally the 7-12 Sector will text parent / carer student absences for any unexplained absences recorded during a specific lesson / period.

ATTENDANCE POLICY

The College is committed to Positive Behaviours for Learning (PBL). The College embraces the following attendance incentives:
• Attendance awards presented on Year level parades in Years 7 to 12 twice a term and P-6 at the end of each term;
• Attendance is a criterion in the Good Standing Policy from Prep to Year 12.

In addition to incentives, the College highlights attendance as a focus for continual improvement through the monthly College newsletter. The College also liaises with the Edmonton Police, local shop owners and the community to ensure students are in attendance.

The College uses a software program to track students’ attendance throughout the day. This is linked with a text messaging service that is used to advise parents/carers if their child has been recorded as absent for the day. Through this program, letters identifying unexplained absences are generated and mailed home regularly. Parents/carers who fail to give appropriate explanations for their child’s absences are sent Compulsory Schooling (TCS) letters as required by Education Queensland.

Persistent truancy or absenteeism

The College reviews student attendance weekly and regularly sends letters to parents requesting explanations for their student’s absences. If adequate explanations are not provided or attendance issues are not resolved, the school will begin the process of sending Compulsory Schooling (TCS) or Compulsory Participation (TCP) letters, as required by Education Queensland. For more information on this process please refer to the Bentley Park College website www.bentleyparkcollege.eq.edu.au for the full policy.

Chronic absenteeism

The school defines chronic absenteeism as the ongoing or regular absence of a student with or without parent/carer approval. Chronic school absenteeism has been identified as a precursor to undesirable outcomes in adolescence, including academic failure, school dropout and juvenile delinquency.

In the situation where a student is identified as a chronic absentee, the school will request all stakeholders (including the student, parent/carer, Year Level Coordinator, Student Services Staff P-12 and member of Executive) to attend a meeting to attempt to resolve the issues that are resulting in the absences. This group will work together to establish minimum expectations for attendance and participation and a Case Manager may be appointed. Help from the school’s Student Support Services will be offered and referrals to outside agencies may be made if deemed appropriate.
If the student’s attendance does not show improvement after intervention, the school may inform Centrelink or take steps towards prosecution if the student is in the compulsory years of schooling. If the student is of post-compulsory age, the school may take steps towards cancellation of enrolment.

**Late arrivals**

Late notes are available from the Student Services office in each of the sectors. An adult is required to accompany all students who are late in P-6 and a note from a parent/carer is required for absences in Years 7-12. If no note is received from a parent/carer the lateness will be recorded as unexplained and the parent/carer will be contacted to confirm the lateness. Unexplained lateness counts as an attendance absence for reporting purposes.

**Early departure**

All early departures require to be signed out via the Administration offices with the issuing of an “Early Departure” slip. All early departures will require a note from a parent/carer or the parent/carer MUST be present to authorise the early departure.

**Long absences outside school holidays**

From time to time there is a requirement where parents or carers decide to take leave outside the designated school holiday periods. In incidents where this leave/absence is going to be in excess of ten consecutive days there is a requirement from the Department of Education that an Application For Exemption is required to be completed by the parent/carer which is in turn to be submitted to the College Principal for approval. This form is available on request from either of the College Administration offices.

**ASSESSMENT**

The Queensland Department of Education describes assessment as the purposeful, systematic and ongoing collection of information as evidence for use in making judgments about student learning.

Assessment:
- is an integral part of planning
- focuses on how students learn
- is essential to classroom practice
- is a key professional tool to inform teaching practice
- informs next steps for learning
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps learners know how to improve
- develops the capacity for self-assessment
- recognises all educational achievement.

Assessment can be used for:

**Planning:** finding out where the students are at, so that the teacher can start at an appropriate place, finding out how this particular group of students best learn.

**Student feedback:** so students know how they are progressing through the learning process. Explicit feedback from the teacher can provide information on what the student is doing that is effective and the next step in the learning process.

**Reporting to parents and authorities:** Are the students achieving a standard appropriate to their learning ability? What is the next step in their learning? What can be done to support them? What do they need to be doing for themselves?

**Types of Assessment**

**Formative assessment:** used to map/monitor learning progress during a unit of work. Formative assessment provides ongoing feedback to teachers and students. The assessment provides information on progress, and identifies and addresses areas that require further development e.g. writing folios, work conferencing, teacher questioning, learning journals, portfolios, digital portfolios, reading logs, observations, interviews, and continua such as the Year 2 Net.

**Summative assessment:** generally completed at the end of a unit of work to document the level of achievement. Summative assessment may include: written tests, oral presentations, concept maps, problem solving activities, project work, essays, formal assignments and exams. This assessment can provide feedback to the teacher about the effectiveness of the unit of work.

Bentley Park College has developed an assessment policy in line with the above definition. The fully policy is available on line at the College web site [www.bentleyparkcollege.eq.edu.au](http://www.bentleyparkcollege.eq.edu.au) and this is also included in the student’s diary which is part of the Student Resource Scheme.
BEHAVIOUR - Responsible Behaviour Plan for Students

At Bentley Park College we believe in:

• Our motto *Aspire – Learn – Achieve*
• Encouraging students to work to their potential
• Creating shared partnerships for learning
• Creating a sense of safety and belonging
• Celebrating our achievements
• The mantras *Every Child Matters Every Day and All Students Can Achieve*

The foundation of the College’s Responsible Behaviour Plan is the values identified by the College community and the Department of Education and Training Code of School Behaviour. These values form the L Plate from which rights and responsibilities for students, parents/carers and staff have been developed. The L Plate provides a framework and common language for discussing issues with students. Teachers use the L Plate to develop explicit classroom rules.

At Bentley Park College the expectations are:

• To be a Learner
• To be Respectful
• To be Safe
• To be Responsible
• Be in the right place at the right time

These values underpin what is important and provide a guide to all our actions. It is expected that all members of our school community will consistently display our values and beliefs in all actions.

The 5 Rules are:

1. Be a learner
2. Be respectful
3. Be safe
4. Take responsibility for your behaviour
5. Be in the right place at the right time

At Bentley Park College approximately 85-90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all student, for example, high expectations, explicit teaching, Essential Skills of Classroom Management.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At BPC we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of whole school behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to inappropriate behaviour.

This is depicted across the College through the adoption of our “L Plate” and forms the basis of our School Community’s beliefs of:-

• a focus on learning
• respecting the right of everyone to learn/teach to their potential
• fairness in sorting out problems
• strict adherence to safety expectations
• respecting the traditions of school, community, state and nation
• the adherence of routines essential to the operation of the school
• caring for the school environment and for one another

These common expectations have been agreed upon and endorsed by all staff and our P&C. They are aligned with the values, principles and expected standards outlined in the Department of Education and Training Code of School Behaviour.

College Values, Rights and Responsibilities

A set of rights and expectations centred on the College’s four key values – learning, respect, safety and responsibility are outlined on the following page.
<table>
<thead>
<tr>
<th>Have the right to:</th>
<th>Are expected to:</th>
<th>Through the following actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Participate in lessons which are well prepared and which cater for their learning needs</td>
<td>• Participate in the learning program</td>
<td>• Attending school and all classes consistently</td>
</tr>
<tr>
<td>• Learn without interruption</td>
<td>• Allow other students to participate in the learning program</td>
<td>• Having a positive ‘can do’ attitude</td>
</tr>
<tr>
<td>• Receive support which enables them to work to the best of their ability</td>
<td>• Allow the teacher to deliver lessons uninterrupted</td>
<td>• Being on time</td>
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<tr>
<td></td>
<td></td>
<td>• Being prepared for class with appropriate equipment, having been to the toilet and getting a drink</td>
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<tr>
<td></td>
<td></td>
<td>• Listening to learn</td>
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<tr>
<td></td>
<td></td>
<td>• Staying on task</td>
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<tr>
<td></td>
<td></td>
<td>• Completing class work, homework and assessment to the best of their ability</td>
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<tr>
<td></td>
<td></td>
<td>• Behaving appropriately</td>
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<td></td>
<td></td>
<td>• Maintaining appropriate noise levels</td>
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<tr>
<td></td>
<td></td>
<td>• Seeking and accepting assistance as required</td>
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<tr>
<td></td>
<td></td>
<td>• Setting goals for achievement</td>
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<td></td>
<td></td>
<td>• Challenging themselves to learn new things</td>
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<tr>
<td></td>
<td></td>
<td>• Complying with routines</td>
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<tr>
<td></td>
<td></td>
<td>• Managing their time</td>
</tr>
<tr>
<td>Respect</td>
<td></td>
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</tr>
<tr>
<td>• Be treated with courtesy by other students and staff</td>
<td>• Treat other students, staff and members of the community courteously and fairly at school and when wearing the college uniform in the community</td>
<td>• Following instructions given by staff</td>
</tr>
<tr>
<td>• Be respected as an individual and accepted as part of the class / school community</td>
<td>• Show respect for their own person</td>
<td>• Being cooperative (use the Friendly Five), sharing and taking turns</td>
</tr>
<tr>
<td>• Be proud to be a Bentley Park College student</td>
<td>• Represent the college with pride</td>
<td>• Showing good sportsmanship</td>
</tr>
<tr>
<td>• Have their property respected</td>
<td>• Respect the property of others and the school</td>
<td>• Being patient, tolerant and using manners</td>
</tr>
<tr>
<td>• Work and play in a clean environment</td>
<td>• Assist in the maintenance of a clean environment</td>
<td>• Treating others equally and with respect regardless of race, religion, sexuality, disability or other individual differences</td>
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<tr>
<td></td>
<td></td>
<td>• Notifying staff of harassment of self or others</td>
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<td></td>
<td></td>
<td>• Complying with the Electronic Devices Policy</td>
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<tr>
<td></td>
<td></td>
<td>• Complying with the IT Acceptable Use Policy</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learn and play in a safe, clean and ordered environment</td>
<td>• Conduct themselves in a manner that ensures their personal safety and the safety of others around them</td>
<td>• Keeping hands and feet to themselves and maintaining personal space</td>
</tr>
<tr>
<td>• Participate in activities that are safe</td>
<td>• Assist in the maintenance of a safe environment</td>
<td>• Moving appropriately around the classroom and school grounds</td>
</tr>
<tr>
<td></td>
<td>• Be informed of safety procedures</td>
<td>• Waking bikes and scooters through school grounds and wearing a helmet when riding to or from school</td>
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<td></td>
<td></td>
<td>• Participating in school approved games</td>
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<td></td>
<td></td>
<td>• Staying in areas designated for their year level</td>
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<tr>
<td></td>
<td></td>
<td>• Keeping bags outside classrooms</td>
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<td></td>
<td></td>
<td>• Following teacher directions immediately</td>
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<tr>
<td></td>
<td></td>
<td>• Staying in school grounds during school time</td>
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<td></td>
<td></td>
<td>• Reporting unsafe activities or safety hazards</td>
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<tr>
<td></td>
<td></td>
<td>• Not bringing or using prohibited, illegal or dangerous items or substances to school</td>
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<td></td>
<td></td>
<td>• Wearing appropriate footwear, jewellery and sun protection including a hat when outside</td>
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<td></td>
<td>• Using equipment in the correct manner</td>
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<td>• Signing in when late and signing out when leaving early</td>
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<td></td>
<td></td>
<td>• Being aware of evacuation and lock down procedures</td>
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<tr>
<td></td>
<td></td>
<td>• Following road rules and using pedestrian crossings</td>
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<tr>
<td>Responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To be acknowledged for their positive contributions to Bentley Park College</td>
<td>• Think for themselves and make good choices</td>
<td>• Making appropriate decisions that ensure learning, respect &amp; safety are maintained</td>
</tr>
<tr>
<td></td>
<td>• Accept responsibility for actions</td>
<td>• Focussing on their own work and behaviours</td>
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<tr>
<td></td>
<td>• Look out for younger students</td>
<td>• Being truthful and accepting consequences of actions</td>
</tr>
<tr>
<td></td>
<td>• Abide by the college policies and rules</td>
<td>• Providing their ID card on request</td>
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<tr>
<td></td>
<td></td>
<td>• Ensuring the safety of younger students</td>
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<tr>
<td></td>
<td></td>
<td>• Modelling appropriate behaviour</td>
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<tr>
<td></td>
<td></td>
<td>• Fulfilling the expectations outlined in the Responsible Behaviour Plan</td>
</tr>
<tr>
<td>Have the right to:</td>
<td>Are expected to:</td>
<td>Through the following actions:</td>
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<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have their child achieve their best as a result of quality curriculum and pedagogy</td>
<td>• Support and encourage their child to achieve their best possible result</td>
<td>• Ensuring their child attends school regularly with lunch and the necessary equipment / books</td>
</tr>
<tr>
<td>• Have their child receive support to assist them in their academic and personal development</td>
<td></td>
<td>• Expecting their child to behave appropriately in class</td>
</tr>
<tr>
<td>• Be advised about their child’s academic progress</td>
<td></td>
<td>• Assisting their child to set realistic goals and work together to monitor progress towards these goals</td>
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<tr>
<td><strong>Respect</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Know that their child will be treated with courtesy and respect as an individual by staff and other students</td>
<td>• Act in a fair and respectful manner</td>
<td>• Modelling respect when talking to / about staff and other students</td>
</tr>
<tr>
<td>• Have their concerns listened to</td>
<td>• Encourage courteous and respectful treatment of staff and other students</td>
<td>• Teaching their child to understand and appreciate individual differences</td>
</tr>
<tr>
<td>• Be proud to be affiliated with the college</td>
<td>• Listen to teacher’s concerns about their child</td>
<td>• Expecting their child to demonstrate patience, tolerance and manners</td>
</tr>
<tr>
<td>• Have their child’s property respected</td>
<td>• Encourage their child to show pride in the college</td>
<td>• Contacting teachers by email or phone about concerns before problems escalate and arranging a meeting time if necessary</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have their child learn and play in a safe, clean and ordered environment which is conducive to learning</td>
<td>• Assist in the maintenance of a safe environment which is conducive to learning</td>
<td>• Being calm, rational and courteous when angry or upset about an issue related to their child at school including their child’s academic progress, relationships with others and consequences for inappropriate actions</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Be informed of school policies and expectations</td>
<td>• Be familiar with and actively support the LPlate expectations and key school policies</td>
<td>• Reporting unsafe activities or safety hazards</td>
</tr>
<tr>
<td>• Participate in decision making in relation to their child’s education</td>
<td>• Be actively involved in the school</td>
<td>• Not allowing their child to bring prohibited, illegal or dangerous items or substances to school</td>
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<tr>
<td></td>
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<td>• Ensuring their child wears appropriate footwear, jewellery and sun protection including a hat when outside</td>
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<td>• Notifying the school of bullying / harassment</td>
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<td>• Teaching and enforcing safe behaviour at home</td>
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<td></td>
<td></td>
<td>• Reading key policies and documents when enrolling their child and when updates are provided</td>
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<tr>
<td></td>
<td></td>
<td>• Reading the college newsletter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Accepting and assisting in the reinforcement of policies and expectations</td>
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<tr>
<td></td>
<td></td>
<td>• Attending school functions such as parent-teacher interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Being actively involved in the school’s Parents and Citizens Committee</td>
</tr>
<tr>
<td>Have the right to:</td>
<td>Are expected to:</td>
<td>Through the following actions:</td>
</tr>
<tr>
<td>------------------</td>
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<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Deliver learning programs with minimal disruption</td>
<td>• Be prepared for all lessons and teach quality and engaging curriculum through the use of effective pedagogical practices</td>
<td>• Analysing relevant data to identify the skills/knowledge students lack&lt;br&gt;• Differentiating learning for individuals&lt;br&gt;• Using productive pedagogies explicit teaching</td>
</tr>
<tr>
<td>• Teach without Interruption</td>
<td>• Take responsibility for student engagement and achievement</td>
<td>• Embracing the mantras “All students can achieve” and “Every child matters every day”&lt;br&gt;• Ensure students stay on task and engaged, working to the best of their ability&lt;br&gt;• Supporting students to enable them to work to the best of their ability&lt;br&gt;• Encouraging regular attendance</td>
</tr>
<tr>
<td>• Receive support to enable them to do their job to the best of their ability</td>
<td>• Engage in professional development&lt;br&gt;• Discuss concerns with their line manager</td>
<td>• Following the Responsible Behaviour Plan&lt;br&gt;• Enforcing school policies including the Electronic Devices Policy&lt;br&gt;• Using Essential Skills for Classroom Management to manage problem behaviours&lt;br&gt;• Explicitly stating expectations identified in the Responsible Behaviour Plan and subject-specific expectations and display these in the classroom&lt;br&gt;• Explicitly teaching expected behaviours&lt;br&gt;• Acknowledging and rewarding positive behaviours</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Be treated with courtesy and respect by students and other staff members</td>
<td>• Act in a fair and respectful manner when working with students and other staff members&lt;br&gt;• Encourage respectful relationships between students&lt;br&gt;• Ensuring students respect school property&lt;br&gt;• Encourage students to show pride in the college</td>
<td>• Acting in a professional manner at all times&lt;br&gt;• Modelling and encouraging fair and respectful treatment of students and other staff members&lt;br&gt;• Treating students equally and without prejudice&lt;br&gt;• Building a sense of community and identity within classes&lt;br&gt;• Not tolerating bullying or harassment&lt;br&gt;• Discouraging and reporting behaviour that may be construed as harassment or bullying&lt;br&gt;• Treating all complaints of harassment or bullying seriously&lt;br&gt;• Teaching and enforcing rights of ownership in the classroom&lt;br&gt;• Carefully monitoring students’ use of personal and school property&lt;br&gt;• Speaking positively about the college with others</td>
</tr>
<tr>
<td>• Have their property respected</td>
<td>• •</td>
<td></td>
</tr>
<tr>
<td>• Be proud to be affiliated with the college</td>
<td>• •</td>
<td></td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Work in a safe, clean and ordered environment</td>
<td>• Work with others to create a clean and safe work / learning environment&lt;br&gt;• Understand and follow safety procedures</td>
<td>• Assisting in the maintenance of a clean and safe environment&lt;br&gt;• Organising activities to minimise/eliminate risk to ensure student and teacher safety and completing relevant documentation&lt;br&gt;• Conducting themselves in a manner that ensures their personal safety and the safety of others&lt;br&gt;• Reading Curriculum Activity Risk Assessments for activities they are involved in and reporting concerns that have not been addressed in the documentation&lt;br&gt;• Implementing workplace health and safety procedures/guidelines&lt;br&gt;• Wearing appropriate footwear and clothing, including sun protection</td>
</tr>
<tr>
<td>• Be informed of safety procedures</td>
<td>• •</td>
<td></td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Participate in decision making at the school level</td>
<td>• Contribute to decision making in the school</td>
<td>• Attending and actively participating in staff meetings and committee meetings&lt;br&gt;• Meeting regularly with line managers and providing feedback on the direction of the college</td>
</tr>
</tbody>
</table>
Processes for facilitating standards of positive behaviour and responding to inappropriate behaviour

Universal Behaviour Support

In our setting, approximately 85-90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Bentley Park College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school.

Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our five school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings. The matrix is updated each term with consideration to Behaviour Data.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Bentley Park College implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Bentley Park College’s Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
Reinforcing expected school behaviour
At Bentley Park College, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed across each sector. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

BPC implements the following proactive and preventative processes and strategies to support student behaviour:

<table>
<thead>
<tr>
<th>College Wide</th>
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</thead>
<tbody>
<tr>
<td>- Regular reference to and reinforcement of the school values through the display of the L Plate in classrooms, in the school grounds and at parades</td>
</tr>
</tbody>
</table>
| - Celebration activities – year level or whole school acknowledgement  
  o Verbal praise  
  o Bentley Bucks  
  o Success Tickets Awards  
  o Crusader Cards  
  o Positive Postcards  
  o Attendance Awards  
  o Good Standing  
  o End of year awards ceremony, presentation night  
  o End of year rewards activities  
  o Public display of work |
| - Orientation in the Responsible Behaviour Plan for Students delivered to new staff and professional development opportunities to enhance pedagogical and behaviour management skills |
| - Development of specific policies and programs to explicitly communicate expectations to students, staff and the community:  
  o P-6 Responsible Thinking Room Policy  
  o 7-12 SEC (Student Engagement Centre)  
  o MindUp  
  o Student Diary (7-12)  
  o Anti-Bullying Policy  
  o Attendance Policy  
  o Learning for Life Program (7 – 12)  
  o Uniform Policy  
  o Homework Policy  
  o Assessment Policy  
  o Good Standing Policy  
  o I.T. Acceptable Use Policy  
  o Electronic Devices Policy |

<table>
<thead>
<tr>
<th>Classroom</th>
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</thead>
<tbody>
<tr>
<td>- A focus on effective and explicit teaching and learning and relevant and engaging curriculum</td>
</tr>
<tr>
<td>- Explicit teaching of expectations and appropriate behaviour</td>
</tr>
<tr>
<td>- Teachers using Essential Skills for Classroom Management (ESCMs) to manage the learning environment</td>
</tr>
<tr>
<td>- Positive reinforcement of appropriate behaviours through positive language and individual class rewards systems</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Leadership and citizenship development activities for students</td>
</tr>
<tr>
<td>- Extra-curricular activities</td>
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<tr>
<td>- Sporting activities</td>
</tr>
<tr>
<td>- Nationally recognised competitions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
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</thead>
<tbody>
<tr>
<td>- Orientation in the Responsible Behaviour Plan for Students delivered to new students</td>
</tr>
<tr>
<td>- Working with and encouraging students to become responsible for their own behaviours</td>
</tr>
<tr>
<td>- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings</td>
</tr>
<tr>
<td>- Mentoring programs</td>
</tr>
<tr>
<td>- Personal development programs for small groups of students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family</th>
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</thead>
<tbody>
<tr>
<td>- Establishing and maintaining productive relationships with parents / carers to celebrate student success and seek assistance and cooperation in resolving issues with students if the need arises</td>
</tr>
<tr>
<td>- Regular articles in school newsletters, enabling parents / carers to be actively and positively informed</td>
</tr>
<tr>
<td>- Opportunities for parents to discuss academic achievement and school behaviour expectations</td>
</tr>
</tbody>
</table>
Targeted behaviour support
In our setting, approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

Students who require targeted support is determined through the use of:

- Data to accurately identify students requiring targeted support (OneSchool, IDAttend, mid and end of semester report results)
- Use of Student Support Services referral process for teachers to identify students requiring intervention

Once identified, strategies used to support students and realign their behaviour includes:

- Developing a plan in conjunction with student and parents
- Consulting with school-based specialists including the Student Support Services team and/or staff from the Special Education Program
- Consulting with external agencies
- Involving the student in targeted support programs – social skilling and other personal development programs
- Using data for goal setting and monitoring improvement
- Making adjustments as required to address individual students’ needs
- Adult mentoring (check in/check out)

Intensive behaviour support
Approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. Bentley Park College is committed to educating all students, including those with high behavioural support needs. Individual Behaviour management Plans with regular review mechanisms are used in these instances. Case Management support is delivered individually. (Case Management can be inclusive of Individual Behaviour Plan, Crisis Plan, Individual Learning Plans, Communication Book)

Students identified as needing intensive behaviour support will be referred to the Student Support Services team. The Student Support Services team:

- Reviews the referral by collecting and examining relevant data.
- Works with other staff members to develop appropriate support strategies.
- Makes adjustments to the student’s educational program as required.
- Explores alternative education/work pathways that would be better suited to the student.
- Monitors and reviews the impact of support for individual students through continuous data collection.
- Works with the student to address the various underlying issues that resulted in the major behaviour incident.

In more complex cases, a Case Manager is appointed who then contacts relevant staff members (such as the Guidance Officer, Year Level Coordinator, School-Based Youth Health Nurse, Youth Support Coordinator, Community Education Counsellor and class teachers) to form a focused team around the student.

In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s Executive and district-based behavioural support staff from the Flexible Learning Centre.

Where students have identified Special Educational needs, support and intervention can be accessed from the Special Education Program (SEP). Students with Special Educational needs are assigned a Case Manager who can be contacted for advice or support in writing specialised support programs.

Bentley Park College follows Department of Education and Training policies for inclusive education. Whilst being mindful of the individual differences of students with Special Educational needs, staff must ensure they are accepted and encouraged to be part of the whole school.

This as an abridged version of the College’s Responsible Behaviour Plan for Students. The full detailed version is available from the College’s web site: www.bentleyparkcollege.eq.edu.au
BULLYING STATEMENT

Bentley Park College DOES NOT tolerate bullying in any form. ALL members of the school community (staff, students and parents/carers) are committed to providing a safe and supportive school environment which promotes personal growth and positive self-esteem for all.

OBJECTIVES:
1. To challenge views that bullying is an unavoidable part of school life
2. To overcome communication barriers associated with bullying
3. To create a safe and supportive teaching/learning environment for students and staff
4. To provide support and referral for both bully and victim
5. To proactively promote a school culture where bullying behaviours are not tolerated and students are taught resilience skills.

What Is Bullying?
Bullying is any unprovoked behaviour that causes discomfort, embarrassment and unhappiness to another individual. It involves threatening, frightening, hurting or attempting to control others.

Types of Bullying:
- **Physical bullying**: Pinching, pushing, shoving, fighting, or any other unwelcome physical contact used intentionally to intimidate or hurt someone.
- **Verbal bullying**: Includes name-calling, offensive language, put-downs, picking on people because of their race, gender or religion.
- **Exclusion**: Deliberately being “left out” of games or peer groups, etc.
- **Sexual harassment**: Individuals or groups of one sex making physical or verbal derogatory comments about another individual or group of the opposite sex, etc.
- **Rumours**: Rumours, malicious gossip, untrue sexual comments, etc.
- **Extortion**: Physically stronger and more powerful students forcing weaker students to hand over lunches, money, etc. Stealing games, balls, and personal effects from others.
- **Gestures**: Includes body language or subtle facial expressions – all designed to intimidate, threaten or silence a victim, etc.
- **Cyber/Electronic bullying**: Includes electronic media use designed to threaten or be hurtful. Includes behaviour sent or posted by email, instant messaging, and social network sites. It also includes SMS text messaging to a victim, or putting these hurtful comments on the internet about the victim for others to see.
- **Bullying on the grounds of Disability**: Includes victimisation, harassment or bullying (of any of the types identified above) of a student with a disability, or of a student who has an associate with a disability, in relation to the disability.

Effects of bullying:
Students may:
- feel frightened, unsafe, embarrassed, intimidated, depressed or unfairly treated
- find their ability to concentrate; work, sleep and health may suffer
- experience deterioration in relationships with family and friends
- become confused and unsure about what to do about the problem
- avoid coming to school to escape the problem

Rights:
- Everyone has the right to feel safe.
- Everyone has the right to an education without interference from others.

Responsibilities:
It is everyone’s responsibility NOT to harass or bully another person. Harassment, victimisation and bullying of any type is prohibited by BPC.

If you are being bullied it is your responsibility to:
- Inform the perpetrator that you wish that type of behaviour to stop (SPEAK UP)
- Seek help if bullying behaviour persists (SPEAK OUT)
Reporting bullying:

If you are being bullied and are not able to cope with the situation you are in, or if you witness repeated bullying, the next step is to report the incident(s) of bullying to one of the following:

- Classroom teacher
- Teacher on playground duty
- Year Level Coordinator
- Guidance Officer
- School-Based Youth Health Nurse
- Head of Department – Student Services
- Any other member of staff you feel comfortable talking to

The person you contact may be able to help you by:

- listening
- offering advice and/or counselling
- meeting with the offender (if necessary), see below

Consequences of bullying:

If you bully other students or are involved in incidents associated with bullying, the person contacted by the victim will:

- follow up reported incidents
- make a permanent record on your profile on OneSchool
- contact your parents
- implement behaviour management consequences (that is mediation, lunch or after school detentions, suspension, Responsible Behaviour Plan)
RESPONSIBLE THINKING CLASSROOM (RTC)

The RTC process operates in the P-6 sector of the College

Why do students go to the RTC?
- Students are referred to the RTC after disrupting learning in the classroom, behaving dangerously in the school or acting in a manner that is contrary to the College Values and ethos.
- When a student first disrupts, the teacher asks them a standard set of questions. If, as a result the student goes about their business in an orderly manner they stay in the classroom. If they continue with their behaviour or refuse to answer the questions, they move to the RTC.

What happens in the RTC?

The RTC is housed in the Student Services (R block) building in the P-6 sector and has a dedicated trained Teacher Aide who staffs the classroom under the direct supervision of the Student Services leader.

The RTC is a calm environment where students have the opportunity to reflect on their behaviour. When a student arrives in the RTC the details surrounding their referral is entered on to a computer database. They are then given time to complete a plan.

The format for the plan has been structured to suit the age and ability of the student. Each student is given support by the Teacher Aide to complete the plan. When the plan is complete the student returns to the classroom where they negotiate their plan with the teacher.

All this can be complete within a 10 – 20 minute time frame. Students negotiate with their teacher as to how they can catch up on the work they have missed.

What happens with students who go to the RTC regularly?

A database of students who visit the RTC is maintained. This enables the College to retrieve data that shows the frequency students visiting the RTC. Should students be frequent users of the RTC communication between teachers, parents and children will occur if negative behaviour continues.

What about students who are in the RTC now and again?

The classroom teacher will inform parents/carers if they have concerns about a student’s behaviour. Some teachers then establish a communication book to provide parents/carers with regular updates or the teacher may request an interview. School reports are generated at the end of every unit of work and these contain general comments on behaviour.

RESPONSIBLE THINKING PROCESS

1st Disruption
- WHAT ARE YOU DOING
- WHAT ARE THE RULES? OR IS THAT OK?
- WHAT HAPPENS WHEN YOU BREAK THE RULES?
- IS THIS WHAT YOU WANT TO HAPPEN?
- WHAT WILL HAPPEN IF YOU BREAK THE RULES AGAIN?

2nd Disruption
- WHAT ARE YOU DOING?
- I SEE YOU HAVE CHOSEN TO LEAVE
**RESPONSIBLE THINKING PROCESS (RTP)  
www.responsiblethinking.com**

By Edward E Ford – based on perceptual control theory

For children to succeed, they must believe you care about them and you have confidence in their ability to solve problems. Always ask questions, in a calm, respectful, curious voice. Never yell or tell. Avoid excuses by not asking why. When they disrupt, ask the following questions:

**“WHAT ARE YOU DOING?”**
**WHAT ARE THE RULES? Or IS THAT OK?**
**WHAT HAPPENS WHEN YOU BREAK THE RULES?**
**IS THIS WHAT YOU WANT TO HAPPEN?**
**WHAT DO YOU WANT TO DO NOW?**
**WHAT WILL HAPPEN IF YOU DISRUPT AGAIN?**

**WHEN CHILDREN AVOID DEALING WITH YOU**
If they avoid answering a question, repeat it. If they persist in not dealing with you, then ask:

**DO YOU WANT TO WORK WITH ME OR NOT?**
If they continue to avoid dealing with you, then you say:

**I SEE YOU’VE DECIDED TO LEAVE**
Or, if after settling down, later on they again begin to disrupt, then you ask:

**WHAT ARE YOU DOING?**
**WHAT DID YOU SAY WOULD HAPPEN THE NEXT TIME YOU DISRUPTED?**
**I SEE YOU HAVE CHOSEN TO LEAVE**

**Once you have said this, never back down.** The child must leave at once and go to the RTC. When they want to return and obey the rules, they must be taught how to create a detailed plan and use this plan to negotiate with the person in charge of where they were disrupting.

**NEGOTIATING PLANS IMPORTANT TO PROCESS**

When children approach a teacher or parent to negotiate their way back to where they were disrupting, they should be given time to explain how they are going to deal with the problem the next time it occurs. This shouldn’t take more than 3 to 5 minutes. If part of their plan is unacceptable, alternatives should be offered. Their plan should never be ignored or refused. Negotiating is critical to building student-teacher relationships. Always use questions, it teaches them to think.

**AFTER NEGOTIATING PLAN, STUDENT DISRUPTS AGAIN**

**Use these questions to help the student think responsibly:**

**WHAT ARE YOU DOING?**
**ARE YOU FOLLOWING YOUR PLAN?**
**IS YOUR PLAN WORKING?**
**DO YOU WANT TO CHANGE YOUR PLAN?**

---

**DEALING WITH CHRONICALLY DISTURBANT CHILDREN**

Call an intervention team meeting. The team’s purpose is NOT to decide what to DO to the student to get him to CHANGE his BEHAVIOUR. Rather, the team’s purpose is to offer the kind of support which would enable the child to manage his own life in a way that “doesn’t violate the rights of others.” The team, made up of those who’ve spent time with the child, tries to discover what is so important to the child that disruptions occur chronically as he attempts to get what he wants.

**HOW TO CREATE AN EFFECTIVE PLAN**

This process helps them organise their thinking, and builds the self-discipline and self-confidence necessary to resolve future conflicts

1. Work on one specific problem at a time.
2. Set a measurable goal.
3. Ask how they are going to deal with this problem the next time it happens, then explain, in detail, specifically how they will work toward achieving a measurable goal.
4. Create a chart or monitor form as an aid to achieving their goal.
5. They should find someone to whom they can report their progress.

**QUALITY TIMES: THE KEY TO STRONG RELATIONS**

The stronger the relationship the fewer your disagreements and differences. Nothing builds a relationship like quality time.

**CRITERIA FOR QUALITY TIME**

1. **DO ACTIVITIES THAT PROMOTE AWARENESS OF EACH OTHER AND CREATE PLEASURE THROUGH MUTUAL EFFORT**
   - through interactive activities such as playing games, exercising or working together, taking a walk or riding a bike. NOT passive activities such as watching TV or movies, just being together, and physical intimacy. These activities do not create strong relationships, but only enhance a committed love that already exists
2. **DO QUALITY TIME ACTIVITIES ALONE TOGETHER, NOT WITH OTHERS.**
3. **DO YOUR ACTIVITIES ON A REGULAR BASIS.**
   - A minimum goal for adults should be 30 minutes a day, five days a week, 20 minutes per day with children. To guarantee a close intimacy, both must be totally committed.

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TO ORDER BOOKS, VIDEOS, AND CARDS:
CONTACT: www.brandtpublishing.com
STUDENT ENGAGEMENT CENTRE – (SEC)

The SEC process operates in the 7-12 sector of the College

**Purpose:** Provide an option to allow classroom instruction to continue when problem behaviour occurs and student learning is disrupted.

Teachers may refer a student to the SEC when the student, who continually and persistently disrupts the learning of others, chooses not to respond to a range of classroom strategies directed at improving their behaviour. These must be noted in OneSchool, as an incident report is required.

<table>
<thead>
<tr>
<th>Referral</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Referral</strong></td>
<td>Student show cause, 1st Reflection sheet completed, interview with teacher and RBO/HOD to negotiate return with contract/apology completed before returning to class, teacher contacts home, student returns to class</td>
</tr>
<tr>
<td><strong>2nd Referral</strong></td>
<td>Referral to RBO, Student show cause, 2nd Reflection sheet completed, interview with teacher and RBO/HOD to negotiate return with contract/apology completed before returning to class, teacher contacts home, student returns to class, lunch detention completed within one day.</td>
</tr>
<tr>
<td><strong>3rd Referral</strong></td>
<td>Referral to RBO, student show cause, 3rd Reflection sheet completed, interview with teacher and RBO/HOD to negotiate return with contract/apology completed before returning to class, teacher contacts home, student returns to class, parent/guardian contacted by letter. 2nd lunch SEC detention completed within one week.</td>
</tr>
<tr>
<td><strong>4th Referral</strong></td>
<td>Referral to HOD JS/SS, student show cause, interview with teacher and RBO to negotiate return with contract/apology completed before returning to class, student returns to class, parent/guardian contacted by letter, Behaviour interview with HOD JS/SS within the week, if same subject – HOD of subject area.</td>
</tr>
<tr>
<td><strong>5th Referral</strong></td>
<td>Referral to DP SS, student show cause, suspension or other consequence</td>
</tr>
<tr>
<td><strong>On-going valid referrals</strong></td>
<td>to the SEC will, ultimately result in suspension and/or cancellation of enrolment. Students may also be referred to Student Support Services or Education Services for review and assistance.</td>
</tr>
</tbody>
</table>

**ENGAGING STUDENTS IN POSITIVE BEHAVIOUR - Mind Up Program:**

The Mind Up Program is designed to encompass all year levels, P to 12. Mind Up transforms student’s lives by providing vital social and emotional learning programs to reduce stress and aggressive behavior, improve focus and academic performance and increase resiliency for success in school and in life.

This program is implemented slightly different in each sector. All our dedicated teachers utilise lessons weekly to promote positive life skills.

The Mind Up program:

- improves children’s self-control and self-regulation skills
- strengthens children’s resiliency and decision making
- bolsters children’s enthusiasm for learning
- increases students’ academic success
- reduces peer-to-peer conflict
- develops children’s positive social skills, such as empathy, compassion, patience and generosity
CANTEEN (7-12) AND TUCKSHOP (P-6)

Both the canteen and tuckshop are operated by the BPC P&C whose aim is to provide quality products and service. We understand the need for a balanced diet which we believe is reflected in our menu.

The P&C operates as a completely separate entity to that of the College and as such any profits from the tuckshop and canteen are returned by the P&C to the College for special projects which the P&C has identified to improve our students experience at the College.

The P-6 tuckshop
This service operates a pre-order system (the bag system). Order bags are provided by the tuckshop. Please use a separate bag/s if your child is ordering both lunch and afternoon tea. Please ensure their name and class appear clearly at the top.

Orders need to be placed by 9.00 am. There is a mailing slot for orders located at the front of the tuckshop so students can post their lunch anytime between 8.30 am and 9.00 am. If you are concerned about money being lost from the tuckshop bags, please wrap the money in glad wrap or fold the bag a number of times. Please do not use staples or sticky tape to seal the bags, as it becomes difficult to open and may tear.

The 7-12 canteen
This service operates on a counter order system where students select items available for sale and purchase them at the point of payment. The canteen is open for both lunch breaks however close half way through the second lunch break.

Volunteering
The most important thing about our canteen and tuckshop are our volunteers. We value and appreciate all contributions of time to help, even if it’s only for one hour! There’s always plenty to do. Should you wish to volunteer please do not hesitate to contact us. The first lunch break of the day is the busiest time in both of tuckshop and canteen, so consider donating some of your time to meet some new people and have some fun!

The contact details are as follows:

P-6 tuckshop: - 4040 8123.
7-12 canteen: - 4040 8147
P&C Operations Manager: - 4045 4971
Email: bpcpnc@bigpond.net.au

CELEBRATIONS

At BPC we celebrate student achievements by presenting students at the various parades with a variety of awards, for example Success tickets

In P-6 parents are warmly welcomed for the presentation of:

- Classroom Awards that are presented weekly.
- Academic Awards are presented to students for high academic achievement in Week 9 each term.
- Success Awards are presented to students for demonstration of Bentley Park Expectations weekly.
- Success Celebrations involve a party, only for award recipients, in Week 10 each term.
- Reading Awards…
- Maths Awards ….
- Attendance Awards are presented to students for high attendance achievement in Week 10 each term. Students receive a badge and certificate for attendance at 95% or higher (Good Standing) and 100% Attendance.

In 7-12 the tradition of celebrations and awards is also continued on parade days. Parents/carers are encouraged to attend the celebrations throughout the term and at the end of each term this coincides with the various community activities the College hosts. These events are advertised through the newsletter and notices home to parents/carers
Parades:

<table>
<thead>
<tr>
<th>Day</th>
<th>P-6</th>
<th>7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Time: 9.00 am – 9.30 am</td>
<td>Time: 9.00 am – 9.15 am</td>
</tr>
<tr>
<td>Monday</td>
<td>Prep to Year 2</td>
<td>Year 7 - 12</td>
</tr>
<tr>
<td></td>
<td>U Block</td>
<td>Student Centre</td>
</tr>
<tr>
<td>Tuesday</td>
<td>9.00 am – 9.10 am</td>
<td>7-12 Year level parades are determined at the beginning of each year</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9.00 am – 9.10 am</td>
<td>Students will be advised at the 7-12 weekly parade at the beginning of Week 2 and parents/carers will be notified via the newsletter</td>
</tr>
<tr>
<td>Thursday</td>
<td>9.00 am – 9.10 am</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>9.00 am – 9.30 am</td>
<td>Years 3 to 6</td>
</tr>
<tr>
<td></td>
<td>U Block</td>
<td>9.00 am – 9.10 am</td>
</tr>
</tbody>
</table>

The college is frequently featured in the Tuesday Cairns Post Post-Ed articles.

**P-12 Awards**

These awards are presented annually at the College’s Award Night which is scheduled to occur on the first Thursday in November each year. This event occurs in the evening to allow the broader community to attend and be involved in seeing the great work our students are involved in throughout the year.

This event showcases and acknowledges the contributions and achievements students have made in The Arts, Sports and Academics across the College.

**COMMUNICATION**

The sharing of information between parents/carers, College staff, students and the wider community is very important to the success of BPC. The College uses several forms of communication to “get the message out”. These forms often rely on the College having current contact details of parents/carers. Should you change your contact details please ensure the College is informed. This can easily be done by ringing one of the Administration offices and verbally advising your new details.

The methods of communication the College uses are:

**Telephone:** When we need to speak with parents/carers urgently this is the quickest way. This will either be by a personal phone call or text message should you have a mobile phone.

**Newsletters:** The newsletter is published at least twice a term. It is distributed by email to the email address that you have advised. Please don’t forget to advise the College if you change your email address. The newsletter is also available from the College website [www.bentleyparkcollege.eq.edu.au](http://www.bentleyparkcollege.eq.edu.au) and past issues are also stored on this website. Hard copies of the newsletter are also available for collection from any of the Administration offices. It is important you keep yourself informed by reading the College newsletters.

**Letters and Notices:** Where there is formal communication to either individual parents/carers or a class group of parents/carers, a letter may be sent home with your student or alternatively in the post. Please read these correspondences as soon as possible as they may have date sensitive information that you need to be aware of. Please help your student to become independent and promote their sense of responsibility to bring any of the letters or notices home to you.

**Website:** [www.bentleyparkcollege.eq.edu.au](http://www.bentleyparkcollege.eq.edu.au). The official website is updated on a regular basis and there is a lot of information about the College’s policy and procedures as well as upcoming events and a calendar of College events.

**Q Parents**

QParents is a secure, online portal that has been created by the Department of Education and Training to provide parents of Queensland state school students with twenty-four hour access to their child’s information.

The portal allows you to securely access information about your child and communicate directly with your child's school regarding student information such as:

- Attendance details
- Behaviour
- Report cards
- Timetables
- Invoices
- Payment history
- Student photo

You are also able to update your child's details including address and medical conditions, submit reasons for unexplained absences, notify the school of future absences, and make online payments against school invoices.

QParents is not intended to replace the traditional ways you and your child's school communicate — it simply provides another option. Please ask the office staff in any of the College Administration Offices how to sign up for QParents.
Information sharing events: Through the course of the school year there are scheduled events that give parents/carers and in some cases the wider community an opportunity to be involved in the College. These are well publicised through notices home, newsletter articles and the website calendar.

The majority of these events are based around providing parents/carers’ feedback on their student’s achievements, often referred to as parent/teacher events. These are very important sessions which will provide you with valuable information about your student’s scholastic and social development and is a great opportunity to provide the College information about specific issues your student may have. At these events it is important you feel free to discuss any problems or queries with your student’s teacher that you may have about your student’s progress, the College or the program. We look forward to working with your student and yourself in building a supportive partnership.

Community activities:
There is a tradition at BPC of wanting to share with our wider community. To achieve this we have established a community activity that will occur in each term. These activities are publicised through the newsletter, website and events calendar. They are designed to not only showcase what the College students are achieving but also to give the wider community an insight as to what the College values. These activities are:

**Term 1 - Harmony Day celebration.**
This event celebrates the multi-culturalism of our community and showcases how we value each of the cultures that make up our society and teaches the acceptance of difference and the importance of understanding.

**Term 2 - Anzac Day parade participation.**
This activity showcases the value of respect, tradition, history and security that our Armed Services have provided for our great nation.

**Term 3 – NAIDOC Week**
This event provides opportunities for students to develop a better understanding and appreciation of what our Indigenous cultures and communities have to offer.

**Term 4 – Awards night**
This is the highlight of College’s calendar and showcases the great achievement of our students. This event celebrates their achievements and showcases them to the greater community for all to see how great our students are.

COMPLAINTS
During the course of your children’s school years, you may have cause to make a formal complaint about an issue with your child’s education.

Education Queensland is committed to ensuring that all formal complaints are dealt with in a fair and equitable manner. There are processes and support structures in place to enable parents/carers and students to work through any issues they may have with Education Queensland provisions.

When making a complaint, it is in the best interest of complaint resolution to ensure that you:
- provide complete and factual information in a timely manner on a Form A
- deliver your formal complaint in a non-threatening and non-abusive manner and
- not make frivolous or vexatious complaints or include deliberately false or misleading information.

You should be aware if you are making a formal complaint about a staff member, that in most instances the staff member will be told of the complaint by their Line Manager/Principal and offered the right of reply. You also have the right to have a support person participate throughout the process.

If your formal complaint relates to suspected official misconduct or criminal activity then you should make your complaint directly to the Crime and Misconduct Commission ([www.cmc.qld.gov.au/](http://www.cmc.qld.gov.au/)) or the Queensland Police Service ([www.police.qld.gov.au/](http://www.police.qld.gov.au/)).

The following 5-step procedure may assist parents/carers and school staff to reach an outcome that is in the best interests of the student.

1. **Discuss your complaint with the class teacher**
   If your complaint is with your child’s teacher or relates to an issue concerning your child’s experience at school, make an appointment with that teacher as soon as possible. Share the information you have about the problem with the teacher. Give the teacher an opportunity to tell you all he/she knows about the incident or problem. Together, both parent/carer and teacher should then take steps to resolve the problem at this level.

   The teacher will make a record of the complaint on a Form A and report your meeting and any outcomes to their Line Manager/Principal.
2. Discuss your complaint with the Principal or ask the Principal to assist by participating in informal conflict resolution

Where the teacher has been approached as above but the issue remains unresolved, make an appointment with the Secretary of the College Principal to discuss the issue further. Alternatively, you and the teacher may agree to ask the Principal to act as a go-between in informal conflict resolution in an attempt to resolve the problem.

If your formal complaint is related to the school more generally including issues of College policy or its compliance or non-compliance, you should raise your formal complaint on a Form A directed to the College Principal. For example, the Principal may refer your complaint to a Deputy Principal or Business Services Manager. The staff member will make a record of your complaint and work with you to resolve the issue.

Complaints to the Principal may be lodged in person, by telephone, writing or via electronic format through the Form A which is available from the College’s website www.bentleyparkcollege.eq.edu.au “Our College “ Section “Contact Us” page which also has the electronic e-mail address link.

3. Contact Regional Office

If you have discussed the issue with the Principal and still feel your complaint has not been addressed, you have the right to contact the Regional Director (Schools) who is the Supervisor of the Principal and oversees activities of schools in that particular education district of Queensland.

Complaints may be lodged by telephone or in writing. Complaints should be specific in detail and outline the steps taken to date to resolve the issue. Remember to date the letter, give your full name and address and sign it. The Regional Office will make a record of your complaint.

Anonymous complaints will only be acted upon if enough information is provided to allow for follow up with the Principal.

Addresses and telephone numbers of Regional Offices are listed under the heading Education Queensland in the White Pages of your local telephone directory and are also available through the “Schools directory” at www.education.qld.gov.au/schools/directory.

When you contact the Regional Office you will be advised your name and the nature of your issue will be reported back to the Principal of your school. Staff at the Regional Office will assist in seeking resolution to the issue.

4. Complaint still not resolved

If, as a parent/carer you feel your issue has not been resolved through the Regional Office process, you have a further right to make a complaint to the Central Office of Education Queensland. Parents/carers may choose to progress their complaint in writing to the Deputy Director-General Education Queensland. The Office of Education Queensland will seek to assist with the resolution of your complaint through referral:

• to the Regional Director (Schools) for further action or
• to another departmental unit for appropriate action.

The Office of Education Queensland contact information is:

Education Queensland,
PO Box 15033,
CITY EAST, Qld 4002
Tel (07) 3237 0618 or
Fax (07) 3221 4953.

5. Independent review

If, as a complainant you feel your issue has not been resolved through these formal processes, the Queensland Ombudsman provides an avenue for an independent review of the Department’s decision. The Ombudsman may be contacted at:

Office of the Ombudsman,
GPO Box 3314,
Brisbane, Qld 4001
Tel (07) 3005 7000 or
Toll Free 1800 068 908 or
Fax (07) 3005 7067
Email: ombudsman@ombudsman.qld.gov.au

A role for P&Cs:

It is understandable that parents/carers may sometimes feel overwhelmed when approaching a school or the department with a complaint. While the Queensland Council of Parents and Citizens’ Associations Inc. (QCPCA) does not advocate on behalf of individual parents or carers, individuals can request their own P&C to provide support in these circumstances.

The P&C can in turn seek assistance from QCPCA to provide guidance in resolving the complaint.

Complaints about services that are run or managed by the P&C at your school, for example, after school care, uniform shop or the canteen, should be directed to the P&C in the first instance.
CURRICULUM PLAN ~ PREP TO YEAR 12

There is an extensive curriculum on offer at BPC that ensures consistent teaching and learning expectations and provides a reference for monitoring learning across all year levels. The curriculum has been developed to align with the Australian Curriculum or other approved curriculum and collaboratively refined, combining the best of traditional schooling and values with the latest evidence-based research into how students learn best. Information and Digital Technology is used widely across all year levels and subjects and is sequentially taught to build on students past experiences.

Our College’s curriculum provides additional learning experiences which promote student confidence in themselves as successful learners and their ability to take an active role in their own development. General capabilities are a key element of the Australian Curriculum, and encompass the knowledge, skills, behaviours and dispositions which enable students to live and work successfully in the twenty-first century as active and informed citizens. These capabilities are addressed through the curriculum learning areas at BPC and include: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

The usual traditional subjects of Mathematics, English, Science, Languages, The Arts (Music, Dance, Drama and Art), Health and Physical Education and Humanities and Social Sciences (Geography and History) have been coupled with more contemporary subjects such as Digital Technologies and Recreational Studies.

All subjects are “tailored” to lead students who commence in Prep to be able to exit in Year 12 with a quality education which will provide them with the necessary knowledge and skills to pursue their chosen vocation whether it be academically or vocationally based.

Teaching and learning is focused on teaching individual students at their ability level, not at their age level, in each learning area. Explicit teaching is the chosen pedagogy in our College. Each lesson is structured around:

1. Consolidation Sessions – fast paced sessions prior to a learning episode in which previously explicitly taught essential skills and concepts are recited, recalled and applied to ensure that they are moved from short to long-term memory and automated.

2. LESSON OPENING – Learning intentions and success criteria are explained to students to ensure they understand the expected goal or outcome of the lesson as well as how the concept or skill being learned will assist them (the purpose of the lesson).

3. I DO phase – the teacher models, explains and/or demonstrates the concept or skill.

4. WE DO phase – the class and teacher practise the new concept together multiple times while the teacher checks for understanding and provides feedback, gradually releasing higher levels of autonomy to students in preparation for independent work.

5. YOU DO phase – each student practises or completes the new concept or skill independently, while the teacher provides feedback.

6. LESSON CLOSE – the class reviews the concept or skill, students reflect on their success, and critical elements of the lesson are then added to the next Consolidation Sessions.

This teaching method means all learners actively participate in each lesson, receive immediate feedback on their learning and enables essential knowledge and skills to be committed to long-term memory.

The curriculum is reviewed over a biannual period and as a result individual subject curriculum plans may change slightly due to emerging needs and departmental priorities (and the school reserves the right to alter the curriculum accordingly).

For a more detailed understanding of exactly what is on offer and the extent of the curriculum at the College please refer to the curriculum section on the College website www.bentleyparkcollege.eq.edu.au
ENROLMENT

Enrolment catchment
An enrolment catchment is in force for Bentley Park College. The catchment is specific to each of the sectors of P-6 and 7-12.

Students within the catchment:
Any student, whose principal place of residence is within the school’s catchment area/s, is (subject to the Education (General Provisions) Act 2006) entitled to enrol at the school.

Parents/Carers wishing to enrol their child at the College will need to demonstrate that the student’s principal place of residence is within the catchment area. Current proof of residency at the address indicated can be provided by way of one of the following:

One primary source – a current lease agreement or rates notice, or unconditional sale agreement, and
One secondary source – a utility bill (for example, electricity, gas) showing this same address and parent’s/legal carer’s name.

If the Principal is not satisfied the documentation provided by an applicant is inadequate, the Principal may request further sources of proof of residence such as:
- an additional utility bill (for example water) showing the same address.
- a properly sworn Statutory Declaration from the enrolling parent or legal carer attesting the student’s principal place of residence is the place nominated in the enrolment application.

Applicants should note that a false statement/assertion about the student’s principal place of residence may amount to an offence and may be reported to Police. The school Principal may repeal a decision to enrol a student in such circumstances.

Other students who are entitled to enrol as if in-catchment:
The following groups of students will be entitled to enrol, even though they may reside outside the school’s catchment area:
- Children and young people who are subject to Child Protection orders that grant guardianship or custody to the Chief Executive Officer of the Department of Communities, Child Safety and Disability Services (Child Safety Services)
- Siblings of current students at the school (excluding siblings of Program of Excellence students). Where a school has both a primary and secondary campus, siblings are only entitled to enrol in the same campus as the currently enrolled student
- Students whose parent or legal carer is employed by the school
- Students who live outside the catchment area and are verified with a disability can enrol in the school to attend the specialised disability program if it is the closest program to their home and meets their individualised needs
- Students who have been excluded from another school, dependent upon the conditions related to the exclusion, subject to agreement of the Regional Director.

Out-of-catchment application
Applications from any other person, not meeting the criteria outlined above, is an out-of-catchment application. Enrolment of students from outside the local catchment area is restricted to ensure that the total current and forecast enrolments do not exceed the Student Enrolment Capacity. This school can only enrol out-of-catchment students:
- if there is sufficient spare capacity after reserving places for students who move into the catchment during the year; and
- after taking into account the school’s projected future enrolment growth.

Out-of-catchment students applying for enrolment at this school are placed on a waiting list and assessed in order of receipt and prioritised as follows:
For P-12 schools:
- Primary school-aged siblings of students currently enrolled in the 7-12.
- Secondary school-aged siblings of students currently enrolled in P-6.

(Please note: As per the section above, siblings of current students who reside outside the catchment are eligible to enrol at the school, as long as they are applying for enrolment at the same campus.)

The details of these catchments are available from the Education Queensland website: www.education.qld.gov.au alternatively a copy is available from any of the College Offices.

Enrolment Application Form
The Enrolment Form is a very important document. This form provides the College with key information about contact details, emergency procedures, medical history and medication etc. It has sections where parents give consent for their students to engage in certain types of excursions and activities, permission to release images of and examples of their student’s achievement as part of any media as well as permission to access the internet.

Enrolment Application Forms MUST be completed by the legal parent/carer who MUST also attend an enrolment interview with their student before commencing at the College.

Birth Certificate ~ Proof of Age
It is a legal requirement the School sights and retains a copy a of student's Birth Certificate prior to enrolment. Birth dates need to be checked, particularly for Prep year enrolment, to ensure students meet the minimum age requirement.
Should your student be commencing their education in the Queensland State system the Birth Certificate is also used to determine the legal correctness of your student’s correct name, that is not shortened or nickname etc. Parents are referred to the Department of Justice and Attorney-General website or the Registry of Births, Deaths and Marriages on 1300 366 430 to obtain information about Birth Certificates.

For further information please refer to the College website www.bentleyparkcollege.eq.edu.au or request a policy document from any of the College offices

Enrolment Agreement
An Enrolment Agreement is a separate document which sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at BPC.

Principals (or delegates) are to discuss and provide a copy of the school’s Responsible Behaviour Plan for Students and Student Dress Code to the parent. The Responsible Behaviour Plan for Students outlines the school’s strategies for implementing the Code of School Behaviour.

This document is to be signed at the end of the enrolment interview by all parties, that is the parent/carer, the student and a representative of the College

Enrolment Interviews
All potential students must accompany their parent / carer to an interview with the respective sectors delegated Enrolment Interviewers. To facility the smooth transition of students into the College all interviews are conducted on either Thursday or Friday of each week across all sectors. All new students will then commence on the following Monday (Tuesday, if Monday is a Public Holiday) where they will be provided with an induction, sector / school tour and then be “buddied” with a student from their year level. It is essential that students report to the respective sector offices by 8.45am on the Monday they commence so the finalisation of the enrolment process can be completed and their induction package be collected.

EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES
The BPC campus is very exciting for our students and our parents/carers are a critical part of school operations. Students have an opportunity to engage in an ongoing and developing program of activities.

Lunchtime
A range of additional activities are provided for students during this time depending on availability and expertise of staff and volunteers. These currently include:

- Computer laboratory
- Library activities
- Playground games
- Chess Club
- Aerobic activities
- Sporting activities
- Choir, Dance and Drama activities

Sport
The Health and Physical Education Program develops an annual program which is designed to support student’s physical development and desire to compete. This includes Swimming carnivals, Athletics carnivals and Cross Country events and students are encouraged to be involved as part of their respective sporting houses. These houses are Upolu (green), Euston (yellow), Arlington (blue) and Onyx (red). These houses were adopted from local coral reefs. These are fun days that all students can participate and will promote team effort and social interaction.

Students also have opportunities to participate in organised sports. Lunch time competitions are a chance for students to enhance their sporting ability. Each year numerous sports programs with links to the community are on offer, for example Tennis, Aussie Rules and Hockey. In the 7-12 sector exhibition matches are also arranged to compliment the Rugby League and Netball programs

Cultural Activities
Students have an opportunity to join our choirs and perform regularly throughout the year. Performances include the Eisteddfod, Cairns Cultural Week, special events such as Awards night, Big Night Out and Christmas carols at various venues.

Every second year, the Prep to Year 6 sector presents a Musical where children can learn or extend their drama, dance and singing skills. This is presented to the community in the Senior School theatre.

Instrumental Music is a wonderful opportunity for students to extend their classroom music skills. A full range of instruments from woodwind, brass, percussion and strings are available to learn. Students also attend an Instrumental Camp each year with various professional instructors. The College Concert band also performs at various venues throughout the year including Cairns Cultural Week, Cairns Show, Eisteddfod and other special events.

HEALTH POLICY
The success of a student is directly linked to the amount of tuition they are exposed to. It is acknowledged that from time to time students will get sick. Parents/carers should consider it may be best for a student to remain home for a day or so to recover rather than be sick for an extended period of time because they did not take the time to stay home to get well.
In these cases of minor ailments parents/carers are asked to use their own judgement about whether a child is fit to attend school. Students are best kept at home if ill or unwell. Don’t forget to advise the College of your student’s absence via Absence Reporting process. Should your student become ill during the school day, parents/carers or emergency contacts will be telephoned to collect the student immediately as the College does not have the facilities for extended stays in sick bay.

**Asthma**

Medications such as Ventolin, parents/carers are to notify the school in writing if their student has been prescribed this medication. Asthma medication can be kept in classrooms if necessary but a permission slip signed by parents is still required.

**Head lice**

If your child has head lice they cannot attend school until they have been treated with an appropriate treatment. We recommend you regularly check your child’s hair and follow treatment directions thoroughly.

Please advise your child’s teacher if you find head lice in your child’s hair. If a child has been found to have head lice parents/carers will be immediately contacted to collect their student and to begin treatment.

**Immunisations**

It is important your student commences school with their immunisations up to date. Through the course of their schooling there will be opportunities for students to receive vaccinations and booster vaccinations. These will be advised to parents/carers when they are available either via the newsletter or a letter home to invite your student/s to participate.

**Infectious diseases**

Students with infectious diseases must be excluded from school for specific times. If you suspect your student has contracted an infectious disease please contact either of the offices who will be able to advise you of the period of exclusion.

**Medications**

It is acknowledged that from time to time students may require to take medication while they are at school. In these cases it is essential parents/carers call into the office and complete a *Medication Permission Form* which provides permission for College staff to issue medication to the student. It is also important to note:-

- Students are not permitted to keep medication in their school bags.
- All medication needs to be accompanied by either a letter from your doctor or in a container with the pharmacy label showing the child’s name, medication and dosage clearly marked.

The administering of over the counter medications, including analgesics and homeopathic medications, are subject to the same accountabilities as prescription medications. However, as many over-the-counter medications will not have an original pharmacy label detailing the name of the person authorised to take the medication, dosage, time to be taken and medical practitioner’s name, a letter from a medical practitioner is required to be provided to give authority to administer this medication.

In emergency situations, school personnel may be required to administer medication to preserve the life, safety and health of a student. These emergencies may occur for students with diabetes, epilepsy, anaphylaxis, and asthma.

**SICK BAY**

Each sector has a sick bay. They are located in the respective Administration offices of each sector. These facilities are for the provision of First Aid and are not staffed by nurses. If sick students report to Sick bay parents/careers will be called to collect their students as soon as possible.

Sick or injured students who report to sick bay must have been referred by a teacher by way of a note (also called a green slip in 7-12) during class times. Students may “self-present” during the respective lunch breaks.

If a student requires further attention a parent/carer will be called to collect the student immediately and take them to further treatment.

If there is an emergency situation requiring an ambulance, the parents/carers will be informed after the ambulance has been called. Parents/carers should be present when the ambulance is in attendance to advise of any family medical history, if required.

**Specific health problem**

If your child has a specific health problem, please discuss this with the Student Support staff in the student’s relevant sector and their teachers. This is important so staff can act in a manner that is most helpful for the student. If medication is required please refer to the section on medication for the specifics of what is required.
HOMEWORK POLICY
Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, sport, culture, recreation and part-time employment where appropriate.

While teachers may provide students with additional work relevant to their learning which the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgement as to the out-of-hours time they devote to their studies. Of course, care should be taken to ensure a balance is maintained between the various demands of study, sporting, cultural, recreational and part-time employment activities.

PURPOSE OF HOMEWORK
Homework can engage students in independent learning to complement work undertaken in class through:

- Revision and reflection to consolidate learning
- Applying knowledge and skills in new contexts
- Pursuing knowledge individually and imaginatively
- Preparing for forthcoming classroom learning

Homework that enhances student learning:

- Is purposeful and relevant to students’ needs
- Is appropriate to the phase of learning (Early, Middle or Senior)
- Is appropriate to the capability of the student
- Develops the student’s independence as a learner
- Is varied, challenging and clearly related to the class work.

STUDENTS’ RESPONSIBILITIES
Students can take responsibility for their own learning by:

- Discussing with their parents or caregivers homework expectations
- Accepting responsibility for the completion of homework expectations within set time frames
- Following up on comments made by teachers
- Seeking assistance when difficulties arise
- Organising their time to manage and balance home expectations, participation in physical activity and sport, cultural and recreational activities and part-time employment.

TEACHERS’ RESPONSIBILITIES
Teachers can help students establish a routine of regular, independent study by:

- Setting homework on a regular basis
- Clearly communicating the purpose, benefits and expectations of all homework
- Checking homework regularly and providing timely and useful feedback
- Using homework that is varied, challenging, directly related to class work and appropriate to students’ learning needs
- Explicitly teaching strategies to develop organisational and time management skills and providing opportunities to practise these strategies through homework
- Giving consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework
- Discussing with parents and caregivers any developing problems concerning their child’s homework and suggesting strategies to assist with their homework.

PARENTS’ and CAREGIVERS’ RESPONSIBILITIES
Parents and Caregivers can help their children by:

- Reading with them, talking with them and involving them in tasks at home including shopping, playing games and musical instruments and physical activity
- Helping them to complete tasks by discussing key questions or directing them to resources
- Encouraging them to organise their time and take responsibility for their own learning
- Encouraging them to read and to take an interest in and discuss current local, national and international events
- Helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and music and engaging in other recreational activities
- Contacting the relevant teacher to discuss any concerns about the nature of homework and their children’s approach to the homework.
Amount and type of homework
In the Early Phase of Learning, homework is usually set to be completed across a week. Homework in Early Phase is about modelling good habits and practices for learning. For our younger students, it is important parents get involved by reading books to them and encouraging them in a range of activities.

The Prep year has a strong Numeracy and Literacy focus. Parents are encouraged to assist in the Parents as Partners program. Some students can already read! Daily independent reading, sight words are good foundations to establish.

Homework in Years 1, 2, 3 could be up to - but generally not more than - an hour each week. It may:
- include daily independent reading
- be coordinated across different subject areas
- have a strong Numeracy and Literacy focus

Homework in Years Year 4,5,6 up to 2-3 hours per week.
In the Middle Phase of Learning, Years 4 to 9, some homework can be completed daily or set over a weekly or fortnightly period and may:
- include daily independent reading
- be coordinated across different subject areas
- include extension of class work, projects and research.

JUNIOR SECONDARY
In Years 7 to 9, some homework can be completed daily or set over a weekly or fortnightly period and may:
- include daily independent reading
- be coordinated across different subject areas
- include extension of class work, projects and research.

In Years 8 and 9, students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in class.

Homework in Years 8 and 9 could be up to but generally not more than five hours per week however the amount of time devoted to homework and independent study will vary according to the student’s learning needs and individual program of learning, determined through their Junior Education and Training (JET) Plan.

SENIOR SECONDARY
In Years 10, 11 and 12 the amount of time devoted to homework and independent study will vary according to the student’s learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.
INFORMATION TECHNOLOGY AGREEMENT

BPC offers Internet access for student educational use and has developed the Acceptable Use Policy for your use of College computers, associated software and hardware. BPC aims to develop students as competent, responsible, independent users of Information Technology.

A. EDUCATIONAL PURPOSE
The BPC network has been established as a limited access service for an educational purpose.

Implications:
- NO games,
- NO idle browsing
- NO use of internet/computer for entertainment

You may not use the BPC network for commercial purposes. This means you may not offer, provide, or purchase products or services through the school network.

You must also follow all Federal/State laws in your use of Information Technology.

B. STUDENT INTERNET ACCESS
All students will have access to internet world wide web information resources through the school computers. Parents/carers and students must sign an Account Agreement to be granted usage and an individual e-mail access to the internet.

The parents/carers can withdraw their approval at any time. The College will provide students with internet access to a predetermined level. BPC reserves the right to withdraw Information Technology access at any time.

C. UNACCEPTABLE USES
1. Personal safety is placed at risk
2. Illegal activities
3. System security violations
4. Inappropriate language
5. Respect for privacy
6. Respecting resource limits
7. Plagiarism and Copyright infringement
8. Inappropriate access to material

D. YOUR RIGHTS
1. Free speech
   The BPC network is considered a limited forum, similar to a school newspaper and therefore the School may restrict your speech for valid educational reasons. The School will not restrict your speech on the basis of a disagreement with the opinions you are expressing.

2. Search and seizure
   You should expect only limited privacy in the contents of your personal files on the School system as routine maintenance and monitoring is required by Education Department regulations and may lead to the discovery that Policy or Federal/State laws have been violated. This will result in:-
   a. an individual search being conducted if there is reasonable suspicion that violation of this Policy or Federal/State laws.
   b. Parents / carers have the right at any time to request to see the contents of student e-mail files.

3. Due process
   The School will cooperate fully with the Local, State, or Federal officials in any investigation related to any illegal activities conducted through BPC computers. In the event there is a claim that a violation of this Policy or Network User Guide in the student’s use of the BPC computer system, the parent/carer and the student will be provided with a written notice of the suspected violation.

E. LIMITATION OF LIABILITY
The College makes no guarantee that the functions or the services provided by or through the College system will be error-free or without defect. The College will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service and is not responsible for the accuracy or quality of the information obtained through or stored on the system.

The College will not be responsible for financial obligations arising through the unauthorised use of the system.

F. PERSONAL RESPONSIBILITY
When you use the BPC computer network, you are responsible for everything that you do or allow to be done in your name or on your behalf. If you give your User ID or password or allow them to be known, you are accountable for their use. Your responsibility extends to the Network Manager and School/ College Principals through to Federal/State laws.

The full policy is available on line at the College website www.bentleyparkcollege.eq.edu.au and this is also included in the student’s diary which is part of the Student Resource Scheme.
MOBILE PHONES AND PERSONAL ELECTRONIC DEVICES POLICY

BPC is a modern learning environment. Students/adults who bring electronic devices (mobile telephones, laptops, tablets, iPad etc) must be aware these items are brought to school at the risk of the owner.

This policy applies to private personal devices which include mobile telephones, laptops, tablets, iPad etc. and it is preferred these items are discouraged from being brought to BPC by students.

The Rationale
Personal electronic devices including telephones and listening devices become distractions from learning in some cases. The school community supports the valid place of music in the lives of students, but not via the use of these devices whilst at school. Other concerns include:

1. theft of these devices
2. their connection to non-socialising behaviours
3. their potential impact on the learning culture of the school

Student responsibilities
It is highly recommended students do not bring personal electronic devices to school. Students who choose to bring electronic devices to school must accept complete responsibility for the security of these items and MUST abide by this policy regarding the use of these items.

Policy

• All student mobile phones and electronic equipment (including those with Bluetooth functionality) are to be switched off and out of sight during classes.

• Where these devices are not being used in a teacher directed activity to enhance learning, students should only use mobile phones or electronic equipment (including those with Bluetooth functionality) 
  o before or after school,
  o during recess and lunch breaks

• These devices are NOT to be used during period change as this slows the time students take to get to their next class,

• If students use any type of electronic device or the device is not out of sight, students will be asked to surrender the devices to the teacher for collection from the Student Reception office after school, 3.00 pm.

• Students who refuse to surrender a personal electronic device when asked will be referred to the relevant Year Level Administrator for consequences as outlined in the Responsible Behaviour Plan for Students.

• Students who have surrendered their personal electronic devices for a third time WILL NOT be able to collect them from the Student Reception office. Parents/carers will be contacted and they will be asked to collect the phone from the Student Reception office following a discussion with their students relevant Year Level Administrator.

• Students collecting personal electronic devices from the Student Reception office will be required to show their photographic student ID card. These devices if left on premises overnight are stored in the College strongroom

• Using in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets will result in referral to the Responsible Behaviour Officer (RBO).

• Mobile phone or electronic devices (including those with Bluetooth functionality) are not be taken into or used by students in exams or during class assessment.

• The sending of text messages or posting of statements or images to websites that contain obscene language and/or threats of violence is considered bullying and/or harassment or even stalking and will be subject to appropriate disciplinary action and potential police investigation.

• Invasion of privacy through the recording of personal conversations or daily activities and/or the further distribution (for example via Multi Media Messaging Service, Bluetooth) of such material contravenes the Invasion of Privacy Act 1971 and will be referred to the relevant Year Level Administrator for appropriate action.
**Staff responsibilities**
If staff observe a student using a personal electronic device in scheduled class learning time whilst at BPC, they are to confiscate the device, label it appropriately with:

- the student’s name
- the type and make of the device
- a brief description of the device
- advise the student to collect the device from the relevant Student Reception office in the College Administration building after 3.00 pm

The staff member is to take the device to the Student Reception office as soon as practicably possible after confiscating the device.

Student Reception Officers will record the device into the Confiscated Personal Electronic Devices Register and lock it away.

Staff may decide to administer additional consequences, including a detention, for students using electronic devices. If a student refuses to surrender their personal electronic devices, teachers are to send a student to the Student Services office to collect the relevant Year Level Administrator for further assistance.

**Office responsibilities**
Staff at the Student Reception office will take the personal electronic devices confiscated by staff members and record the item into the Confiscated Personal Electronic Devices Register.

The Student Reception Office will determine the frequency of the breach.

The Student Reception office will contact the parent/carer on the third breach and advise them to collect the device from the Student Reception office and arrange for the appropriate Year Level Administrator to meet with them.

The Student Reception office staff WILL NOT return a confiscated item without sighting the Student’s Photographic ID card.

**Administrator’s responsibilities**
Administrators will monitor the Confiscated Personal Electronic Devices Register for regular offenders. For regular offenders further action will be taken including possible detention, counselling and parents being contacted to discuss the transgressions and to collect the device.

**Parents’ responsibilities**
Parents need to be conscious of the policy that students are only permitted to use their mobile phones during lunch breaks, before and after school.

In an emergency situation, parents are requested to contact students via the Main College office. Parents/Carers should also be conscious of the fact students move from class to class and as such getting a message to a student can take a period of time. The 7-12 sector of BPC does not have telephones in all classrooms or an intercom/public address system that operates to any rooms/buildings.

The full policy is available online at the College website [www.bentleyparkcollege.eq.edu.au](http://www.bentleyparkcollege.eq.edu.au) and this is also included in the Student’s Diary which is part of the Student Resource Scheme.

**RELIGIOUS INSTRUCTION**
Religious Instructions are only conducted for students in P-6 and students are exposed to one semester, once per week per year. This structure as follows:-

- Semester 1 - Years 3 - 6
- Semester 2 - Years 1 - 2

Students remain in their class during the half hour lesson with their class teacher.

Students are not separated due to different religious denominations. The Religious Instructors use an approved text. The focus is on positive values. If parents want their child to be exempt from the program they need to provide a letter of exemption at the beginning of the semester.

Parents are reminded of this through the newsletter. The class teacher remains present during Religious Instruction lessons. Students usually remain in their classroom or block during Religious Instruction lessons.
STUDENT RESOURCE SCHEME

In accordance with the Education (General Provisions) Act 2006, the cost of providing instruction, administration and facilities for the education of students enrolled at State schools are met by the State.

Parents/carers are directly responsible for providing textbooks and other personal resources for their children while attending school. In recognition that these costs can be high, the College operates a Student Resources Scheme (the "scheme") that requires a parent/carer to enter into an agreement with the school for a specific annual participation fee. This provides for the temporary use by the students of prescribed textbooks and/or other resources and/or purchase of consumables and materials for the student.

There are three components of the Student Resources Scheme. These components are:
1. What parents and carers are required to provide
2. What Bentley Park College provides when the Parents/Carers accept to pay the Student Resource Scheme Contribution fee
3. What Bentley Park College provides when your child undertakes an elective subject that has an applicable subject fee.

What the Scheme provides
By paying the participation fee your child will receive a range of materials including:
- Text books and workbooks
- Reproduced class workbooks and worksheets which complement and/or may substitute for textbooks
- Student reference materials (for example software access, books, audio/video tapes, computer utilities etc)
- Specified Arts, subject specific or sports performances

Please refer to the year level specific Student Resource Scheme information handouts which are available from any of the College offices.

What the Scheme does not provide
The Scheme does not provide the "consumables and stationery" required by students. These Items consist of but are not limited to:
- Pencil case
- Ruler, pens, pencils and erasers
- Paper, note pads, exercise books etc
- Extra-curricular activities like excursions and access to specialised equipment in subjects like Instrumental Music and Laptop Programs

Please note that the “consumable stationery” is required on the first day of classes.

How do I participate in the Scheme Fee
Should you choose to participate in the Student Resource Scheme, you are required to complete the Student Resource Scheme Participation Agreement Form for each of your children by ticking YES and return the form to any of the College offices and make payment. Your child will be issued with the resources through their classroom once payment has been received.

What if I do not want to be part of the Scheme or pay the fee?
Should you choose not to participate in the Student Resource Scheme, you are required to complete the Student Resource Scheme Participation Agreement Form, by ticking NO and return this form to any of the College offices. You will be required to pay a fee for any BPC produced items as indicated AND provide all text books and associated items included in the Student Resource Scheme listed on the attachment.

Payment of Student Resource Scheme fees
Payment of Student Resource Scheme fees are payable at any of the College’s offices. Payments can be made in by cash, credit card or cheque. BPay, BPoint and payment plans are available.

Payment plans can be via Centrelink or through negotiation with the College’s Accounts department.

All payment plans require a $50.00 “activation” deposit per child. Once a payment plan has been activated by the payment of $50.00 per child, your child will be issued with the resources through their classroom.

Please contact the College Administration office to make arrangements to participate in a payment plan.

For more information on this regarding specific Student Resource Scheme fees regarding what is included and excluded please refer to the BPC website site www.bentleyparkcollege.eq.edu.au for the year specific details.
TRANSITION INFORMATION

The goal of high quality transition systems is to ensure that education is a seamless process from Prep to Year 12.

BPC is committed to implementing targeted, evidence-based actions to maximise the school’s readiness to meet the needs of all children and families as they transition through the phases of learning from Pre-Prep to Year 12 and enact transition strategies that effectively support each child to meet their individual needs so that every child succeeds.

Successfully transitioning students through school is an ongoing process beyond simply providing students an orientation to their new environment. For some students, transition can continue long after entering their new environment within the school. Successful transition systems enhance student wellbeing.

Transitions in schools, both internal (within the same school environment) and external (moving to a different school environment) can have a negative impact on student’s general academic achievement. Quality teaching also forms a critical key to transitions as it engages and motivates students to reach their potential and helps to minimise the negative effects of transition.

BPC continually strives to work with our educational partners to implement collaborative transition practices that align to Education Queensland models for best practice.

Characteristics of Transition Systems at Bentley Park College:

At BPC students engage in three types of transitions:

- External transitions – from a different school environment to BPC
- Internal transitions within a sector – between two year levels in the same sector of the College
- Internal transitions between sectors – when BPC students move from P-6 to 7-12

<table>
<thead>
<tr>
<th>External Transitions</th>
<th>Internal Transitions within a sector</th>
<th>Internal Transitions between sectors</th>
</tr>
</thead>
</table>
| From Pre-Prep into Prep including transitions from Kindy and long day care providers | Internal P – 6 Transitions  
  - Prep → Year 1  
  - Year 1 → Year 2  
  - Year 2 → Year 3  
  - Year 3 → Year 4  
  - Year 4 → Year 5  
  - Year 5 → Year 6 | Year 6 → Year 7 |
| From affiliate primary schools into Year 7 | Internal 7-12 Transitions  
  - Year 8 → Year 9  
  - Year 9 → Year 10  
  - Year 10 → Year 11  
  - Year 11 → Year 12 |
| From other schools into BPC in years other than Prep and Year 7 | |
| From BPC into employment, further education or training | |

The full policy is available from the College website [www.bentleyparkcollege.eq.edu.au](http://www.bentleyparkcollege.eq.edu.au).

The College provides opportunities for children and parents to get to know the school, begin to develop a relationship with their new teachers and understand the way learning is organised at BPC.

This is done through Information evenings, tours of the College facilities, Open days, celebrations and social functions at the school. These evening sessions are notified via the College and feeder school newsletters, notice boards, leaflet letterbox drops and the College website.

Parents of both new and continuing students are welcome to visit the school to meet staff, have a tour and see your child at work and play. BPC parents and carers are encouraged to take an active role in their student’s learning programs. Examples of such participation include direct classroom support, helping with cultural and sporting activities, helping on committees, volunteering as a P&C helper in the College canteen and tuckshop, helping with the making of resources in the two libraries and going on excursions.
UNIFORMS AND GENERAL PRESENTATION
The BPC school community, through the P&C Association, has resolved the Student Dress Code is comprised of the Uniform Statement and the General Presentation Statement.

The P&C Association fully supports the Student Dress Code policy because it:
- ensures our legal responsibilities are met regarding Workplace Health and Safety requirements as required by relevant legislation and policy e.g. in workshops, laboratories and outside activities where loose clothing or jewellery could be caught in machines and protective footwear must be worn;
- promotes a positive image of the College to the local community, demonstrates to the College communities expectations of students and that all students take pride in themselves and their school;
- promotes a safe environment for learning by enabling ready identification of students and non-students of the College;
- promotes an effective learning environment by eliminating the distractions of competition in dress and fashion at the College;
- promotes a supportive environment at the College by promoting a sense of belonging;
- fosters mutual respect among individuals at the College by minimising visible evidence of economic or social differences.

### Year Prep – Year 6 Uniform ITEMS

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plain maroon shorts (no Logos) – above knee length</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Polo shirt – blue with maroon collar, maroon sleeve band and BPC logo OR Polo Shirt – Light blue with dark blue collar, Dark blue strips across right hand bottom, maroon right hand sleeve with College logo</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Junior tartan dress</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Maroon bucket hat</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Jumper – Single colour only in maroon, black or navy blue (no logos)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Shoes – covered instep (sport shoe with impervious uppers)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Socks – preferably black or white</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Junior Secondary Years 7 – 9 Uniform ITEMS

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plain maroon shorts (no Logos) – above knee length</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Polo shirt – blue with maroon stripe, maroon sleeves and BPC logo OR Polo shirt – maroon with dark blue collar, white &amp; blue strips across right hand bottom, Dark blue right hand sleeve with College logo</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Navy blue bucket hat with reversible Sports House colour</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Jumper – Single colour only in maroon, black or navy blue (no logos)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Shoes – covered instep (sport shoe with impervious uppers)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Socks – preferably black or white</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Senior Secondary – Years 10 - 12 Uniform ITEMS

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plain maroon shorts (no Logos) – above knee length</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Polo shirt – blue with maroon side strips and BPC Seniors logo OR Polo shirt – Dark blue with maroon collar, maroon, white &amp; blue strips across right hand bottom, Maroon right hand sleeve with College logo</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Navy blue bucket hat with reversible Sports House colour</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Shoes – covered instep (sport shoe with impervious uppers)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Socks – preferably black or white</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Jumper – Single colour only in maroon, black or navy blue (no logos)</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Formal Uniform – Senior Secondary Uniform ITEMS**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal uniform – white long-sleeved business shirt</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Formal uniform - black business trousers</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Formal uniform - white blouse</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Formal uniform - tartan pleated skirt</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Formal uniform – Navy blue tartan tie</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Formal uniform - shoes – black leather dress style</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Transition to New Uniform**

2017 is a transition year to a new uniform. Both the current style and the new style uniforms will be accepted as the College Uniform. In 2018 only the new printed shirts will be accepted as the uniform.

**Exemptions**

The only exceptions to this policy are students whose physical impairments prevent their ability to conform to the Dress Code or students whose families have religious or cultural grounds for conscientious objection. In such cases, these students will be provided with an exemption card. They must, however, wear clothing and footwear conforming to WHS requirements if they participate in laboratory, workshop or outside activities. Newly enrolled students or families experiencing genuine economic hardship should contact the relevant Head of School to discuss their particular circumstances.

Instrumental Music, rugby, netball, senior shirts, State, Peninsula or other Representative shirts / singlets / jackets / shorts / tracksuits may be worn for training or match play only.
Uniforms By Sector

Consequences of not wearing the correct uniform (including correct footwear)
If a student does not attend school or school related activities in the correct uniform, as per Education (General Provisions) Act 2006, Part 9, the Principal or their nominees will:

1. request an explanation note from parents/carers that states why the student is out of uniform
2. if the occurrence is repeated, remind parents about the policy through a letter discussing the issues further if necessary.

(General Provisions) Act 2006, section 362
If a student of a State school does not comply with a Dress Code for the school’s students, developed under section 360, the school’s Principal may only impose one of the following sanctions:

a) Detention of the student for a period of time;

b) Prevent the student from attending, or participating in, any activity for which the student would have been representing the school;

c) Prevent the student from attending, or participating in, any school activity that, in the reasonable opinion of the school’s principal, is not part of the essential educational program of the school.

A sanction imposed under subsection (b) or (c) may only be imposed on a once-only basis for each noncompliance with the Dress Code.

The College and P&C obviously prefer all parents fully support this policy in the current and future interest of ALL students for the reasons explained in the Rationale.

All uniforms are available through the Uniform & Stationery shop. The Uniform & Stationery shop is operated by the P&C as a service to the College community. The shop is located in US block which is between the P-6 and 7-12 sectors, located off the carpark near the student centre (SC block).

Hours of operation: Thursday, Friday and Monday 8.30 am – 3.30 pm.
Telephone: 40 454 971.
E-mail: bpcpnc@bigpond.net.au
**General presentation statement**

Students are expected to be clean and well-groomed and wear a uniform that is neat and tidy. Students unable to wear uniform should have a written note from parents explaining reasons for non-compliance. This note is to be presented to any of the College Administration offices before school commences so a Uniform pass can be issued.

**Footwear**
- Shoes are to be closed in and are to be constructed from leather, vinyl or synthetic with uppers that are impervious to liquids. This is a Workplace Health and Safety requirement.
- Thongs, sandals or ballet slippers are not appropriate to be worn at school as they do not meet Workplace Health and Safety requirements.
- Subject specific footwear is required if students are in the elective subjects of INTAD, Art, Home Economics, Science, VET.
- Socks preferably should be plain white.

**Examples of acceptable footwear**

![Examples of acceptable footwear](image)

**Examples of unacceptable footwear**

These types of footwear are **NOT** acceptable and do not meet Workplace Health and Safety requirements and are **NOT** to be worn to school

![Examples of unacceptable footwear](image)

**Hair**
- Hair should be neat.
- Long hair must be tied back for all practical lessons and activities.

**Hats**
The College observes the Queensland Education Departments Sun Safe Policy and as such all students are required to wear the College approved hats (dependent on year level):
- P-6: maroon bucket hat
- 7-12 navy blue bucket hat with reversible Sports House colour
- P-6 enforces a “No Hat No Play” policy.
- College hats are sold at the Uniform & Stationery shop
- Sunscreen to protect the face and the back of the neck for outside curriculum activities

**Jewellery**
Items of jewellery suitable to a workplace may be worn. All jewellery must satisfy Workplace Health and Safety requirements. Students may be asked to remove jewellery which is excessive or risks safety. Jewellery is to be limited to:
- One **watch**
- One item of neck jewellery may be worn if it is of cultural or religious significance and it should be of sufficient length to be tucked out of sight under the college shirt/dress
- One **flat ring**
- One **bracelet**
- Small sleepers or studs as **earrings** in earlobes only – maximum of two in each lobe
- **Headbands** are to be maroon, blue, black or white

**NOTE:**
- Facial piercings are preferably NOT worn at all
- Facial piercings are **NOT** acceptable however in 7-12 only with parent/carer permission are piercings able to be worn **but** they MUST be clear.
- Beads, shells, bangles, large chains and anklets are not suitable for school
- Students when asked will be expected to **remove inappropriate jewellery** without argument
- For Health and Safety reasons students may be required to remove certain jewellery and make-up. Such subjects may include HPE, Sport, Art, Home Economics and Manual Arts.
Make-up and nail polish
The wearing of make-up is not appropriate for school. Mascara, eye shadow and eye liner are NOT suitable for school. In Senior Secondary (Years 10, 11 & 12) make-up is permitted but is to be limited to:-
- Light foundation or tinted moisturiser
- Clear nail polish.
- Clear lip balm

The winter uniform
- College jackets (maroon or navy blue) are available from the Uniform & Stationery shop
- In cooler weather students are able to wear a plain jumper in the school colours, either a single colour of maroon, black or dark/navy blue (no logos)