Background:
Bentley Park College was established in 1997 to cater for the educational needs of students in the rapidly growing southern suburbs of Cairns. The preschool opened first in 1997 and by 2004 the school had expanded to cater for all students from Prep - Year 12. The College has world class facilities specifically designed to meet the needs of the local community. The school's current enrolment is 1550 students. Mr Peter Krugle was appointed to the Principal’s position at the beginning of 2012 academic year. The advice in this report is based on Explicit Improvement Agenda, Analysis and Discussion of Data, Expert Teaching Team and Differentiated Classroom Learning.

Commendations:
- School leaders have analysed school performance data over a number of years and used this data to identify an explicit improvement agenda. The data identified significant challenges for the school in the areas of student attendance, behaviour and academic performance. The explicit improvement agenda addresses these challenges through the further development of the School Wide Positive Behaviour Support (SWPBS) and the continuing implementation of a whole of school pedagogy through explicit instruction.
- A whole of school coaching program is being successfully implemented and teachers receive comprehensive feedback from both this coaching program and the supervisory program. The Teaching and Learning Audit report of 2011 recommended that the P - 6 coaching program be extended to a whole of school program and school leaders are commended for the implementation of this recommendation.
- Explicit instruction was introduced in 2010. The school has continued to develop and implement this program and there is evidence that teacher’s planning and presentation are based on this pedagogical model and this model is proving to be effective.

Affirmations:
- Systemic testing, including PAT testing, is being used to identify where students are up to in their learning and to identify skill gaps and misunderstandings. Data walls are beginning to be used effectively in Years P - 6.
- There is evidence that the Principal and other school leaders view reliable, timely student data as essential to their leadership of the schools. The monitoring of Queensland Certificate of Education (QCE) eligibility is a good example of using data to ensure successful outcomes for students.
- The school provides opportunities for teachers to take on leadership roles outside of the classroom.
- Adjustments to units of work and assessment have been made to provide learning experiences which meet the needs of students in Foundation classes.

Recommendations:
- Review school structures and role descriptions of leaders with the aim of achieving a consistent and aligned focus across P - 12. Investigate the establishment of cross year level teams and the use of curriculum /subject based expertise in areas such as curriculum, assessment and pedagogical development and implementation.
- Ensure there is alignment in key policies and programs across P - 12 and be clear and intentional about what should be consistent, the same and different. This intention needs to be clearly communicated to staff members.
- Further develop the current setting of school targets, to include level of achievement targets for all classes and individual students, and monitor the achievement of the targets through the line management structure.
- Develop and implement a model of case management for students in Years 11 - 12.
Continue the school improvement agenda and the regional priorities and ensure a culture of high expectations is supported by differentiated instruction and clear and consistent expectation for each year level.

Continue to develop and implement SWPBS and ensure that behaviour expectations are consistently enforced by all staff members.

Lift the internal and external profile of the school by celebrating achievements and successes.

Ensure that differentiation is a feature of every teacher’s classroom practice characterized by the regular use of data to determine the strengths and weaknesses of individual students in all classrooms and for the identification of the appropriate starting points for teaching and for personalising learning.

Continue to develop the successful coaching program to the point where teachers visit each other’s classes and welcome opportunities to have the Principal and school leaders observe and discuss their work with them.

Complete the development of a whole school curriculum, assessment and reporting plan with clear expectations for all staff members.

Attendance and punctuality must remain a high priority across the college.