



ASPIRE - LEARN - ACHIEVE

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## Principal's foreword

### Introduction

We are pleased to report on the significant progress of Bentley Park College in 2011. The College demonstrated a slight drop in enrolment in 2011. The major strategic foci of 2011 were:

- NAPLAN
- Explicit Teaching
- Professional Learning and Development
- Student Engagement
- Embedding Planning and Accountability Systems

2011 saw Bentley Park College continue to access the National Secondary Schools Computer Fund. In addition the College utilised existing state and school based funds to augment this initiative in providing desktop computers, class sets of laptops, data projectors and infrastructure upgrades to better support student learning. The College was able to establish wireless connectivity across the entire campus.

The year was celebrated with an excellent Presentation Evening at the Convention Centre. Student and parent attendance was increased due to the change in the awarding of achievement/merit awards across the College.

### School progress towards its goals in 2011

#### NAPLAN

– policy document and strategies in place and being implemented

#### Explicit Teaching

- College Charter developed to drive the ET agenda
- committee formed for ET
- implementation commenced

#### Professional Learning and Development Framework

- priorities for professional development identified and supported (eg; Explicit teaching, coaching, systems leadership)

#### Student Engagement

- attendance officer appointed
- student support officer appointed in P – 6
- IDATTEND utilised to track student attendance
- Good standing policy implemented

#### Embedding Planning and Accountability systems

- College Annual Action Plan (AAP) developed and implemented
- aspects of systems leadership implemented
- Specific Role Descriptions developed
- individual AAPs developed



#### Future outlook

- Explicit Teaching
- Systematic Curriculum Delivery
- Reading and Numeracy
- Coaching P-12
- Use of data and setting of high expectations to continue to move the improvement agenda forward
- Capacity building for all staff – Professional Learning System
- Updating of 7-12 organizational structure to focus on Educational and Student Services
- Next Steps / Closing the Gap
- Explicit Teaching
- Key areas for improvement 2012
- Systematic Curriculum Delivery
- Reading and Numeracy
- Coaching P-12
- Use of data and setting of high expectations to continue to move the improvement agenda forward
- Capacity building for all staff – Professional Learning System
- Updating of 7-12 organizational structure to focus on Educational and Student Services
- Next Steps / Closing the Gap

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 12

**Total student enrolments for this school:**

Total Enrolment	C	E	Enrolment Continuity (Feb 2011 – Nov 2011)
1655	7	8	87%
	€	€	
	€	€	

### Characteristics of the student body:

The student body is widely representative of the diverse community population. 24% Aboriginal / Torres Strait Islander enrolment, 9% Pacifica and 5 % Hmong populations contribute to our total student body. Our Special Education Program caters for approximately 5% of students. Thirty-two different cultures are represented in our College. The College has a constant transience factor, with significant year to year turnover of students.

### Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.5
Year 4 – Year 10	23.7
Year 11 – Year 12	18.9
All Classes	21.9

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	377
Long Suspensions - 6 to 20 days	93
Exclusions	19
Cancellations of Enrolment	22

## Our school at a glance

### Curriculum offerings

#### Our distinctive curriculum offerings.

- P-12 educational opportunity
- Vocational offerings including TAFE and other Registered Training Organisations
- One to one Laptop experience (Yr 3-7) and iPod (P-3)
- Rugby League Program Yr 8-12
- Netball program Yr 8

#### Extra curricula activities

The College is involved in a full range of sporting, academic, artistic, public speaking and recreational

endeavours, including:

- Trinity Coast South Secondary School Sport
- Instrumental Music- Choir and Bands
- Big Night Out – Artistic Excellence
- Project Burnout – Years 7-9
- Bentley Drumbeat Crew
- Boys Program
- Indigenous Leaders Program
- P-6 musical

#### How Information and Communication Technologies are used to assist learning

ICTs are integrated extensively across the curriculum. As well as the laptop and iPod classes, all classes from Prep to year 12 utilise technology to support their learning.

- Across the campus over 550 computers are deployed into classrooms in styles to suit the learning.
- Computer classrooms, library computers, portable solutions and smaller numbers of computers within the classroom are accessed by students.
- Computers for Teachers Program enable each class teacher to embed information and communication technologies into each classroom.

### Social climate

*Bentley Park College* is committed to providing a safe, respectful and disciplined learning environment for

students and staff, where students have opportunities to engage in quality learning experiences and acquire

values supportive of their lifelong wellbeing.

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 are 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 we value:

Learning  
Respect  
Safety  
Responsibility



### Parent, student and teacher satisfaction with the school

The School Opinion Survey Results indicate that the levels of satisfaction of parents, students and teachers with the College decline from 2010 and significant room for improvement exists. As such a School Improvement agenda focussing on, Explicit Teaching, School Wide Positive Behaviour Support, Student Pathways and Organisational Structures has been developed for implementation in 2012.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	38%
Percentage of students satisfied that they are getting a good education at school	51%
Percentage of parents/caregivers satisfied with their child's school	38%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	53%
Percentage of staff members satisfied with morale in the school	54%

DW – Data withheld

### Involving parents in their child's education

Opportunities for parents to take an active role in their child's education range from supporting homework, active involvement in the tuckshop, participation in camps and excursions, P&C, the instrumental music committee and helping out with curriculum programs. Parents with students in the Special Education Program also have the opportunity to be involved in the development of Individual Education Plans for their child. Parents of students in Year 10 have an opportunity to participate in the SET planning processes for their child.

In the p-6 area of the school the Mothers' and Fathers' day activities provides a further opportunity for parent involvement.

There are a range of information evenings through which we communicate important teaching and learning information. These include – the annual meet and greet, the P-6 Parent Expo, year level information evenings, parent teacher interview nights, presentation night and sporting awards night, sporting days, P&C meetings and extra-curricular activities.

Regular opportunities for information and input occur throughout the year, including: P&C meetings on the 2<sup>nd</sup> Tuesday of the Month, the College newsletters, and face to face interview opportunities twice a year. We encourage interested parents to contact the sub-school to find out how they can become involved.

### Reducing the school's environmental footprint

## Our school at a glance

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has enacted a policy which sees all lights and air conditioning turned off when classrooms are not in use. Major damage to the school's irrigation system while construction work was being undertaken caused an increase in water consumption.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	1,341,863	18,998
2010	1,370,877	14,270
% change 10 - 11	-2%	33%

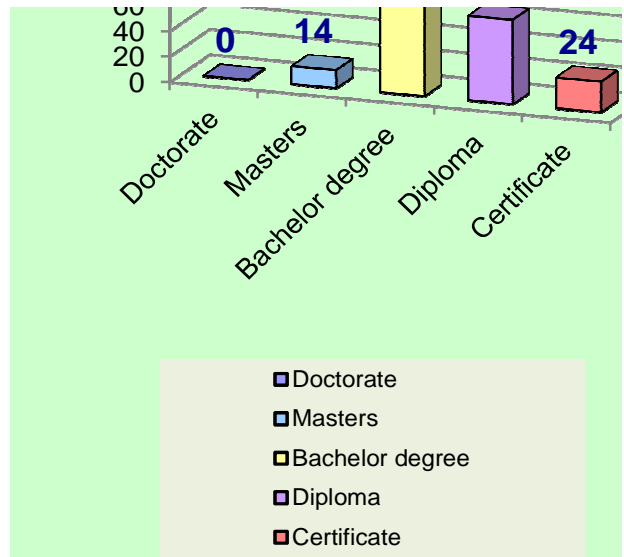
## Our staff profile

### Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	123	66	<5
Full-time equivalents	115	49	<5

### Qualifications of all teachers

Masters	14
Bachelor degree	135
Diploma	66
Certificate	24



### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$63000.

The major professional development initiatives are as follows:

Explicit Teaching

Literacy and Numeracy

SWPBS

Systems Leadership

Faculty focussed PD.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2011 school year.

### School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source



# Performance of our students

## Key student outcomes e

### Student attendance - 2011

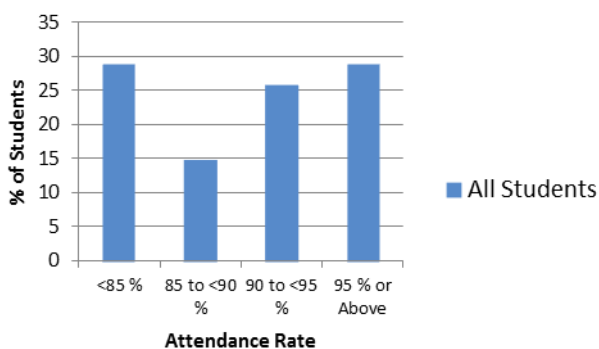
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%.

The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

### Student attendance rate for each year level

### Student Attendance Distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The College uses daily roll marking with IDAttend, SMS texts, absence phone lines, follow up interviews and form letters as well as daily truancy checks in efforts to manage absenteeism. Rolls are marked twice a day for Primary students and marked every lesson for Secondary students. Lateness is defined as more than 30 minutes late.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

## Performance of our students

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
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Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**'.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Performance of our students

### Achievement – Closing the Gap

The College's indigenous enrolment for 2011 was 24%.

The apparent retention of indigenous students from Year 10 to Year 12 continues to improve.

The gap between indigenous and non-indigenous students in terms of attendance is widening.

Significant processes to narrow the gap have been put in place in 2012, including the use of a CEC, IEW and truancy officer to liaise with families

NAPLAN data for indigenous students indicates that our results are below the national mean so we continue

to have a strong improvement agenda focused on Literacy and Numeracy. The data from 2011 indicates that we have met or exceeded the system aspirations for closing the gap.

### Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 79%

### Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	127
Number of students awarded a Queensland Certificate Individual Achievement.	3
Number of students receiving an Overall Position (OP).	48
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	7
Number of students awarded one or more Vocational Educational Training qualifications.	116
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	34
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	60
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	54%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	91%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
3	12	11	18	4

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
115	30	5

At Bentley Park College, all certificate courses are delivered over a two year period. Certificate I courses offered were

Certificate I in Automotive

Certificate I in General Construction

Certificate I in Information Technology

## Performance of our students

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Certificate I in Engineering and  
Certificate II in Hospitality  
These offerings have been reviewed and altered for 2012

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### **Post-school destination information**

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

### **Early leavers information**

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The College tracks students who are early leavers ensuring that they are engaged in either further study or work before relinquishing responsibility for enrolment. Generally students will move to work or study at TAFE as early leavers. A small number of students will move interstate or overseas.