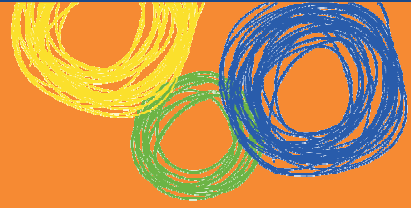


Bentley Park College (0452)

Queensland State School Reporting

2012 School Annual Report



ASPIRE - LEARN - ACHIEVE

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Principal's foreword

Introduction

This report reviews the progress of Bentley Park College on its improvement journey. It also provides statistical information across a range of areas including Opinion surveys, staffing, finance and student outcomes.

School progress towards its goals in 2012

I am pleased to report on the significant progress of Bentley Park College during 2012.

The major areas of focus were;

- Explicit Teaching – Embedded in the p-6 sector with significant progress towards implementation in the 7-12 sector
- Systematic Curriculum Delivery – Review and adjustment to C2C units of work. Mathematics program reviewed to increase expectations
- Reading and Numeracy – Support programs for reading implemented across p-10. Foundation learning programs introduced in 7-10 with students streamed into three groups, Foundation, Intermediate and Extension
- Coaching P-12 – Coaching program operating P-12
- Use of data and setting of high expectations to continue to move the improvement agenda forward – data walls extensively used in p-6. Data on student attendance, behaviour and progress aggregated in 7-12
- Capacity building for all staff – Professional Learning System implemented
- Updating of 7-12 organizational structure to focus on Educational and Student Services – new structure successfully implemented with Specific Role descriptions developed for Deputy Principals and HODs in these areas
- Next Steps / Closing the Gap - Next Steps Plan submitted and approved for implementation in 2013

Future outlook

The key areas for implementation in 2013 are;

- P-12 alignment
- Explicit Teaching
- Student Engagement – attendance, lateness, truancy, participation

Queensland State School Reporting 2012 School Annual Report



- Literacy and Numeracy – NAPLAN

Student Pathways

- Next Steps

- SWPBS

- Effective use of data

- Community Engagement

- Positive promotion of the College

Our school at a glance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1681	782	899	88%
2011	1655	769	886	87%
2012	1568	744	824	90%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Our student body consists of a diverse range of students with a mix of aspirations. Our student body is representative of 22 different cultural backgrounds. 21% of our students identify as being Aboriginal or Torres Strait Islander, with a further 6.36% of our students from a Pacifica background. Whilst students come from a range of socio economic backgrounds, the School's ICSEA Index of 805 puts it in the 8th percentile which is a relatively high level of disadvantage overall. Our enrolment continuity has shown some improvement although there is still mobility between schools in the southern corridor and remote communities. Many of our families have students in both the p-6 and 7-12 sectors of our school.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	25	23	23
Year 4 – Year 10	25	24	24
Year 11 – Year 12	14	19	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	339	377	256
Long Suspensions - 6 to 20 days	59	93	63
Exclusions	4	19	6
Cancellations of Enrolment	0	22	12

Curriculum offerings

BPC offers a differentiated curriculum with a blend of academic, cultural, sport and vocational pathways. The College has a range of distinctive and specialist programs, including Rugby League, Netball, Music and ICT. Engagement in these programs is complimented by students' involvement in curriculum subjects that include Rugby League, Netball, Instrumental Music and Music Extension, CISCO CCNA and Cert 4 in Interactive Digital Media. The College is a Microsoft IT Academy school.

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

At BPC Yr 7 students are in their first year of high school. Students in Year 7 have a blend of core and elective teachers and engage in a range of subjects from the Arts and Technology throughout the year in addition to their core studies in English, Maths, Science, History, Geography, HPE and Chinese.

The College has a fully equipped automotive workshop, the only one of its kind in the southern cluster of Cairns. The workshop is used by senior students engaging in Certificate I in Automotive.

The College has a product partnership with My Other Mum Training that enables students studying Early Childhood to complete a Certificate III in .

Extra Curricula Activities

Students at BPC engage in a wide variety of extra curricula activities, competitions and clubs that develop and extend on their curriculum experience in Sport, The Arts, Business and ICT, Mathematics, English, Science, Social Sciences, Languages, Music, Leadership and creative writing. In 2012 the students from 3-7 won the National Mathletics competition. BPC students are regular contributors to the Post Ed section of the Cairns Post with BPC students winning Junior and Senior Reporter of the Year in 2012. The College Band and Jazz Ensembles are often called upon to perform at community events including the annual Edmonton ANZAC Day Ceremony. Student leadership and service are highly regarded at the College with positions for Junior (Yr 7-9) and Senior (Yr10-12) leaders in addition to student involvement in the Indigenous Leaders of Tomorrow and Indigenous Leaders of the Future programs. These students operate a daily Breakfast Club providing a healthy breakfast before school for their peers. Students are invited to participate in afterschool and lunch time tutoring with teaching staff.

Vision for the use of digital technologies at Bentley Park College

We **ASPIRE** to create rich, real and relevant eLearning @ BPC where every student can **LEARN** through use of digital technologies, pedagogy and content to **ACHIEVE** results in our eLearning spaces.

Every teacher is accountable for the use of digital technologies in the teaching and learning of students. In order to support teaching staff to meet their accountability Bentley Park College supports the teachers in using and developing their digital pedagogy through accessibility to technology and professional development programs.

The accessibility criterion has been met by implementing a strategy for creating access to technology rich learning throughout the college. A one-to-one computer-students model has been implemented by which every student in years 9 to 12 have access to computers either by being enrolled in a laptop programme or through accessing technology in one of 8 computer labs in the 7-12 section of the college. Two new labs have been set up in the P-6 section of the school and a "laptops in trolleys"-programme is being implemented in years 3 – 6 through which each class will have access to a set of laptops to be used by a group of students exercising specific skills through technology. A similar programme is being implemented in year 9 foundation classes for Maths, English, SOSE and Science. The college has provided a number of other technological devices to further support eLearning such as iPads, digital cameras, microphones, sound-players and other multimedia devices. Through accessibility and well developed digital pedagogies every student experiences eLearning every single day as a part of their schooling.

The eLearning of the students is developed through the use of professional software (such as MS Office, Adobe CS5, Autodesk 3DS Max, Revit, Inventor and Autocad etc.) and online tools (Mathletics, Reading Eggs, Learning Place etc.) that gives the students authentic learning opportunities that develops their ICT technical skills as well as their ethical awareness of the benefits and dangers of cyberspace. It prepares the students for long-life learning with technology. The college currently offers unique eLearning opportunities for students in years 10 -12: Certificate IV in Interactive Digital Media qualifying the students for a job in graphical design, web design or animation; Cisco IT Essential and Cisco CCNA qualifying students for a job as technical IT supporters or network associates; Create and Tech Express through which parent funded devices give students access to technology (iPods or laptops) every day resulting in students winning several state, national and international online mathematical competitions.

The teachers' digital pedagogies are continually developed through online training (Learning Place etc.) and "in-house"-training on SFD as well as through a coaching model by which the HOD ICT supports teachers in planning, developing and evaluating eLearning experiences for the students. As an example of this work one teacher is now trialling a system by which all students in the class collaborates using individual mice connected to the same computer.

The student achievements and learning experiences is further supported at Bentley Park College through information technologies

(some developed by college staff) that are used for monitoring student progress and attendance so the early intervention can happen to support students at risk of under achieving. A total online staff support solution has been developed so that all staff members can access most vital information online whether being at school or at home.

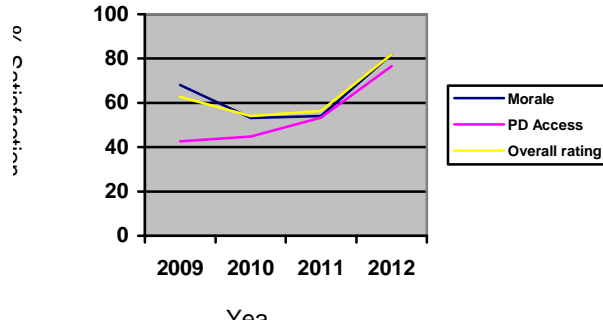
Social climate

- **School-wide Positive Behaviour Support underpins classroom and non-classroom standards and expectations. The explicit teaching of these expectations and reward systems are structured around our core values of Respect, Responsibility, Safety and Learning.**
- Support programs offered in p-6 include You Can Do It, Responsible Thinking Room and Gold Achievers parades.
- Support programs on offer in the 7 – 12 section of the college include Sensability, SHINE, Anger Replacement Therapy and Junior boys and Girls programs.
- Strategies that are used in response to bullying include counselling and mediations by the Guidance Officer/ School based youth health nurse/visiting School Chaplain, parent/teacher/student meetings as well as proactive strategies such as organised year level lunch time activities and guest speakers/organisations presenting anti-bullying workshops.
- Student social and emotional well-being is prioritised by strong links with support providers such as Centacare, Flexible Learning Centre, School Based Health Nurse, School Chaplain, Guidance Officer and the Community Education Counsellor.
- Recognition of cultural diversity is exemplified by the opening our Indigenous Precinct in 2012. It includes a native plant garden and recognition plaque. The college actively participated in NAIDOC celebrations, and the Polynesian Dance and Percussion Group was very active in 2012.

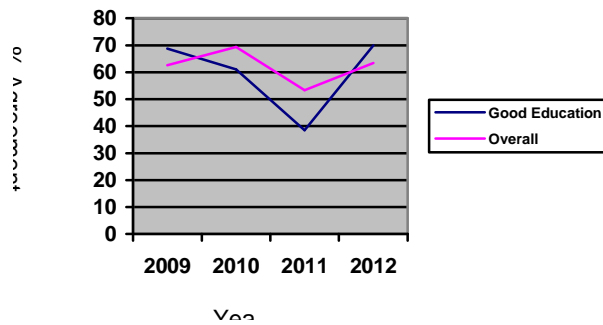
Our school at a glance

The 2012 School Opinion Survey indicated that Bentley Park College had made outstanding progress in terms of Staff, Parent and Student perceptions. The graphs below show the percentage of satisfaction / agreement.

STAFF



PARENT



STUDENT



Parent, student and staff satisfaction with the school

The SOs offers a range of views related to the school. Overall the satisfaction levels of Parents and students has shown an increase from 2011. Staff morale is **Stuart**

Performance measure (Nationally agreed items shown*)

Our school at a glance

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	70.0%
this is a good school	66.7%
their child likes being at this school*	70.0%
their child feels safe at this school*	70.0%
their child's learning needs are being met at this school*	70.0%
their child is making good progress at this school*	50.0%
teachers at this school expect their child to do his or her best*	77.8%
teachers at this school provide their child with useful feedback about his or her school work*	60.0%
teachers at this school motivate their child to learn*	40.0%
teachers at this school treat students fairly*	37.5%
they can talk to their child's teachers about their concerns*	66.7%
this school works with them to support their child's learning*	60.0%
this school takes parents' opinions seriously*	37.5%
student behaviour is well managed at this school*	25.0%
this school looks for ways to improve*	55.6%
this school is well maintained*	77.8%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	81.3%
they like being at their school*	84.3%
they feel safe at their school*	81.9%
their teachers motivate them to learn*	84.2%
their teachers expect them to do their best*	98.0%
their teachers provide them with useful feedback about their school work*	87.2%
teachers treat students fairly at their school*	81.5%
they can talk to their teachers about their concerns*	63.4%
their school takes students' opinions seriously*	68.7%
student behaviour is well managed at their school*	58.6%

Our school at a glance

their school looks for ways to improve*	86.9%
their school is well maintained*	78.9%
their school gives them opportunities to do interesting things*	79.3%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	76.6%
with the individual staff morale items	81.9%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The levels of parent participation varies across different sectors of the College. In the p-6 sector parents regularly attend assemblies and special events. Parents are also active in assisting in classrooms, particularly with reading. Parent teacher interviews are also well attended. Our Indigenous Liaison Officers maintain regular contact with parents. Parent involvement in the 7-12 sector is much more spasmodic. Specialist programs such as Rugby League and Netball attract good numbers of parents when students are involved in matches. Events such as the opening of our Indigenous garden were well attended.

Reducing the school's environmental footprint

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

The College's environmental footprint continues to improve with the ongoing implementation of the energy conservation measures that were introduced in 2010-2011. The ongoing changeover of lighting in public walkway areas has been changed to the low wattage LCD type and the upgrade of the energy management system that controls air conditioning, lighting and security systems has allowed for better control of temperature and air conditioning running times along with improved control of the security lighting across the entire campus. Improvements have also been seen in the consumption of water due to better irrigation practices and preventative maintenance solutions associated with the plumbing needs across the campus.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	1,370,877	14,270
2010-2011	1,341,863	18,998
2011-2012	1,339,564	14,823

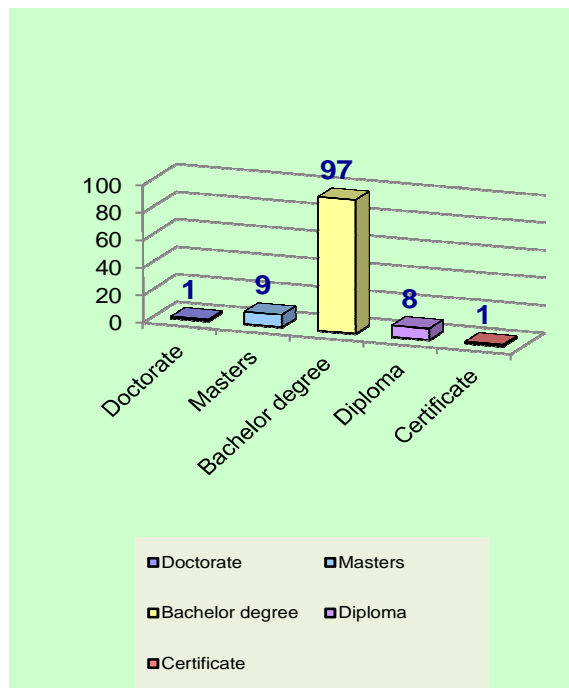
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	118	72	6
Full-time equivalents	111.2	53	5.1

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	9
Bachelor degree	97
Diploma	8
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$47006.00.

are as follows:

Expenditure on and teacher participation in professional development

100% of 7-12 teaching staff attended professional development in 2012. The priorities for staff professional development in 2012 were:

- Explicit Teaching Pedagogy
- School Wide Positive Behaviour Support
- Essential Skills for Classroom Management

Our staff profile

- Peer Coaching
- Implementation of the Australian Curriculum
- Using student data to inform planning and differentiation

The College runs a peer coaching system that ensures all teaching staff have a coach who observes their Explicit Teaching practice and provides feedback.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.6%	95.4%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91.9% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector Government
 Non-government

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

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	89%	87%	88%
The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.			

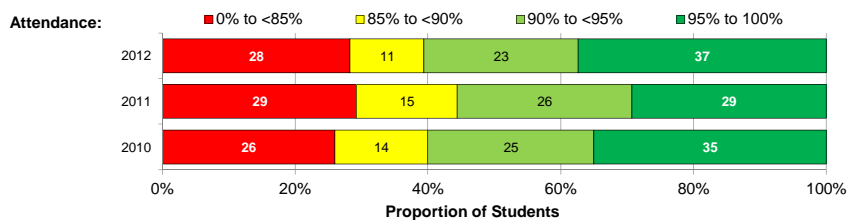
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	89%	92%	91%	92%	92%	94%	91%	88%	87%	84%	85%	87%
2011	88%	89%	93%	90%	91%	91%	89%	86%	85%	82%	81%	83%
2012	89%	89%	92%	93%	88%	91%	89%	90%	85%	85%	83%	85%

DW = Data withheld to ensure confidentiality.

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.

- All rolls were marked electronically by teaching staff for each lesson of the day
- Parents/Carers of absent students are notified by SMS of the absence
- School Attendance Officer phones parents/carers of students who have been absent 2 or more days to seek clarification of non-attendance and encourage students to return to school
- Non-Attendance letters are posted to families every fortnight requesting reasons for absences
- School Attendance Officer identifies non-attenders and refers to Student Support Services for Case Management

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
 Non-government

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.

Achievement – Closing the Gap

Bentley Park College achieved smaller "gaps" in indigenous NAPLAN outcomes compared to Far North Region school in all year levels (3,5,7 and 9) and all areas (Reading, Writing and Numeracy). In 9 out of the 12 measurements, Bentley Park College outperformed Queensland State Schools.

Apparent retention rates Year 10 to Year 12

	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	70%	70%

Performance of our students

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	97	127	114
Number of students awarded a Queensland Certificate Individual Achievement.	3	3	1
Number of students receiving an Overall Position (OP).	32	48	33
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	7	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	85	116	110
Number of students awarded an Australian Qualification Framework Certificate II or above.	32	34	31
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	61	60	62
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	72%	54%	52%
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.	92%	91%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%	100%	95%

As at 2 May 2013. The above values exclude VISA students.

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
2010	2	12	9	7	2
2011	3	12	11	18	4
2012	1	8	8	13	3

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF).			
	Certificate I	Certificate II	Certificate III or above
2010	80	28	6
2011	115	30	6
2012	110	30	4

As at 2 May 2013. The above values exclude VISA students.

Certificate I courses undertaken at BPC in 2012

Certificate I in Construction CPC10111– This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

Certificate I in Engineering MEM10105 - Studying this course will give you the opportunity to gain the basic skills and knowledge necessary to increase your chances of employment in the Engineering trades. For those going onto further study, this course will provide you with a sound base for entry into the Certificate II in Engineering.

Certificate I in Automotive AUR10105- This course is designed for beginners who would like to learn how a motor vehicle works. It is also appropriate for people looking to pursue a career in the Automotive Industry as it provides students with practical skills and knowledge used in the automotive mechanical trade. It provides a working knowledge of safety requirements, theory and use of hand tools and equipment and the production of power for motor vehicles.

Certificate I in Furnishing LMF10108 - This qualification describes the skills and knowledge required to perform basic furnishing industry tasks used in a range of industry job roles involving given routines and procedures and limited accountability for the quality of outcomes. This qualification reflects vocational outcomes for those performing operational duties in a furnishing enterprise supporting others.

Certificate I in Information Technology ICA10105 - This qualification is part of the Information and Communication Technology Training Package. It is suitable for anyone seeking basic computer skills to further their education or gain employment and aims to provide students with computer literacy skills and the skills foundation for using a computer in any industry or for personal use. The training in this qualification is conducted with up-to-date computer hardware and software the student would expect to use in industry

Certificate I in Work readiness 30625QLD - Employers want to employ people who work hard at school and attend everyday. They want employees who can work in a team, follow instructions, show initiative, have a good attitude are reliable and trustworthy. This course emphasises these 'employability skills' which are crucial for all employment, future study and life: whether you are 15 or 50. (SEP Students only)

Certificate I in Manufacturing MSA10107 - Manufacturing is a practical, project-oriented course, intended to develop skills that have direct application to a technical or industrial field and that help students meet the changing demands of society. Manufacturing helps students develop understanding of industrial technologies and their application to industry and enhances their capacity to cope with, and contribute to life in, a technological society. It enables students to use their creativity and derive satisfaction from working with materials, tools and machines while they gain the skills they need to prepare them for future employment in this sector of Australian industry, as well as for recreation and leisure.

Performance of our students

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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.

Early leavers information

The College communicates with parents prior to and at the time students depart the College. The transient nature of the population in the catchment area leads to a significant number of students departing the College during Years 10, 11 and prior to completing Year 12, approximately 33% of students in this phase that left the College in 2012 did not formally advise the College of their exit and all attempts by the College to contact parents and carers failed. Approximately 25 % of student exiting the College in the senior phase of learning move to another state school outside of the local area, 16% of students move to another state school in the local area, 11% of students moved interstate and 2% of students moved to a non-state school. Approximately 9% of students in this phase had their enrolments cancelled and 4% of these students left school to take up employment.