

Bentley Park College

Queensland State School Reporting

2015 School Annual Report



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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.

Bentley Park College is committed to continuous improvement and pathways for all students.

Priority 1: Literacy

- Standards of Practice for the teaching of reading developed P-10.
- Reading program developed and implemented in Junior Secondary
- Professional Development in the teaching of reading provided to staff.
- Writing on demand introduced in all year levels
- Consolidations for vocabulary and spelling developed P-10

Priority 2: Numeracy

- P-10 Mathematics Program developed and implemented

Priority 3: Attainment

A-E

- A-E data in Maths, English, Science tracked regularly
- Moderation processes implemented

NAPLAN

- NAPLAN data analysed to inform Teaching and Learning
- A plan in response to NAPLAN results developed and implemented

QCE

- A comprehensive LOA system to track student outcomes developed and implemented.
- An Individual case management system to support student attainment of QCE developed and implemented leading to significant improvement in QCE outcomes to 97%

Priority 4: Junior Secondary

- Junior Secondary successfully implemented
- Transition programs established internally and with all major feeder primary schools
- Regular cross school interaction with students, parents and staff

Priority 5: Student Well Being and Engagement

- P-12 PB4L group established
- School rules redeveloped.
- Student services meet regularly to review support for students

Priority 6: Priority Review

- Priority review undertaken and action plan developed and implemented to address findings of the review

Future outlook:

The following are the key focus areas for the school moving forward;

- Attainment – A-C results English / Maths
- Senior Results – QCE and QCIA results
- NAPLAN – Reading and Writing
- Attendance
- Vision and values
- PB4L
- Goal Setting
- Teacher Capability

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1516	705	811	416	86%
2014	1430	655	775	412	88%
2015	1478	680	798	456	89%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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. 31% 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 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		
	2013	2014	2015
Prep – Year 3	23	23	25
Year 4 – Year 7 Primary	23	25	26
Year 7 Secondary – Year 10	24	23	24
Year 11 – Year 12	18	18	19

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	293	341	351
Long Suspensions - 6 to 20 days	85	59	71
Exclusions	9	11	7
Cancellations of Enrolment	37	40	24

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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 IV 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, and the Cairns Early Years Centre that enhance the experience of students in *Specialised Programs* and curriculum classes.

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

The College has partnerships with Cisco, Microsoft, Cairns Training Academy, Binnacle Training, Mi Haven Construction, the Australian Drilling Institute, Sejumi Institute and TAFE that enables students to engage in a broad range of vocational certificates.

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

Extra curricula activities

Extra curricula activities are part of the fabric of Bentley Park College, with competitions and clubs that develop and extend on curriculum experiences in Sport, The Arts, Business and ICT, Mathematics, English, Science, Social Sciences, Music, Leadership and creative writing. BPC students are regular contributors to the Post Ed section of the Cairns Post. The College Band and Jazz Ensembles are often called upon to perform at community events including the annual Edmonton ANZAC Day Ceremony. Primary students participating in the Choir are annual performers at the Eisteddfod. Bi-annually, students from Years 3-6 audition to perform in a school musical. Students in P-6 are able to access a range of extra-curricular programs and competitions, including Enrichment@Bentley, Under 8s Day, Easter Bonnet Parade, Book Week, the Prep Gardening Project, Reader's Cup, Spelling Bee, Science workshops, Mathematics problem solving days, Maths Academy and the IMPACT project.

Student leadership and service are highly regarded at the College with positions for Primary (P-6), Junior Secondary (Yr 7-9) and Senior Secondary (Yr10-12) leaders in addition to student involvement in the Indigenous Leaders of Tomorrow and

Indigenous Leaders of the Future programs. Our Sports Captains run a variety of great lunchtime activities. Students are invited to participate in afterschool tutoring with teaching staff. Primary leaders participate in a Year 6 mentoring program, where they assist in the organisation and running of events like Under 8s Day and the Enrichment@Bentley program.

Places in the Netball and Rugby League engagement programs are keenly sought after. Successful trials for a Sports Excellence program occurred in 2015. Our Robotics Club (Fridays) and Chess Club (Wednesdays) are very popular.

How Information and Communication Technologies are used to improve learning

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 and create their own **pathways to success**.

Every teacher is accountable for the use of digital technologies in their teaching. 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.

Meeting the accessibility criterion by implementing a strategy for creating access to technology rich learning throughout the college last year, this year's focus has been on the Digital Technologies curriculum, which has become a part of the Australian Curriculum. The Digital Technologies curriculum, which runs in bands from P – 2, 3 – 4, 5 – 6, 7 – 8, 9 – 10 (elective), will be implemented across the state in 2017. At Bentley Park College we have had the opportunity to pilot the curriculum in 2016. The aim is to prepare our students for the digital content and ways of working that will be a part of their future working life. The curriculum includes creating of computer games, programming/coding robots and building websites that are based on database structures.

Another new program implemented this year has been our Robotics transition program from year 6 into year 7. The students from year 6 spend one lesson every week for a term in the 7 – 12 sector of the school building and programming Lego robots. This has led to an increase in the number of students participating in our Friday afternoon Robotics club and an increase in the number of students participating in the QSITE regionally arranged robotics competitions of which there are still two remaining.

The college continues to offer 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. Since their introduction in 2012, 467 students have enrolled in the Certificate I with a completion rate of 88.7%, 62 students have enrolled in the Certificate II with a completion rate of 90.3% and 20 students have completed the Certificate IV (100%) with a further 27 students on track to complete this certificate in 2016 and 2017. Close to 100 students have completed the Cisco ITE certification and a few have completed Cisco CCNA and sat the external exams for the qualification.

The teachers' digital pedagogies are continually developed through online training (Learning Place etc.) and "in-house"-training through our Learning Lounges, which are being held every Thursday afternoon.

Social Climate

All areas of Bentley Park College are learning and teaching environments. A whole-of-college approach is utilised which uses data for decision making and is underpinned by an instructional approach to discipline.

We consider the behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs. Our school-wide framework for managing positive behaviour is Positive Behaviours for Learning.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Bentley Park College to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

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

It is expected that students' behaviour in the wider community reflects our college mission and values:

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

At Bentley Park College we value:

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

- Personal best

Support programs on offer in the 7-12 sector of the college include Sensibility, SHINE, RAGE, SCREAM, Drumbeat, ASDAN – individual, small group and class group projects. Study Centre operates out of the Senior Library on Tuesday and Thursday afternoons from 3.15 – 5.15pm and is available to all P-12 students. Homework Centre operates out of the P-6 Library on Wednesday afternoons until 4.30pm. The Breakfast program operates Mondays, Wednesdays and Fridays before school.

Pastoral care has been developed with the continuation in 2016 of Peer Mentors from year 10 working with year 7 students. Support staff conduct home visits to each year 7 family in Term 2, each year 10 family in Term 3, and each year 8 family in Term 4 to develop communication and connectedness. Student social and emotional well-being is prioritised by a vast array of Support staff employed within the school. The College implements rewards systems to acknowledge positive behaviours and attendance.

Strategies that are used in response to bullying include; STYMIE anonymous online notifications, counselling and mediations by support staff, parent/teacher/student meetings as well as proactive strategies such as Year level lunch time activities. Learning for Life lessons focus on the issue of Bullying and strategies to use. Registration and involvement of National "Say No to Bullying Day" in March and awareness campaigns, guest speakers/organisations presenting anti-bullying workshops/media presentations.

Recognition of cultural diversity is exemplified by the hosting of Harmony Day at the College, featuring a range of cultural dances with a shared meal. Each year the College celebrates NAIDOC week in Term 3 exposing students to a range of cultural activities including storytelling, face painting, sharing of cultural food and Sporting competitions. In 2016 the college is supporting the development of an Indigenous Contemporary Dance group to further develop their identity within and outside of the college.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	67%	83%	92%
this is a good school (S2035)	56%	83%	76%
their child likes being at this school (S2001)	89%	89%	96%
their child feels safe at this school (S2002)	75%	83%	76%
their child's learning needs are being met at this school (S2003)	78%	83%	84%
their child is making good progress at this school (S2004)	78%	90%	84%
teachers at this school expect their child to do his or her best (S2005)	89%	93%	92%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	67%	90%	92%
teachers at this school motivate their child to learn (S2007)	78%	83%	80%
teachers at this school treat students fairly (S2008)	78%	70%	88%
they can talk to their child's teachers about their concerns (S2009)	89%	97%	92%
this school works with them to support their child's learning (S2010)	78%	75%	88%
this school takes parents' opinions seriously (S2011)	67%	58%	70%
student behaviour is well managed at this school (S2012)	33%	69%	60%
this school looks for ways to improve (S2013)	78%	83%	83%
this school is well maintained (S2014)	100%	93%	84%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	94%	98%	95%
they like being at their school (S2036)	88%	97%	91%
they feel safe at their school (S2037)	84%	92%	90%
their teachers motivate them to learn (S2038)	94%	97%	95%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers expect them to do their best (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	92%	96%	92%
teachers treat students fairly at their school (S2041)	89%	87%	85%
they can talk to their teachers about their concerns (S2042)	91%	84%	86%
their school takes students' opinions seriously (S2043)	84%	88%	87%
student behaviour is well managed at their school (S2044)	78%	78%	80%
their school looks for ways to improve (S2045)	94%	97%	96%
their school is well maintained (S2046)	95%	93%	87%
their school gives them opportunities to do interesting things (S2047)	95%	92%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	92%	90%	94%
they feel that their school is a safe place in which to work (S2070)	85%	90%	95%
they receive useful feedback about their work at their school (S2071)	89%	86%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	79%	87%
students are encouraged to do their best at their school (S2072)	95%	91%	93%
students are treated fairly at their school (S2073)	94%	91%	90%
student behaviour is well managed at their school (S2074)	70%	70%	72%
staff are well supported at their school (S2075)	80%	75%	87%
their school takes staff opinions seriously (S2076)	70%	77%	79%
their school looks for ways to improve (S2077)	95%	92%	93%
their school is well maintained (S2078)	85%	91%	95%
their school gives them opportunities to do interesting things (S2079)	77%	82%	80%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Parents and carers are strongly encouraged to be partners in their children's learning. At Bentley Park College we continuously explore options that will further engage parents/carers and the wider school community. Families have the responsibility for making decisions about their children's schooling, promoting the value of education and regular attendance, and communicating with the College to improve attendance. The community assists by supporting our rewards programs, and promoting the value of education and regular attendance to our students.

A range of strategies are employed by the College to improve the engagement of parents/carers with their child's education, including:

- Maintaining a subscription to parenting online resource *ParentingIdeas* to help parents/carers engage positively with their children and their education. Parenting articles are communicated via the newsletter and website.
- Parent Teacher Interviews are held twice a year, with reporting three times a year
- Indigenous families and Pasifika families evening/morning teas are held to engage these significant cultural groups. Guest speakers create discussion focused on the importance of education and how they can have a positive impact.
- Home visits by support and executive staff are scheduled with every family -Year 7 in Term 2, Year 10 in Term 3 and Year 8 in Term 4
- The P-6 Parent Expo is held at the start of each year to promote and communicate the learning that occurs in P-6

- In P-6 a Mother's Day breakfast and Father's Day afternoon are held annually
- P-12 Community Breakfasts are held once a term
- NAIDOC Week – students, parents/carers and families are engaged to deliver cultural activities with students across the College and local community
- 7-12 Formal Parades and P-6 Academic and Attendance parades
- Year 7 Culminating activities at the end of each term, for parent/carers viewing of elective work completed in The Arts
- Year 7 'Meet and Greet' with parents/carers in Term 1
- Prep parent Meet and Greet Term 2 and Prep Open Day in Term 4
- Enrichment@Bentley end of term culminating events
- Presentation Night is held each November to celebrate and reward achievements of students from Year 5 to Year 12
- College news and events are communicated through 10 eNewsletters per year, SMS messages and our regularly updated Facebook page
- Implementation of QParents in 2016

The College engages with a number of organisations within the local community through activities such as:

- The Junior Secondary Transition Program, run with each affiliate primary school in Term 2, and newsletter articles in each primary school's newsletter throughout the year
- Pre-Prep to Prep transition program run with local Early Childhood Education Centres
- Under 8s' Day, run annually in association with local kindergartens and daycare centres
- Sporting enrichment programs, such as the Netball Development Program, the Rugby League Academy and the Sporting Excellence Program, which provide opportunities for students to work with industry professionals
- Support programs and referrals to agencies such as Headspace, Benevolent Society, Early Years Centre, DoCS, Mission Australia, Anglicare, etc.
- Hospitality students coordinate and run the Community Café at the Early Years Centre as a community service and development of their skill set
- A 'Volunteer Morning Tea' held annually, with invitations sent to businesses and individuals, including parents and carers, who give their time and/or funds to the College throughout the year
- A College wall calendar is produced, with local business supporting the production through paid advertising space, which is distributed free-of-charge to every student family and staff member
- Sponsorship program for Presentation Night, with businesses also invited to sponsor our eNewsletter

The Education Services team meets weekly to analyse student academic achievement data, including diagnostic testing results. A teacher referral process enables the team to respond immediately to teacher concerns in relation to student academic achievement through the provision of a range of adjustments. These adjustments include additional teacher aide support, differentiation strategies, additional diagnostic testing and consultation with parents or carers.

Consultation with parents and carers is conducted to gain their consent for their child's participation in additional reading support programs, which operate out of school hours and are delivered by Teacher Aides. These programs are recorded as Support Provisions in Oneschool.

Targeted Teacher Aide support in 7-12 classes is determined through an analysis of QCE tracking data in Senior secondary and through an analysis of student academic achievement data in Junior secondary. EAL/D students receive Teacher Aide support as part of this process. Additional consultation processes involve on-going data discussions with teachers to assist them to identify and respond to the specific academic needs of their students.

Students requiring intensive curriculum differentiation through the development of ICPs are identified in consultation with the Education Services team and the SEP team. Parent or carer consent is a requirement of this process. Additional support is provided to ESP eligible students in consultation with teachers, the GO, CSO's and carers.

Reducing the school's environmental footprint

Bentley Park College is continuing to strive toward reducing our environmental foot print by employing a number of different strategies. The College continues to spend a considerable amount of its own funding to upgrade and modernise lighting and electrical systems to reduce energy consumption. As they lights reach the end of their life cycle, they are being replaced with LED lights. We are currently testing a solar powered street light in our carpark as another possible way to reduce our energy needs.

The Facilities Team have continued their monitoring of energy consumption of the air conditioners across the college through ensuring all classroom air conditioners remain programmed to be unavailable for operation during break times, Timers on classroom air conditioners remain set at 120 minutes, to eliminate the unnecessary cooling of unoccupied areas during the day the College has been able to reduce its annual the energy consumption by 100,000 KWH.

Over the past twelve months extensive work has been undertaken to reduce water wastage, especially in light of several major water mains rupturing in the past year. This has seen significant repairs being made to the water reticulation system and irrigation systems in the College.

Environmental footprint indicators		
Years	Electricity kWh	Water kL

2012-2013	1,180,452	16,461
2013-2014	1,232,260	286,858
2014-2015	1,318,576	17,868

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

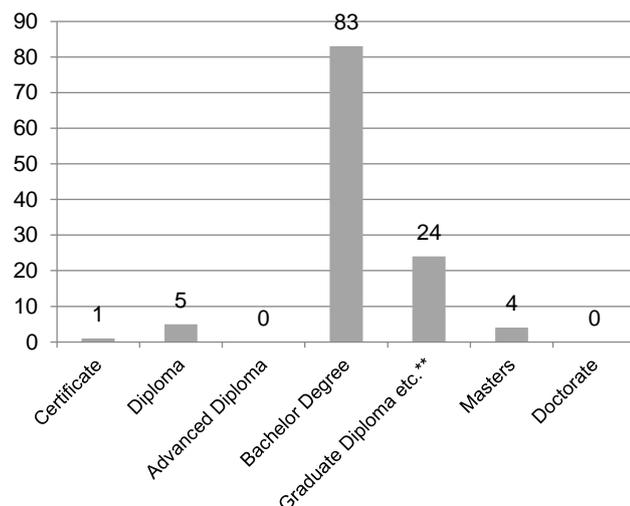
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	116	73	10
Full-time equivalents	110	54	7

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	5
Advanced Diploma	0
Bachelor Degree	83
Graduate Diploma etc.**	24
Masters	4
Doctorate	0
Total	117



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$118,795

The major professional development initiatives are as follows:

- Making Space for Learning (Australian Childhood Foundation).
- Literacy
- Junior Secondary
- Explicit Teaching
- Senior Schooling
- Leadership Development
- Mathematics

The proportion of the teaching staff involved in professional development activities during 2015 was 95%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2015 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

GO

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	86%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	77%	78%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

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

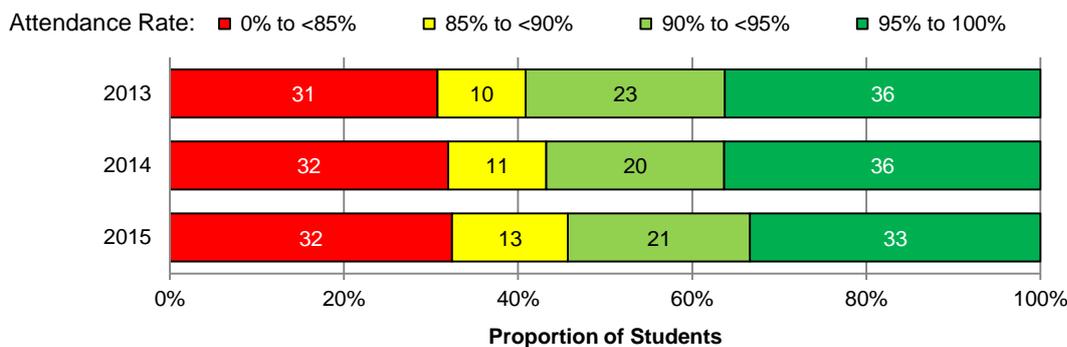
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	89%	89%	90%	91%	94%	93%	89%	86%	87%	80%	82%	85%
2014	89%	89%	88%	90%	91%	90%	92%	86%	87%	82%	82%	78%	86%
2015	91%	89%	91%	91%	89%	91%	92%	86%	85%	83%	81%	79%	82%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Bentley Park College recognizes that daily attendance is critical to academic achievement and therefore expects every student to attend school and class on time every day. 89% attendance has been set as the minimum standard for the School's Improvement Agenda for 2016.

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

Roll marking:

P-6: Rolls are taken twice a day by the classroom teacher: once in the morning and again between 11 – 11.50am. Rolls are manually taken and entered by the office staff.

7-12: Rolls are taken five times a day in IDAttend: Form, Period 1,2,3,4. Form is marked manually and entered by office staff. Period 1 – 4 are marked electronically by the classroom teacher. Supply teachers are provided with a paper copy which is entered by office staff at the end of the day.

SMS messages are sent to parents/carers of students with an unexplained absence at approximately 10am each day. At the beginning of each month a letter is sent to parents/carers requesting an explanation for all outstanding unexplained absences from the previous month.

In 7-12 the Engagement Officer tracks inconsistencies in attendance on a daily basis, issuing Attendance Check slips for students with discrepancies in attendance for a part of the day. This check assists students in having the conversation with teachers to

ensure rolls are accurately marked, or if the student has truanted a lesson then the Truancy Tracking Process can be commenced. Case Management of students in both the compulsory and compulsory participation phase is allocated to a member of the Attendance Team or additional Support Services staff. Students in the Compulsory Participation phase who are at risk because of poor attendance are tracked through QCE tracking and Case Managed by HOD Senior Secondary with the assistance of Student Services Support Staff.

There are two Attendance Team's, one in P-6 and one in 7-12 who analyse data on a fortnightly basis to track and monitor patterns of attendance. For students not attending school over longer periods of time, home visits are scheduled to provide early intervention and assist families in reengaging their child with their learning. When families do not respond to this intervention, the procedures and timelines as per Managing Student Absences and Enforcing Enrolment and Attendance at State Schools is adhered to with the issuing of Form 4, 5 and GBN as necessary. These are tracked to ensure lengthy absences are addressed. Where families are unable to be located or contacted, concerns are communicated with FNQNES for assistance with further follow up.

Key strategies to increase attendance:

- Developing a safe and supportive school environment that promotes positive and supportive relationships through the College Responsible Behaviour Plan
- Communicating with students about their attendance through weekly class summary spreadsheets
- Communicating with students and parents/carers each term through Goal Setting in calculating individual attendance percentage (7-12)
- Focus on improvement of individual and class groups attendance through: visual displays of class (P-6) and form class (7-12) tracking improvement on weekly basis
- 7-12 – individual attendance report on weekly basis
- Communication with parents through newsletter, sms, facebook and website
- Positive reward systems for students and parents/carers which acknowledge improvement (eg. raffles, certificates, postcards, reward activities, lunches, etc)
- Promoting high expectations for school attendance by providing information about attendance to parents via the website, facebook page, newsletter, assemblies, classroom discussions, class spreadsheets, class thermometers, etc.
- Discussing Bentley Park College's Attendance Policy at each enrolment interview
- Ensuring consistent follow up of absences with students and parents/carers (SMS on the day, Attendance Check Slips each day for unexplained absences 7-12, truancy tracker for weekly unexplained absences and continuous lates to class 7-12, monthly letter for outstanding unexplained absences)
- Monitoring of the college's attendance data to identify absenteeism trends and individual students with high levels of absenteeism - Individual Case Management of students with high absenteeism
- Development of an Individual Attendance Plan
- Working with students and families to reduce absenteeism
- Providing links/referrals to external support agencies to assist the family if necessary
- Undertaking regular meetings with the Principal &/or relevant Support personnel including, but not limited to: HOD JS/SS, DP SS, GO, Engagement Officer, Youth Support Coordinator, Community Education Counsellors, Community Liaison Officer, Chaplain, SBYHN, SBPO, ASDAN Coordinator.

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.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	74%	76%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	83%	65%	58%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	133	119	129
Number of students awarded a Queensland Certificate of Individual Achievement.	0	6	7
Number of students receiving an Overall Position (OP)	52	36	45
Percentage of Indigenous students receiving an Overall Position (OP)	13%	3%	23%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	10	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	121	111	116
Number of students awarded an Australian Qualification Framework Certificate II or above.	44	42	62
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	96	97	119
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	54%	77%	88%
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.	58%	39%	56%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	93%	95%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%	96%	100%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	5	9	16	17	5
2014	2	4	8	16	6
2015	4	7	14	16	4

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	117	34	14
2014	103	33	20
2015	105	52	19

As at 16 February 2016. The above values exclude VISA students.

Certificate I in Information Digital Media and Technology ICA10111 – This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices.

Certificate II in Information, Digital Media and Technology ICA20111 – This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry. Possible job titles relevant to this qualification include: office assistant, records assistant, junior office support. This qualification provides basic digital literacy skills to support a wide range of varying industry occupations.

Certificate II in Hospitality SIT20213– This certificate course allows students to complete a multiskilled approach to Hospitality with a variety of commercial cookery and food and beverage units being undertaken. It provides the basis for a more specialized approach either through a school-based apprenticeship or after school.

Certificate III in Early Childhood Education and Care CHC30113 – A two year course which allows students the opportunity to gain the minimum qualification of Childcare Assistant in the child care industry. The course consists of three main components that must be completed: theory booklets, oral interviews and practical work placement. Practical placement in a childcare centre is required to complete the practical component of this course.

Certificate IV in Interactive Digital Media CUF40207 – Certificate IV in Interactive Digital Media is a standalone VET course that is offered only to students enrolled in the subject Information Technology Systems (ITN) for an extra cost. The context of this course following the CUF40207 training package is web designer / digital artist / digital animator. Many students completing this course go straight into the workforce as graphical designers, web designers etc.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

The College communicates with parents prior to and at the time students depart the College. The College employs an Engagement Officer, a Youth Support Coordinator, two Community Education Counsellors and two Community Liaison Officers who support students and their families who are at risk of disengagement and early exit from school prior to the completion of

Year 12. Early exiters are tracked, and the College makes every effort to ensure that students are engaged in learning or earning in accordance with the Education Act (2006).

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 25% of students in this phase that exited the College prior to graduation in 2015 did not formally advise the College of their exit and all attempts by the College to contact parents and carers failed.