Bentley Park College

ANNUAL REPORT
2019

Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland
Government

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School overview

Students at Bentley Park College are inspired to achieve their full potential through quality teaching and learning, excellent academic, citizenship, arts and sports programs, innovative technology, parent/carer engagement and gain the advantage of a complete Prep to Year 12 education.

This is encompassed in the College's motto and vision, *Aspire Learn Achieve*.

Located in southern Cairns, Far North Queensland, Bentley Park College first opened its gates in 1997 with a Preschool centre, gradually evolving into a P-12 college with the first cohort of Year 12s graduating in 2004.

The College comprises Primary and Secondary sectors, including a Special Education Program, and Prep, Junior Secondary and Senior Secondary precincts. Growing from children into adults in an inclusive and enriching learning environment, students of all year levels enjoy the P-12 advantage, which includes the sharing of facilities, resources and staff expertise. Collaborative projects between Primary and Secondary students occur regularly and older students provide positive role-modelling and leadership to their younger counterparts, which is mutually beneficial.

The P-12 journey encourages students to develop life-long friendships, with students and teachers also developing long-term relationships within the College. Many families already have decades-long associations with the College, which is highly valued by our relatively young school. We already have second-generation students and many past-students returning as teachers and teacher aides. There is also a high proportion of staff members who are long-term employees.

Wellbeing is a priority at Bentley Park College, reflected the College Values – Respect, Responsibility and Resilience. The Resilience Project, with its core mental health pillars of Gratitude, Empathy and Mindfulness, is built into the curriculum for all year levels.

The *Pillars of Excellence* - Academia, Citizenship, The Arts, Technology and Sport - frame the College's learning opportunities and achievements across Prep to Year 12. Strengths in these areas can be witnessed in our students every day at the College and are clear when following the career paths of our graduates.

Our service commitment is that graduating students can achieve an ATAR and be on the pathway to university, pursue a vocational pathways program, or move successfully into the workforce. The College is committed to working with our community, industry and tertiary partners to enable students to discover and develop their interests and talents, pursue their goals to reach their full potential so that they may succeed in their chosen pathways and actively contribute to society.

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	1536	1532	1547
Girls	722	727	736
Boys	814	805	811
Indigenous	511	532	563
Enrolment continuity (Feb. – Nov.)	89%	89%	90%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	22	23	22
Year 4 – Year 6	25	26	26
Year 7 – Year 10	23	24	22
Year 11 – Year 12	18	15	13

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at https://education.qld.gov.au/curriculum/stages-of-schooling/p-12.

Bentley Park College offers a differentiated curriculum with a blend of academic, cultural, sport and vocational pathways. This includes the standard suite of subjects from the Australian Curriculum. The College has a range of distinctive and specialist programs, including Academic Excellence, Sport Excellence, 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 Screen and Media. The College is a

Microsoft IT Academy school and has an extensive range of technology programs commencing with robotics and coding in Prep.

The College has links with community organisations, such as the Northern Pride Rugby League Club, James Cook University, the Cairns Early Years Centre, local child care centres 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 Industrial Technology Skills and Junior Secondary at-risk students involved in a specialist engagement program.

The College has product partnership with businesses and external training organisations.
Cisco qualifications are recognized worldwide and give our students access to IT jobs throughout the world.

Extra-curricular activities

COLLEGE EVENTS
- Community Fundraisers
- Study tours
- Fete
- Parent Teacher Interviews
- Cairns Show non-competitive display
- NAIDOC Week
- ANZAC Day Ceremony
- Harmony Day
- Leadership Induction
- Bentley's Best
- Christmas Carols
- Presentation Night
- Cairns and District Eisteddfod

PRIMARY EVENTS
- Meet the Teacher
- Easter Bonnet Parade
- Under 8s Day
- Book Week
- Student Leadership
- Anzac Day
- Anti-Bullying Day
- Parent Expo
- Mother's Day Breakfast
- Dads Day out

SECONDARY EVENTS
- Pathways to Success - Careers
- Formal Parades
- Year 7 Culminating activities
- JCU / CQU - campus visits - school programs
- Year 7 into 8 information evening
- Year 6 into 7 information evening
- Big Night Out
- Mt Sheridan Plaza Competitions - Spelling Bee
- Readers Cup
- Indigenous Leaders of the Future Program

SENIOR SECONDARY EVENTS

- SET Plan (Yr10)
- Anti-Bullying Day
- Year 9 into 10 transition program
- Year 10 into 11 transition parent evening
- Indigenous Leaders of Tomorrow Program
- James Cook University and Central Queensland University Experience
- Senior leaders fundraising
- Bentley Originals Tour
- Pathways to Success - Careers
- 10 – 12 Formal parades
- GRIP student leadership conference
- James Cook University Get into Uni camp
- Senior shirts and jerseys
- QCS breakfast
- RACQ free2go
- RYDA Road Safety excursion
- CPR for Life
- Year 12 final week / HRE Program
- Graduation breakfast
- Year 12 Formal / Graduation

How information and communication technologies are used to assist learning

Information and Communication Technologies (ICT) are a major platform within our College. As well as purpose focused programs from Prep to Year 12 they are used extensively in the delivery of curriculum.

The accessibility criterion is met by implementing a strategy for creating access to technology rich learning throughout the College. A one-to-one computer-students model is implemented by which every student in years 3 to 12 have access to computers either by being enrolled in a laptop program or through accessing technology in one of nine computer labs in Secondary section or in the two labs in Primary. Every Primary classroom has an interactive whiteboard (SMARTBOARD), which enhances the teaching and learning process.

The College has provided several other technological devices to further support eLearning such as tablets, iPads, digital cameras, microphones, sound-players, programmable robots, VR/AR headsets 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 teachers' digital pedagogies are continually developed through online training (Learning Place etc.) and "in-house"-training on Student Free Days as well as through a coaching model by which the HOD ICT supports teachers in planning, developing and evaluating eLearning experiences for the students. Some of the weekly Learning Lounges have been focused on developing teachers' digital technologies skills and some teachers now have achieved the Microsoft Educator certification.

We have continued developing the integration of STEM (Science, Technology, Engineering and Maths) across the college. Our high-end programs, like Certificate IV in Screen and Media (CUF41215) and Cisco CCNA, continue to prepare our students for a work life in the screen and media/technology industries. As a new initiative, we have started focusing on integrating Virtual Reality and Augmented Reality into our curriculum, in which students produce 360 games, videos and instructional products to be used by other students and teachers.

Information and Communication Technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at https://www.qld.gov.au/education/schools/health.

The social climate of Bentley Park College is aligned to the systematic approach, Positive Behaviours for Learning. Across the P-12 campus all students are taught the expectations around the same set of rules. 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

Parents and carers play a crucial role in the wellbeing of their children. The connection between school and family is important. Staff communicate with parents and carers to keep them informed of their children's academic and social progress through formal reporting and parent teacher interviews. Currently our data reflects that most parents/carers are taking the option of attending parent/teacher interviews.

The College has prioritised the support of student's social and emotional wellbeing, allocating staff to Student Services teams in Primary and Secondary. Each team comprises staff, trained to support students so they can best access their learning. Staff includes; Cultural Liaison Officers, Community Education Counsellors, Guidance Officers, School Based Police Officer, Chaplain, Youth Support Coordinator, Responsible Behaviour Officer, Engagement Officer and Student Support Officers.

Support programs across the College include; Clontarf, SHINE, Drumbeat and STEP – individual and small group projects. Study Centre operates out of the Senior Library (Tuesday and Thursday afternoons) or Primary Student Services (Wednesday afternoon). The Breakfast program operates Mondays and Wednesdays before school.

Students are taught preventative strategies that can be used to socially skill students. Responses to bullying include; counselling and mediations by the Guidance Officer, School Chaplain, parent/teacher/student meetings as well as proactive strategies such as Year level lunch time activities, Junior Certificate Education lessons focusing on MindUp strategies as well as addressing the issue of bullying and strategies to utilise. Registration and involvement of National "Say No to Bullying Day" in March with chalk art activities and awareness campaigns, guest speakers/organisations presenting anti-bullying workshops/media presentations.

Pastoral care has been developed with the continuation of the Peer Mentor program. The Peer Mentor program will focus on Year 10 working with Year 7 students in 2019, however additional year level activities have seen Year 11 work with Year 8 students and Year 12 work with year 9 students. Additionally, support and administration staff conduct At Risk interviews with secondary students to ensure student progress is tracked, communicated and action plans are put in place to support students.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	94%	90%	100%
• this is a good school (S2035)	85%	89%	93%
• their child likes being at this school* (S2001)	92%	93%	100%
• their child feels safe at this school* (S2002)	82%	84%	93%
• their child's learning needs are being met at this school* (S2003)	74%	87%	98%
• their child is making good progress at this school* (S2004)	89%	91%	98%
• teachers at this school expect their child to do his or her best* (S2005)	97%	93%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	90%	98%
• teachers at this school motivate their child to learn* (S2007)	83%	79%	98%
• teachers at this school treat students fairly* (S2008)	79%	77%	93%
• they can talk to their child's teachers about their concerns* (S2009)	88%	91%	98%
• this school works with them to support their child's learning* (S2010)	82%	84%	98%
• this school takes parents' opinions seriously* (S2011)	87%	75%	93%
• student behaviour is well managed at this school* (S2012)	73%	67%	87%
• this school looks for ways to improve* (S2013)	91%	88%	95%
• this school is well maintained* (S2014)	86%	90%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	91%	92%	97%
• they like being at their school* (S2036)	91%	89%	91%
• they feel safe at their school* (S2037)	84%	81%	90%
• their teachers motivate them to learn* (S2038)	89%	92%	96%
• their teachers expect them to do their best* (S2039)	94%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	91%	90%
• teachers treat students fairly at their school* (S2041)	81%	77%	84%
• they can talk to their teachers about their concerns* (S2042)	77%	75%	81%
• their school takes students' opinions seriously* (S2043)	80%	79%	82%
• student behaviour is well managed at their school* (S2044)	74%	67%	74%
• their school looks for ways to improve* (S2045)	91%	88%	98%
• their school is well maintained* (S2046)	84%	85%	85%
• their school gives them opportunities to do interesting things* (S2047)	90%	91%	91%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	91%	93%	95%
• they feel that their school is a safe place in which to work (S2070)	94%	89%	94%
• they receive useful feedback about their work at their school (S2071)	87%	87%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	89%	85%
• students are encouraged to do their best at their school (S2072)	96%	97%	95%
• students are treated fairly at their school (S2073)	94%	91%	94%
• student behaviour is well managed at their school (S2074)	76%	80%	76%
• staff are well supported at their school (S2075)	83%	90%	82%
• their school takes staff opinions seriously (S2076)	90%	81%	81%
• their school looks for ways to improve (S2077)	93%	94%	94%
• their school is well maintained (S2078)	89%	90%	91%
• their school gives them opportunities to do interesting things (S2079)	82%	84%	84%

* Nationally agreed student and parent/caregiver items.

'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

Our approach to engaging with parents/carers and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is

effectively focused on student learning can deliver powerful outcomes. Further information is available at https://education.qld.gov.au/parents-and-carers/community-engagement

Bentley Park College prides itself on having very strong relationships with parents, carers and the wider community. This is evidenced in many and varied activities namely parent/ teacher interviews, on- site playgroups and strong connections with local early year's centres, university and tertiary training organisations, and feeder primary schools. The STEP program is a highly successful youth engagement program that engages many government and non-government organisations to produce great outcomes for students and families.

The most visible parent/carer and community partnership is the Bentley Park College Parents and Citizens' Association who work tirelessly to provide an outstanding service for students and families with the operation of the tuckshop, canteen and uniform shop. They activity take part in setting the strategic direction of the College and support College initiatives.

Respectful relationships education programs

The College has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. These programs have been embedded into the year 8 and 9 JCE lesson, which is timetabled into the HPE lesson. The program covers topics under the social emotional banner and aim to improve relationships and prevent gender-based violence.

The Resilience Project, which has Gratitude, Empathy and Mindfulness as its core pillars, is being implemented across the College in 2020.

Furthermore, within the college, specialised programs are delivered by the School Based Health Nurse (SBHN), School Based Police Officer and outside agencies has such as Wuchopperen Health Services, PCYC and the White Ribbon Foundation. These programs assist the College to build a culture that seeks to prevent violence, through the building of respectful relationships among our students, staff and community.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	318	455	311
Long suspensions – 11 to 20 days	37	51	47
Exclusions	5	13	3
Cancellations of enrolment	16	7	8

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	1,419,504	1,154,233	1,205,002
Water (kL)	14,439		8,958

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb	School sector ⌄	School type ⌄	State ⌄	🔍

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

> View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN ⌄	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	131	85	14
Full-time equivalents	127	65	11

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

The major professional development initiatives are as follows:

- Staff Leaning Lounges
- QCAA facilitated workshops
- Queensland Educational Leadership Institute (QELI) Aspiring Leaders Program
- Strategically determined Extended Staff Meetings

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state P-10/P-12 schools was 88%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	87%	86%	85%
Attendance rate for Indigenous** students at this school	81%	78%	78%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

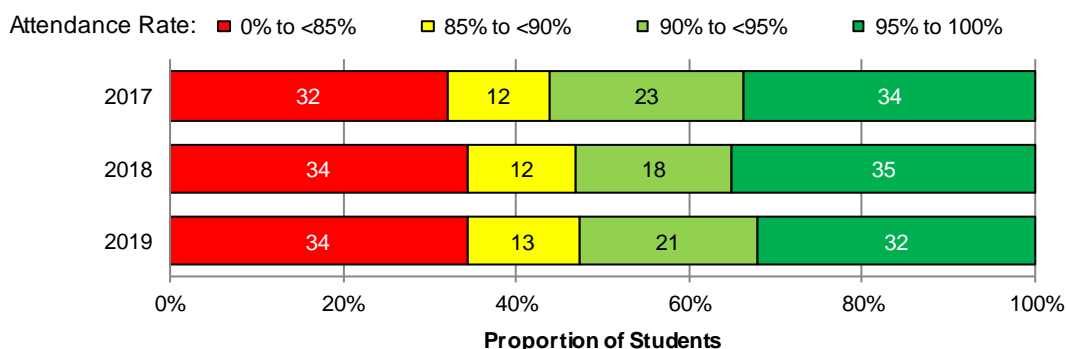Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep	87%	89%	87%
Year 1	89%	88%	86%
Year 2	91%	88%	86%
Year 3	88%	90%	87%
Year 4	89%	89%	88%
Year 5	92%	88%	86%
Year 6	90%	89%	86%

Year level	2017	2018	2019
Year 7	90%	86%	87%
Year 8	86%	83%	85%
Year 9	85%	84%	82%
Year 10	79%	81%	83%
Year 11	82%	80%	83%
Year 12	86%	86%	84%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	32	12	23	34
2018	34	12	18	35
2019	34	13	21	32

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

| Search by school name or suburb | School sector ⌄ | School type ⌄ | State ⌄ | 🔍 |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN ⌄ | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	137	103	56
Number of students awarded a QCIA	4	4	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	133	99	55
Percentage of Indigenous students awarded a QCE at the end of Year 12	91%	92%	92%
Number of students who received an OP	38	39	16
Percentage of Indigenous students who received an OP	6%	12%	31%
Number of students awarded one or more VET qualifications (including SbAT)	93	99	46
Number of students awarded a VET Certificate II or above	72	54	42
Number of students who were completing/continuing a SbAT	14	5	3
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	71%	59%	63%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	97%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	86%	100%

Notes:

- The values above:
    - are as at 05 February 2020
    - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	4	6	1
6-10	11	8	3
11-15	12	9	6
16-20	9	16	6
21-25	2	0	0

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	58	97	33
Certificate II	60	53	41
Certificate III or above	33	25	18

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	83%	74%	60%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	71%	68%	43%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at https://bentleyparkcollege.eq.edu.au.