

Bentley Park College

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Bentley Park College** from **27 February to 2 March, 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

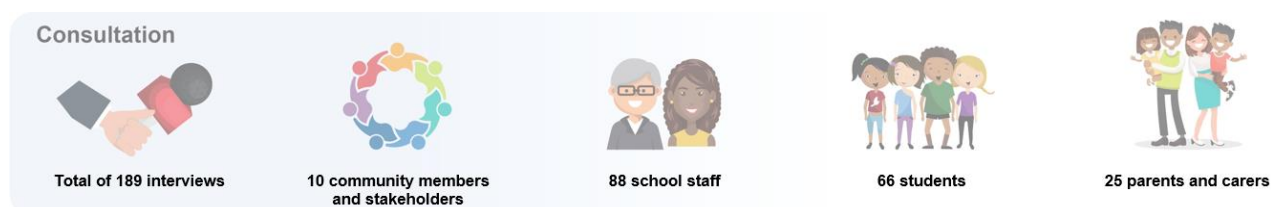
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Julie Pozzoli	Internal reviewer), SRR (review chair)
Kerri Jones	Peer reviewer
Sharon Schultz	Peer reviewer
Raelene Fysh	External reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Gimuy Walubarra Yidunji Yidi Language Group
Education region:	Far North Queensland Region
Year levels:	Prep to Year 12
Enrolment:	1764
Indigenous enrolment percentage:	39.7%
Students with disability percentage:	20.6%
Index of Community Socio-Educational Advantage (ICSEA) value:	873

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **29 April to 2 May 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 881 and the school enrolment was 1545 with an Indigenous enrolment of 35% and a student with disability enrolment of 5%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively review and embed the college mission, vision and values, and develop a clear narrative to shape identity within the college and broader community. (Domain 1)
- Nurture and embed a strong and optimistic learning culture underpinned by high expectations and the belief that every student is able to succeed. (Domain 1)
- Narrow and sharpen the focus of the Explicit Improvement Agenda (EIA) to enhance understanding of and commitment to identified priorities and targets. (Domain 1)
- Consolidate the whole-college approach for managing student behaviour and embed a consistent framework of agreed strategies to further enhance the college's safe, supportive and disciplined learning environment. (Domain 3)
- Develop a seamless transition from Prep to Year 12 to ensure vertical alignment of curriculum, human resources, systems and processes. (Domain 3)
- Systematically review the current allocation of human and learning resources to ensure sustainability and efficacy of key initiatives aligned to the identified improvement agenda. (Domain 4)

2. Executive summary

2.1 Key affirmations

The college is considered a ‘school of choice’ in the community.

The principal expresses great pride in achieving this status in the community which is attributed to a strong improvement agenda, stability of leadership and utilisation of a systems leadership approach. Teachers identify that student behaviour has significantly improved and classrooms are conducive to learning, with most teachers articulating that classrooms are safe and caring environments for students. Staff at the college work hard to maintain a learning environment that is safe, respectful, tolerant and inclusive which is recognised and appreciated by the wider community. Achievement of this positive profile is recognised and celebrated.

A strong sense of culture and Country is an important part of the college ethos.

Significant relationships with local Traditional Owners have provided the setting and connection to the community and land. Some students describe this as contributing to their sense of belonging to the college and feeling safe. Leaders describe that this has enabled staff to affirm the narrative of the college identity and improve outcomes for Aboriginal students and Torres Strait Islander students.

Leaders and teachers are committed to the success of all students.

There is a college-wide belief that every student is able to learn and achieve when provided with appropriate support and programs. Staff convey a strong sense of responsibility for all students, including a focus on social and emotional wellbeing and place a high priority on the promotion and development of student wellbeing. Most staff view the success of students as their moral imperative. A range of innovative programs have been developed to engage students, track student achievement, provide pathways to employment and support students at risk of disengaging. These programs provide a range of opportunities for all learners to experience success.

All students have a strong start to learning.

Staff and parents applaud the extensive and intensive strategies employed by leaders and staff to ensure that the children entering the college have the best start possible. Through the use of data, strong networks and engagement with Early Childhood Education and Care (ECEC) providers, teachers obtain a detailed and in-depth understanding of students and their individual learning needs before they start Prep. Staff outline that invitations to college events engender a smooth transition from kindergarten to Prep with parents expressing the familiarity with the college ensured that their child was settled and learning quickly.

Staff members convey a strong sense of collegiality, mutual respect and a collective sense of efficacy.

Most staff comment that the collegial culture between staff is an aspect of the college that they value. When asked the ‘best aspect of the college’ most indicate the staff, for their support, assistance and professionalism. Teachers describe collegial support through the sharing of resources and professional friendships. They indicate that they feel part of the college ‘family’. The tenure of some staff is testament to the belief that this is their ‘school of choice’.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Collaboratively review practices and processes linked with whole-of-college priorities to further strengthen consistency of systems and approaches and provide students with a seamless Prep to Year 12 learning journey.

Domain 5: An expert teaching team

Build the instructional capabilities of current and emerging leaders across the college to quality assure and lead curriculum, teaching and learning.

Domain 8: Effective pedagogical practices

Collaboratively review and document an agreed whole-college approach to pedagogy to provide teachers with clarity of pedagogical expectations.

Domain 7: Differentiated teaching and learning

Strengthen teacher capability to implement differentiated, focused and intensive teaching to support all students to access, participate and progress through the curriculum.

Domain 3: A culture that promotes learning

Develop opportunities for student voice to be regularly and authentically used, to inform college operations and directions.