

Bentley Park College

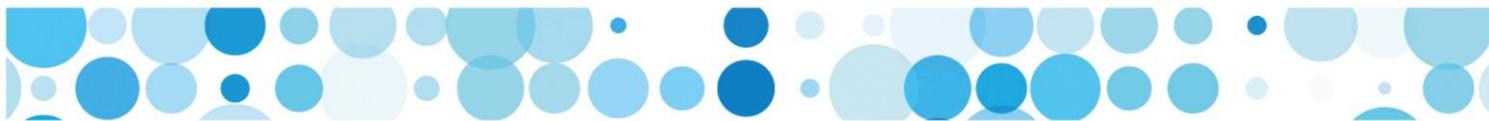
Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Bentley Park College** from **29 April** to **2 May 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the college to implement in consultation with its regional office and college community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Paul Pengelly	Internal reviewer, SIU (review chair)
Lisa Starmer	Peer reviewer
Michael Kelly	Peer reviewer
Raelene Fysh	External reviewer

1.2 School context

Location:	McLaughlin Road, Bentley Park
Education region:	Far North Queensland Region
Year opened:	1997
Year levels:	Prep to Year 12
Enrolment:	1 545.2
Indigenous enrolment percentage:	35 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	881
Year principal appointed:	2019 – acting
Day 8 staffing teacher full-time equivalent:	120
Significant partner schools:	Isabella State School, Hambledon State School
Significant community partnerships:	Police-Citizens Youth Club (PCYC), Child's World Early Learning Centre, REACH workshops and exhibitions, James Cook University (JCU) – Science, Technology, Engineering and Mathematics (STEM) and preservice teachers, Central Queensland (CQ) University, Technical and Further Education (TAFE)/ Vocational Education and Training in Schools (VETiS), Clontarf Foundation
Significant school programs:	Support Transition Engagement and Pathways (STEP), Kindergarten to Year 12 transitions, instrumental music cluster, Enrichment@Bentley Prep to Year 2, Tech Express Years 3 to 6, Academic Excellence Years 7 to 10, STEM, Sports Excellence



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two heads of school, four deputy principals, 15 Heads of Departments (HOD), Business Manager (BM), Head of Special Education Services (HOSES), two Heads of Curriculum (HOC), 52 teachers, three Special Education Program (SEP) and learning support teachers, two guidance officers, English as an Additional Language or Dialect (EAL/D) teacher, two teacher aides, two school officers, six cleaners, canteen convenor, eight administration officers, two Community Education Counsellors (CEC) and Community Liaison Officer (CLO), industry liaison officer, two Clontarf Foundation workers, Youth Support Coordinator (YSC), 97 students and 35 parents.

Community and business groups:

- Two Parents and Citizens' Association (P&C) executive representatives.

Partner schools and other educational providers:

- Cairns Youth Justice representative, two early years centre directors, principal Hambledon State School, principal Isabella State School and Child Safety representative.

Government and departmental representatives:

- Speaker of the Legislative Assembly of Queensland and State Member for Mulgrave, councillor Division 2 Cairns Regional Council and two ARDs – current and previous.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (Semester 2, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	Curriculum planning documents
Professional learning framework	School differentiation plan or flowchart
College improvement targets	Professional development plans
College pedagogical framework	College newsletters and website
College data plan	Responsible Behaviour Plan for Students
School Opinion Survey	College strategic framework
School based curriculum, assessment and reporting framework	College budget overview and balance sheet reports
Standards of practice	



2. Executive summary

2.1 Key findings

The college leaders have established and documented an extensive strategic framework as the foundation for improvement and future strategy development.

College leaders are committed to the development and implementation of a systems-based whole-college approach to improving student learning outcomes. College leaders express a commitment to continuous improvement of student outcomes driven by consistent and high quality engagement with contextualised systems and processes aligned to the National School Improvement Tool (NSIT) domains.

The college is building a college-wide, professional team of highly able teachers.

Professional Development (PD) is a key platform of improvement for the college, providing specific and general learning to build teacher capability in meeting students' learning needs. Teachers welcome the combination of required and voluntary programs that address beginning teachers' needs with mentoring, coaching and the Watching Others Work (WOW) model. Learning lounges and the opportunity for staff members to have input into the topics presented are valued by staff as is the support to attend professional learning outside of the college.

College leaders identify that a highly effective teaching team is the key to improving student learning.

The leadership team across the campus has developed a whole-college approach to building teacher capacity. This features high quality PD, coaching, mentoring, and feedback to embed evidence-based quality teaching and consistency of practices across the college.

The college mission *'to create a safe, respectful, responsible community of learners'* is complemented by the college motto *'Aspire, Learn, Achieve – Pathways to Success'*.

The mission and rules are clearly displayed in classrooms and workspaces across the college. Some students are able to identify the rules. Students are less clear regarding the college values. Staff members indicate that the visioning process involved limited consultation and may not be representative of college aspirations or intent. Staff and community representatives indicate that a narrative to drive college identity is yet to be clearly developed and strategically deployed.

College leaders express the belief that high expectations for student attendance, learning engagement, behaviour and academic achievement are fundamental to nurturing a positive learning culture.

Expectations are regularly communicated in newsletters and at college assemblies. Students comment that there is clear and consistent communication from staff members regarding the importance of high levels of attendance and good behaviour. Expectations regarding



success in learning are described as more variable. Students convey perceptions of differing expectations depending on class or subject composition.

The college leadership team has identified four key priorities within the explicit Improvement Agenda (IA).

The current college improvement plan outlines four priorities – Professional learning, Achievement, Connections, and Engagement (PACE). Posters identifying the IA, targets and Annual Implementation Plan (AIP), are displayed in all classrooms and workspaces. The IA is further communicated to staff members in staff meetings, college documentation, to students on college assemblies, to parents at Parents and Citizens' Association (P&C) meetings and through a range of multimodal media strategies. Teachers readily identify the acronym PACE when discussing the college IA. Further interpretation of content within the PACE agenda reflects considerable variation. Teachers indicate that although there are only four elements identified within the IA, the complex nature of each element has resulted in a broad agenda that is challenging to accurately recount.

The college has embarked upon a process of realignment, seeking to create a unified approach to the Prep to Year 12 journey.

Teachers and leaders identify positive perceptions and aspirations toward a Prep to Year 12 community. The transition from three sub-schools to a Prep to Year 12 campus is emerging. Progress is apparent in the Prep to Year 12 Positive Behaviour for Learning (PB4L) program and special education. Staff members comment that the opportunity to enhance curriculum and student services delivery across the junctures is yet to occur. Staff articulate that initial positive changes are established, and that there remains ongoing work to align leadership structures, curriculum, systems, processes and mental models, to achieve the desired seamless Prep to Year 12 schooling experience.

The college has established a robust framework to manage student engagement, informed by PB4L.

Staff members are supported to manage classroom behaviours through the Responsible Behaviour Plan for Students (RBPS) outlining processes and procedures. Expectations regarding rules and routines are explicitly taught on weekly parades and in classrooms through the 'Bentley Blitz' initiative. Some staff members and students comment that inconsistent application of expectations regarding behaviours contributes to changeable behavioural outcomes.

A significant amount of financial resources has been allocated to the employment of additional staff to address student learning, wellbeing and behaviour outcomes.

Data collected has identified increased student engagement as a key means of enhancing student outcomes. Additional leadership roles have been created in response to identified areas of concern. Some staff members express a degree of concern regarding the number and alignment of staffing positions within the workforce plan.



Wellbeing of staff and students is acknowledged as a strength of the college.

The senior support, junior support and wellbeing teams meet regularly to review and develop strategies to support students for whom concerns have been identified. The team enhances the social and emotional needs of students through case management and proactive programs within and outside the college. Programs include focus on resilience, mental wellbeing and relationships. A referral process is enacted.

College leaders have established and communicated clear expectations regarding the consistent, college-wide use of effective teaching strategies.

Since the last school review, the leadership team has developed an extensive teaching and learning framework drawing from a range of research-based approaches. Central to the Bentley Park College Pedagogical Framework is the Department of Education's (DoE) Dimensions of Teaching and Learning (DoTL) and the teaching and learning cycle. Standards of practice and evidence-based teaching strategies are supported by agreed sources of educational practice.

The college recognises the value of robust, strategic partnerships to enhancing student learning outcomes.

Deliberate and strategic use is made of partnerships with families, local businesses and community organisations to access resources for the purpose of improving student outcomes. The college has invested in staff to facilitate pathway programs and community partnerships, and improved communication with parents and the community. The college continues working with existing and potential community partners based on their capacity to contribute to improved student achievement and/or wellbeing. There is acknowledged authenticity to the partnerships in terms of the benefits for all stakeholders.



2.2 Key improvement strategies

Collaboratively review and embed the college mission, vision and values, and develop a clear narrative to shape identity within the college and broader community.

Nurture and embed a strong and optimistic learning culture underpinned by high expectations and the belief that every student is able to succeed.

Narrow and sharpen the focus of the explicit IA to enhance understanding of and commitment to identified priorities and targets.

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.

Develop a seamless transition from Prep to Year 12 to ensure vertical alignment of curriculum, human resources, systems and processes.

Systematically review the current allocation of human and learning resources to ensure sustainability and efficacy of key initiatives aligned to the identified improvement agenda.