Benowa State School

Executive Summary

School Improvement Unit

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Benowa State School** from **18** to **20 March 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 school to implement in consultation with its regional office and school 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

Tracey Chappell	Internal reviewer, SIU (review chair)
Majella Frith	Peer reviewer
Stephen Auer	Peer reviewer
Jim Horton	External reviewer

1.2 School context

Location:	Benowa Road, Benowa
Education region:	South East Region
Year opened:	1985
Year levels:	Prep to Year 6 – with an Early Childhood Development Program (ECDP)
Enrolment:	896 including ECDP
Indigenous enrolment percentage:	2 per cent
Students with disability enrolment percentage:	4.57 per cent – with ECDP 6.25 per cent – verified
Index of Community Socio-Educational Advantage (ICSEA) value:	1065
Year principal appointed:	2015
Day 8 Staffing teacher full-time equivalent (FTE):	36
Significant partner schools:	Benowa State High School, Keebra Park State High School, Queensland Academies
Significant community partnerships:	Police-Citizens Youth Club (PCYC), Helping Hands – Outside School Hours Care (OSHC), Story Dogs, Pindara Private Hospital, RACV Royal Pines Resort, 3B's (Being, Belonging, Becoming) Early Childhood Network, Griffith University
Significant school programs:	Rigorous Reading, Entrepreneurs of Tomorrow, Age-appropriate pedagogies (AAP), Abecedarian Approach, Rock and Water, SAS, Structured Tier 2 Robust Instruction of Vocabulary Experiences (STRIVE), Play is the Way, Team-up, phonemic awareness

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, head of student services, Head of Curriculum (HOC), two pedagogical coaches, pre-service teacher coordinator, guidance officer, literacy mentors, wellbeing mentor, 43 teachers, 20 educational assistants, 48 students and 35 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, secretary and operations manager, and regional operations manager Junior Adventures Group.

Partner schools and other educational providers:

- Principal Benowa State High School, principal Queensland Academies, principal Keebra Park State High School, Head of Department (HOD) English Benowa State High School, director Benowa Early Learning Children's Centre of Excellence, and South East Region principal advisor Early Childhood Education and Care (ECEC).

Government and departmental representatives:

- State Member for Southport and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success	School Data Profile (Semester 2, 2018)
Headline Indicators (Semester 2, 2018)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2019	School differentiation plan or flowchart
School improvement focus	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	School Opinion Survey

2. Executive summary

2.1 Key findings

The school draws on extensive contemporary research to inform whole-school decision making and teaching practice.

This research approach reflects the staff values and underpins the school's ethos. This signature approach to the use of research and evidence-based practice provides the platform for the engagement and development of teacher expertise and continuous improvement.

The school is implementing a clear and well-developed plan for the systemic collection of a range of student outcome data.

School leaders articulate the view that reliable and timely student data is essential to the effective leadership of the improvement agenda. In addition, they are committed to the use of data to inform strategic decisions. This involves deliberate and focused conversations and analysis of data for every student.

The leadership team has created a platform for supporting teachers to further strengthen their professional understandings of pedagogy.

This platform is grounded in evidence and research and is aligned to the focused direction of the school. Staff are engaging in significant work to implement the explicit teaching of reading and writing. All students, including students with disability, are supported at different stages in their learning. There is yet to be developed an Explicit Improvement Agenda (EIA) that incorporates targets for student learning.

The school has a sequenced and coherent plan that outlines what will be assessed.

The Australian Curriculum (AC) achievement standards are used to determine what students will learn. Staff are familiar with and work within the school's shared curriculum expectations. There is yet to be developed an explicit plan that makes clear what is to be consistently taught across the school. This includes a strong and consistent focus on the development of the cross-curriculum priorities and the general capabilities.

The school has a comprehensive pedagogical framework that is communicated to all staff.

The school leadership team keeps informed of current research regarding effective teaching practices. They establish and communicate clear expectations regarding the use of effective teaching strategies throughout the school. School leaders identify the provision of feedback for teachers as the next step in the school's research process and teachers express a desire to receive feedback from senior school leaders.

Students articulate their teachers are helpful and this supports them to feel confident when learning.

Students express a strong connection to the multicultural aspects of the school and highly value the inclusive culture. Students identify they would like to learn more about other cultures, in particular the cultures reflected in their school community. Conversations with some students indicate they are not yet clear regarding the next step required to improve their learning. The extent to which teachers encourage and assist students to monitor their own progress through student learning goals varies across the school.

Teachers in the school are supported to develop expertise in the priority areas in which they teach.

Teachers highly value the respect that is shown to them as professionals and the autonomy with which to engage in pedagogical practices. They express a strong desire for these practices to continue. The school's signature pedagogies are highly valued and are yet to be consistently implemented. Teachers articulate the need for evaluation and Quality Assurance (QA) of practices and programs to be undertaken.

Staff members demonstrate a clear understanding of the importance of positive and caring relationships for successful learning.

Interactions between staff, students, parents and families are caring, polite and inclusive. This is reflected in comments from parents, students and staff. They recognise the high priority on student and staff wellbeing to provide academic and non-academic support to address individual needs. The approaches to wellbeing are thoroughly researched. All staff acknowledge the wellbeing focus is modelled and enacted by the leadership team.

Teaching practices across the school reflect the strong belief that all students are capable of learning successfully.

Teachers utilise a range of resources and sources of information to understand where students are in relation to their learning. This information is used to identify starting points for teaching. Teachers strive to ensure that students are appropriately engaged by designing classroom activities to meet student learning needs, levels of readiness, interests, aspirations and motivations.

2.2 Key improvement strategies

Develop an EIA that includes explicit targets for student achievement levels and is communicated to parents, staff and the wider community.

Develop an explicit, coherent and sequenced curriculum plan across the years of schooling that makes clear what teachers should teach and incorporates all elements of the AC.

Develop a whole-school QA model that evaluates the effectiveness of the implementation of current and future priorities and practices.

Develop a whole-school feedback process based on research that ensures consistent practice is embedded across the school.

Collaboratively develop a whole-school approach for constructing explicit goals to engage, challenge and extend all students in their learning.