



# Benowa State School

*Empowering Lifelong Learners*

*Est 1885*

## ANNUAL IMPROVEMENT PLAN

### 2020

|                                   |   |
|-----------------------------------|---|
| <p><b>SCHOOL VISION</b></p>       |  <p style="text-align: center;"><b>Empowering Lifelong Learners</b></p>   |
| <p><b>SCHOOL MISSION</b></p>      | <p>We grow self-directed, disciplined and passionate learners with:</p> <ul style="list-style-type: none"> <li>• curiosity and creativity</li> <li>• integrity and authenticity</li> </ul> <p>Through:</p> <ul style="list-style-type: none"> <li>• collaborative partnerships</li> <li>• consistent commitment to well being</li> </ul>  |
| <p><b>SCHOOL EXPECTATIONS</b></p> | <p>In keeping with the Benowa Way:</p> <p>We are Learners<br/> We are Respectful<br/> We are Safe<br/> We are Proud</p>   |
| <p><b>SCHOOL PROFILE</b></p>      | <p>Benowa State School is a co-educational school that has proudly delivered quality State Education since 1885. We are proud of the high standards that Benowa continues to espouse in the pursuit of academic, cultural, social and sporting excellence.</p> <p>At the core of our primary responsibility is the support in developing students with a positive and optimistic outlook on life with a strong sense of wellbeing. At Benowa, students are the core to our strategic purpose as a school. Our community values this educational philosophy we hold and this is evidenced through members of our community collaboratively guiding our students to reach their full potential in line with our vision, mission and expectations. This is achieved through an uncompromising commitment to high expectations for us all. In other words we all have an active role to play in reaching our espoused vision, mission and expectations.</p> <p>Benowa has a strong sense of community. The majority of students complete their entire primary schooling from Prep-Year 6 here at Benowa. As a result, we have a wonderful opportunity to incorporate a strong follow through on our School Vision and Mission.</p> <p>Benowa has enhanced and embraced a fully inclusive philosophy since 2015 with regard to everything that occurs in this educational precinct. As a result, it has become one of our core signature ways of doing business. Every eligible child is</p> |

openly welcomed and encouraged to complete their education at Benowa without exception. We have made sure that as much resourcing as possible is de-centralised into the hands of educators to support the learning of all students in their care. This model is capably overseen by our Head of Student Support Services. The resources made available to students and teachers in the school include:

- 7 additional fulltime teachers
- Approx. 55h of additional hours of Teacher Aide time
- Speech Language Pathologist (2 days per week)
- Guidance Officer (4 days per week)
- School Chaplain (3 days per week)
- Early Childhood Development Program

Our student population is excitingly diverse. Since 2015, our population has moved from approximately 35% of students of international origin to 50%. From 2017, more than 50% of the students enrolled into prep were EAL/D. The families arrive very passionate about education with high expectations of achievement and optimistic about a new start in our wonderful country. This supports and reinforces our culture of high expectations that is highly sought after. In 2019 we were accredited as an International Student Program.

Benowa continues to prepare enriching transitions into our school through prep and exiting to high school. The early year's pathways are coordinated through our strategic alliance the various local early childhood services including our own onsite Playgroup Program Koala Joeys and 3B's network.

Transitions to high school preparations are undertaken as early as Year 5. We have strong, growing partnerships with Benowa State High School, Keebra State High School, Southport SHS and Queensland Academies.

Our modern facilities include one computer lab, media room and instrumental music facilities. All classrooms have been fitted with state of the art wireless and cabled internet capability and large interactive LCD screens for teaching. Each class has access to their own set of iPads and laptops to support our culture of 21st Century Learning. In recent years, and continuing on into this next strategic cycle, we will continue to facilitate a very advanced education in Digital Technologies through the employment of a highly trained teacher in this field who offers advanced learning environments for students and class teachers in alignment to the Australian Curriculum.

As we grow our connection with the wider world through our International Student Program, students will have the opportunity to engage with schools in Yinchuan City, Hong Kong and Taiwan. Further to this is our commencement of connecting with NASA in partnership with Keebra State High School, where opportunities will exist for extremely capable aspiring maths and science students.

Our distinctive approaches to teaching are guided by the principles of explicit instruction, inquiry and design thinking. Success in this method of teaching requires that teachers understand the principles of effective formative assessment, use of data cycles to inform teachers of targeted areas for instruction, personalised learning and the active participation of students in the learning process. It is a requirement that our classes strongly reflect models of 21<sup>st</sup> century learning habits and behaviours including contemporary learner attributes. The contemporary learner attributes recognise not only how learners are already operating in the world outside school, but also how they expect to be able to operate in the learning environment within school. These are drawn from the Australian Curriculum General Capabilities.

Benowa also has a range of excellence programs on offer in the Arts. These include our many school choirs, brass, strings ensembles, dance and drama groups. Not only do these groups of students win a range of awards each year in regional and state competitions, but they are sought after to provide entertainment to local community groups, open formal events and participate in honourable programs such as the Currumbin ANZAC Day Dawn service.

Our school is uniquely a 'hub' in our local community. With such high levels of community use of facilities, our school can offer a broad range of programs outside of school hours including Chess Club, Drama & Dance classes, Martial Arts, Tennis Lessons, Zumba, Let's Ride program, Auskick, Baseball skills, Guitar Lessons and Cartoon Lessons. Our school also has a partnership with an Out of School Hours Care operator that provides a service from 6.30am until 6pm. A full day program is conducted every weekday during school holidays.

## EMPOWERED STUDENTS

School environments need to be far more than solely dispensers of content. There are critical capabilities required to ensure students are empowered to success in a rapidly changing world. Couple this with rising concerns about childhood anxiety and trauma it is critical that schools build into their learning environments a way of doing business, to develop strong and resilient students with a growth mindset, a strong sense of self and a healthy wellbeing. This is achieved through teaching the General Capabilities from the Australian Curriculum so that our students can become active and informed citizens, successful lifelong learners and confident and creative individuals. The General Capabilities are:

- Personal and social capabilities
- Intercultural Understanding
- Ethical Understanding



| Strategy  |         | Leaders  | Teachers | Paraprofessionals |
|---|---------|--|----------|-------------------|
| Embedding and aligning school Vision and Mission across school frameworks | Output  | Review, calibrate and align the range of explored, developed and utilised learning frameworks and assets that exist in the school with the school vision and mission into a draft Benowa State School Learning Assets Framework. |          |                   |
|   | Outcome | Clarity of purpose and direction for embedding through implementation 2021-2023.   |          |                   |



## EMPOWERED PEDAGOGIES

We do not subscribe to being a school that values only one pedagogy. Nor do we subscribe to one theorist. Rather, the foundation of all learning and knowledge acquisition is centred in Explicit and/or Direct Instruction which is then central to building teacher capability in orchestrating classroom learning environments that support students in both inquiry and design thinking – essential skill sets in a world that requires curiosity and creativity, collaboration with an intent for integrity and authenticity.



| Strategy  |         | Leaders   | Teachers   | Paraprofessionals  |
|---|---------|---|--|--|
| Develop and trial explicit teaching instructional routines in writing, reading and design | Output  | Identify the reading and writing strategies for establishing the instructional routines.<br><br>Build the instructional routines.   | Collaboratively establish a clear understanding and delivery of: <ul style="list-style-type: none"> <li>Phonemic awareness</li> <li>Decoding strategies P-6</li> <li>Editing tools/annotation keys</li> </ul> Trial <ul style="list-style-type: none"> <li>5xWriting Routines Yrs 3-6</li> <li>Guided, Modelled, Shared Routines P-2</li> <li>Design Instructional Routines</li> </ul> | Participate in multiple learning opportunities in reading and writing. |
|   | Outcome | Awareness and knowledge of all instructional routines by the end of 2020.   | Whole school consistency.  | Increased confidence to support teachers in reading and writing tasks. |
| Explore an inquiry model for Benowa State School learning environments                    | Output  | Building greater knowledge and understanding of what inquiry looks like in the Yr 3-6 curriculum including: <ul style="list-style-type: none"> <li>A pedagogical process</li> <li>Instructional routines with exemplar units</li> </ul> | P-2 Full implementation and exploring assessment<br>3-6 Continuation of exploring inquiry at own pace  |  |
|   | Outcome |   | P-2 Independently capable with the planning and assessment of inquiry based curriculum<br>3-6 Greater personal awareness   |  |
| Fully develop, implement and review 1 design thinking unit of work                        | Output  | Support teachers in the preparation of developing design thinking units of work.<br><br>Budget implications   | P-2 fully integrating design thinking pedagogy into existing curriculum<br>3-6 have completed one design unit of work within the design technologies curriculum  |  |

|   |                |   |   |  |
|---|----------------|---|---|--|
|   | <b>Outcome</b> |   | Knowledge, skills, capability and confidence to teach, plan, assess and report design thinking units  |  |
| Establish a draft 'Student Feedback Framework'.   | <b>Output</b>  | Refer to Strategic Project Action Plan.   |   |  |
|   | <b>Outcome</b> | A Benowa State School Feedback framework in place.  |   |  |
| Targeted Digital Technologies Mentoring and support through Dig Tech Teacher for P-4 (preparation for independent plan/assessment 2021) | <b>Output</b>  | Build the necessary clarity and support in Pedagogy Framework to support teacher confidence in the implementation of Digital Technologies | P-2 acquire all the necessary skills and knowledges to teach, assess and report in the digital technologies by the end of 2020. 3-4 work closely in a mentoring relationship with Digital Technology Teacher to co-plan, co-teach, co-assess/report in the Digital Technologies curriculum. 5-6 continue to build knowledges, capability and confidence in digital technologies |  |
|   | <b>Outcome</b> | Increased confidence with supporting the delivery of and delivering Digital Technologies Curriculum.                                      |   |  |
| Quality Assurance of Instructional Routines   | <b>Output</b>  | To conduct 3 cycles of observation and feedback per year.   | Term 1 - P-6 STRIVE<br>Term 2 – Writing<br>Term 3 - Reading   |  |
|   | <b>Outcome</b> | To ensure the instructional routine is of highest calibre and that teachers have the necessary confidence to deploy successfully          | Greater confidence and understanding in the use of instructional routines.  |  |

## EMPOWERED ENVIRONMENTS

It is our goal to continue to create learning environments that support and promote innovation and inclusion. This requires ongoing, long term planning in our work with the Department, community partners and other funding sources to maximise the quality environments we wish to have for our students. Furthermore, with an open invitation to enrol any eligible student into Benowa we continue to drive a strong culture of inclusion for students, staff and families. Critical to this wonderful vision for quality environments is the necessity to ensure our inclusive culture maximises the unity we hope for.



| Strategy   |         | Leaders   | Teachers  | Paraprofessionals |
|--|---------|---|---|-------------------|
| EAL/D Professional Learning<br>Embedding an understanding of cultures            | Output  | Provision of cultural awareness training and PD.<br><br>Development of resources and links to CCP for the Kombumerri Project. | Participate in Cultural Awareness learning.<br>Interested teachers work with HOD:C to trial Cluster Kombumerri resources. |                   |
|  | Outcome | Greater confidence by staff to engage in students from varying cultural backgrounds.  | Greater awareness of the range of cultures that exist in classrooms enabling more responsive differentiation of needs.    |                   |
| EAL/D Professional Learning<br>Building expert knowledge with Inclusion Teachers | Output  |   | Mentoring of Inclusion Teachers in Band scaling and tracking EAL/D student performance.                                   |                   |
|  | Outcome |   | 100% of students affected by whole school inclusive practices   |                   |
| EAL/D Student Monitoring<br>Learning to use Band Scales and tracking development | Output  |   | 2020 Track1 Project   |                   |
|  | Outcome |   | Increased confidence in the use of band scales to monitor, support and report student progress.                           |                   |

## EMPOWERED PARTNERSHIPS

Our partnerships are significant, covering four broad categories – International Partners, Community Partners, School Family Partners and Educational Partners. We are not insular to the world around us – we are active participants and citizens – partnering with people and groups all over the world. These partnerships are designed to open our minds and ways of working so that our students graduate as global citizens – prepared for the opportunity to allow their dreams to take them to any place to achieve them.



| Strategy                   |         | Leaders  | Teachers  | Paraprofessionals |
|----------------------------|---------|--|---|-------------------|
| International Partnerships | Output  |  | Formalise partnership with Taiwan through student partnerships. |                   |
|                            | Outcome |  | Increased desire for students to travel to Taiwan in 2021.      |                   |
| Community Partnerships     | Output  | Develop a sponsorship agreement schedule   |   |                   |
|                            | Outcome | Highly engaged community partners connected to student programs.                                 |   |                   |
| Family Partnerships        | Output  | Feedback Friday initiative commenced.<br><br>Formalise school/home communications project group. |   |                   |
|                            | Outcome | Frequent information from families that will shape decision making processes of the school.      |   |                   |
| Educational Partnerships   | Output  | Expand opportunities for student excellence programs:<br>- Chess<br>- Student Kokoda             | Teacher leaders to support student initiatives                  |                   |
|                            | Outcome |  |   |                   |

## 2023 Performance Targets – School Opinion Survey Items

| Pillar                        | Survey Item  | % Target | Parent | Student | Staff |
|-------------------------------|--|----------|--------|---------|-------|
| <b>Empowered Student</b>      | S2043 My school takes student opinions seriously.  | >95%     |        | ✓       |       |
|                               | S2056 I feel accepted by other students at my school.                                      | >95%     |        | ✓       |       |
|                               | S2058 My teachers challenge me to think.   | >95%     |        | ✓       |       |
|                               | S2065 My school encourages me to be a good community member.                               | >95%     |        | ✓       |       |
| <b>Empowered Curriculum</b>   | S2112 I feel confident in my knowledge of the Australian and Queensland curriculums.       | 100%     |        |         | ✓     |
|                               | S2114 I feel confident embedding A&TSI perspectives across the learning areas.             | 100%     |        |         | ✓     |
| <b>Empowered Pedagogy</b>     | S2006 Teachers at this school provide my child with useful feedback about his or her work. | >95%     | ✓      |         |       |
|                               | S2040 My teachers provide me with useful feedback about my school work.                    | >95%     |        | ✓       |       |
|                               | S2051 I understand how I am assessed at my school.   | >95%     |        | ✓       |       |
|                               | S2071 I receive useful feedback about my work at this school.                              | 100%     |        |         | ✓     |
|                               | S3237 I feel confident applying evidence-based teaching and learning practices.            | 100%     |        |         | ✓     |
| <b>Empowered Environment</b>  | S2003 My child's learning needs are being met at this school.                              | >95%     | ✓      |         |       |
|                               | S2032 This school has a strong sense of community.   | >95%     | ✓      |         |       |
|                               | S3202 My school has an inclusive culture where diversity is valued and respected.          | 100%     |        |         | ✓     |
|                               | S3242 My school has the buildings and infrastructure to support teaching and learning.     | 100%     |        |         | ✓     |
| <b>Empowered Partnerships</b> | S2010 This school works with me to support my child's learning.                            | >95%     | ✓      |         |       |
|                               | S2024 This school asks for my input.   | >95%     | ✓      |         |       |
|                               | S2025 This school keeps me well informed.  | >95%     | ✓      |         |       |
|                               | S2071 I receive useful feedback about my work.   | >100%    |        |         | ✓     |
|                               | S3222 I feel that staff morale is positive at this school                                  | >100%    |        |         | ✓     |

## 2023 NAPLAN Student Performance Targets

|         |                           |   |                       |  |
|---------|---------------------------|---|-----------------------|--|
| Year 3  | National Mean Score (NMS) | Contextualising Statement   | Upper Two Bands (U2B) | Contextualising Statement  |
| Reading | 490                       | Benowa community index has been rising. The NMS target is to ensure we perform closer to the top of our Australian 'Like School' student group. | 65%                   | Analysing U2B data since 2015 and observing our rising community index, these targets ensure our performance is closer to the top of our 'Like School' student grouping. |
| Writing | 450                       |   | 60%                   |  |
| Number  | 465                       |   | 55%                   |  |
| Year 5  | National Mean Score (NMS) | Contextualising Statement   | Upper Two Bands (U2B) | Contextualising Statement  |
| Reading | 550                       | Benowa community index has been rising. The NMS target is to ensure we perform closer to the top of our Australian 'Like School' student group. | 55%                   | Analysing U2B data since 2015 and observing our rising community index, these targets ensure our performance is closer to the top of our 'Like School' student grouping. |
| Writing | 510                       |   | 25%                   |  |
| Number  | 545                       |   | 40%                   |  |

## Key Priorities for 2020

### Improvement Agenda - The Explicit Teaching of Reading and Writing within an Inclusive Culture

#### Priority Areas of Development

Whole school model for the quality assurance of the designated instructional routines

Develop and explicit, coherent and sequenced curriculum plan incorporating all areas of the Australian Curriculum making clear what teachers should teach

Develop a model for whole school feedback linked to explicit learning goals to engage, challenge and extend all students in their learning

Inclusion – building the capacity of all teachers to support EAL/D students as new English speakers

#### Research Influences

**Anita Archer, Dylan Wiliam, Jim Knight, John Hattie, Michael Fullan, George Couros, Kath Murdoch, Judith Glaser, Jo Boaler, Judith Hockman and Adam Fraser**

#### Documents attached include

- The Annual Financial Report 2019
- The Budget Overview Report 2019
- School Improvement Targets for 2020

#### Certification

This plan was developed in consultation with the school community and meets school needs and systemic requirements.



Principal – Mr Michael Josey

19/02/2019

P&C President Mrs Kyla Sippel

19/02/2019

Assistant Regional Director – Mrs Kate Bentley

19/02/2019