



# Benowa State School

*Empowering Lifelong Learners.*

## Acknowledgement of Country

At Benowa, we would like to acknowledge the Kombumerri People, the salt water people who are the traditional custodians of the land on which we grow and learn. We pay our respect to their Elders, past, present and emerging. We are proud to be surrounded by, and connected to, the Nerang river and the unique flora and fauna that we have the privilege to care for and live within.

Our Barna Jarjums (students) proudly wear the Bilin Bilin (King Parrot) on our uniforms as our emblem. The Bilin Bilin represents loyalty and curiosity - qualities we endeavour to pursue each day.



# Equity and Excellence

## Annual Implementation Plan (AIP) 2025

### Our Focus

#### Empowered Learning Pathways

Knowing each student's learning progression is essential to making sure they are on track for positive educational outcomes.

Setting clear expectations for every student supports them to achieve. This means we:

- Have a common goal that every student achieves at least one year of learning growth each year
- Provide differentiated support through equitable practices and processes

#### Wellbeing and engagement

Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing, we create a sense of belonging and a positive environment for teaching and learning to ensure all are engaged which is key to lifting learning outcomes. This means we:

- Know each student and understand what works best for them
- Recognise the engagement and wellbeing for staff and students in achieving success

#### Culture and inclusion

The diversity of our staff, students and school community is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across our school. This means we:

- embrace diversity by creating a welcoming, inclusive and accessible school
- value student, community and stakeholder voice in our approach to teaching and learning.

### Our School Priorities

#### Educational Leadership and Teaching Expertise

Partner with staff to implement the trial of the instructional leadership and developing teaching expertise model.

Maintain consistent and purposeful focus on instructional practices to maximise student learning outcomes.

- Inquiry

Re-establish feed forward systems with all staff groups through the Enhanced Collegial Engagement Plan.

Establish clear roles and responsibilities for all staff for purposes of clarity and accountability.

#### Support Measures

All staff able to receive and provide useful feedback.

Student Levels of Achievement

#### The Australian Curriculum

Implementation V9 of Australian Curriculum in line with the School V9 Implementation Action Plan.

Establish Leader of Teaching and Learning (LoTL) and Curriculum Teaching and Learning Partner (CTaLP) roles to support the execution, and quality assurance of, effective teaching and learning.

P-2 Relative Performance a continued focus.

Cross Curriculum Priorities focus areas:

- Sustainability
- First Nations

#### Support Measures

Teacher confidence with Australian Curriculum and pedagogy.

Levels of achievement

#### Wellbeing and Engagement

##### Wellbeing

Implement actions in line with the Well Being Framework.

Implement the annual student well-being survey.

Implement Play is the Way.

##### Engagement

Continue to expand the learning and research linked to projects aligned to student voice and agency, as a significant pillar and driver of for student engagement.

##### Community

Embed 'Better Futures' collaboration sessions conducted with community focusing on key school priorities.

#### Support Measures

School Opinion Survey  
Student Well Being Survey  
Parent Feedback Loops

#### Successful Transitions

Starting school, moving to a new year level, and moving from primary to high school, are important transitions for students. Ensuring tailored support maximises success for all and equitable opportunity.

Transitions through K-3  
Transitions through 6-7

#### Support Measures

100% transition statements from all eligible enrolled Prep students.

95% of Year 6 students have enrolled in destination high school before graduation.

0% suspension and exclusion rate for all Prep students with tailored transitions.

#### Differentiation and Adjustments

Differentiated and adjusted support for all learners with a specific focus on clear and precise systems and processes to support:

- EAL/D Learners
- First Nations
- Gifted and Talented
- NCCD student capture

Streamlined data systems to support educators to make informed decisions to support all learners.

Feedback to students.

#### Support Measures

All First Nations students achieving a C or better in English and Mathematics.

Students feel challenged to think.

Students receive useful feedback.

Teacher confidence to support all learners.

*Recognising and embedding First Nations history and perspectives with honesty and pride*







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Empowering Lifelong Learners.

## Mission and Values

We grow self-directed, disciplined and passionate learners with:

- curiosity and creativity
- integrity and authenticity

Through:

- collaborative partnerships
- consistent commitment to well being

Expectations:

- We are Learners
- We are Safe
- We are Proud
- We are Respectful



# Equity and Excellence

## Annual Implementation Plan (AIP) 2025

### Summary of Overall Support Measures Being Targeted (System Targets)

| English       | A-C | A-B | Mathematics   | A-C | A-B |
|---------------|-----|-----|---------------|-----|-----|
| Prep-Year 2   | 91  | 66  | Prep-Year 2   | 95  | 78  |
| Year 3–Year 6 | 94  | 61  | Year 3–Year 6 | 95  | 71  |

### School Opinion Survey Support Measures

|  | 2025 Target | 2024 Result |
|--|-------------|-------------|
| <b>Staff</b>   |             |             |
| Staff are well supported in this school  | 95%         | 80.5%       |
| I feel that staff morale is positive at this school  | 100%        | 78%         |
| I receive useful feedback about my work at this school                                     | 100%        | 73.2%       |
| The school encourages coaching and mentoring activities                                    | 100%        | 85%         |
| The school takes my opinions seriously   | 100%        | 80%         |
| The school looks for ways to improve   | 100%        | 92.9%       |
| The school has an inclusive culture where diversity is valued                              | 100%        | 92.7%       |
| <b>Students</b>  |             |             |
| I can talk to my teacher about my concerns   | 95%         | 70.1%       |
| I feel accepted by other students in this school   | 90%         | 74.3%       |
| My teachers motivate me to learn   | 95%         | 90.7%       |
| My teachers provide me with useful feedback about my work                                  | 95%         | 88.9%       |
| I understand how I am assessed at my school  | 95%         | 86.5%       |
| My teachers are interested in my wellbeing   | 100%        | 85.4%       |
| My school takes student's opinions seriously   | 95%         | 76.6%       |
| <b>Parents</b>   |             |             |
| The school has a strong sense of community   | 95%         | 96.8%       |
| Teachers at this school provide my child with useful feedback about his or her school work | 95%         | 95.6%       |
| I understand how my child is assessed at this school                                       | 95%         | 97.3%       |
| Teachers at this school are interested in my child's wellbeing                             | 100%        | 97.9%       |
| This school works with me to support my child's learning                                   | 95%         | 97.3%       |
| I can talk to my child's teacher about my concerns   | 100%        | 96.8%       |
| Staff at this school are approachable  | 100%        | 98.4%       |
| This school asks for my input  | 95%         | 92.3%       |
| This school takes parent's opinions seriously  | 95%         | 97.1%       |

### Supporting Action Plans

Learning and Wellbeing  
P-6 Mentor  
Transition  
Collegial Engagement  
Framework  
Data Plan  
Yr 6-7 Partnership  
Agreement

### Attendance

Student attendance to be maintained at ≥95%.

### Student Disciplinary Absences

To be maintained within like school performance.

..... Dated 10/02/2025  
Mr Michael Josey  
Principal

..... Dated 10/02/2025  
Miss Erin Sheehan  
P&C President

..... Dated 10/02/2025  
Mrs Sue Dalton  
School Supervisor