



# 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) 2024

### 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 support the development of teaching expertise through research driven professional learning plans and processes ('Developing Teaching Expertise' Hattie and Dunn)

Build high performing Instructional Leadership systems, strategies and practices with a focus on building quality curriculum, teaching and learning. ('Instructional Leadership' DeWitt)

Feedback for staff.

Support Measures  
Staff receive useful feedback about their work.

Levels of Achievement

#### The Australian Curriculum

Implementation V9  
Prep – English, Maths, HPE  
Year 6 – English  
All others preparing units for V9 English and Maths for 2025

Quality assurance of all marking guides and assessment tasks against V9 English of the Australian Curriculum.

P-2 Relative Performance a continued focus for improvement.

Cross Curriculum Priorities focus areas:

- Sustainability
- First Nations

Support Measures  
Teacher confidence with Australian Curriculum and embedding CCP's through learning experiences.

Levels of achievement

#### Wellbeing and Engagement

Wellbeing  
Through the Learning and Well Being Framework, establish direction for a whole school approach.

Engagement  
Built into the work of V9 of the Australian Curriculum and the building of a whole school approach to well being, develop whole school strategies for integrating student voice as a significant pillar for student engagement.

Community  
Establish community feedback loops to encourage and foster partnerships critical to ensuring parent voice in partnering to support student learning.

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
- Students captured NCCD

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.

Confidence in modifying teaching practice 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) 2024

### 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

Staff	
Staff are well supported in this school	95%
I feel that staff morale is positive at this school	100%
I receive useful feedback about my work at this school	100%
The school encourages coaching and mentoring activities	100%
The school takes my opinions seriously	100%
The school looks for ways to improve	100%
The school has an inclusive culture where diversity is valued	100%
Students	
I can talk to my teacher about my concerns	95%
I feel accepted by other students in this school	90%
My teachers motivate me to learn	95%
My teachers provide me with useful feedback about my work	95%
I understand how I am assessed at my school	95%
My teachers are interested in my wellbeing	100%
My school takes student’s opinions seriously	95%
Parents	
The school has a strong sense of community	100%
Teachers at this school provide my child with useful feedback about his or her school work	95%
I undertand how my child is assessed at this school	95%
Teachers at this school are interested in my child’s wellbeing	100%
This school works with me to support my child’s learning	95%
I can talk to my child’s teacher about my concerns	100%
Staff at this school are approachable	100%
This school asks for my input	95%
This school takes parent’s opinions seriously	95%

### Supporting Action Plans

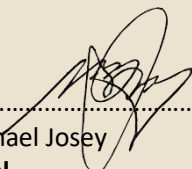
Learning and Wellbeing  
P-6 Mentor  
Transition  
Collegial Engagement  
Framework  
Data Plan  
Yr 6-7 Partnership  
Agreement

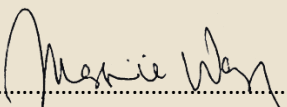
### Attendance

Student attendance to be  
maintained at ≥95%.

### Student Disciplinary Absences

To be maintained within  
like school performance.

  
..... Dated 10/02/2024  
Mr Michael Josey  
Principal

  
..... Dated 10/02/2024  
Mrs Maggie Wong-Steedman  
P&C President

  
..... Dated 10/02/2024  
Mrs Sue Dalton  
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