

Benowa State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Benowa State School** from **27 to 29 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

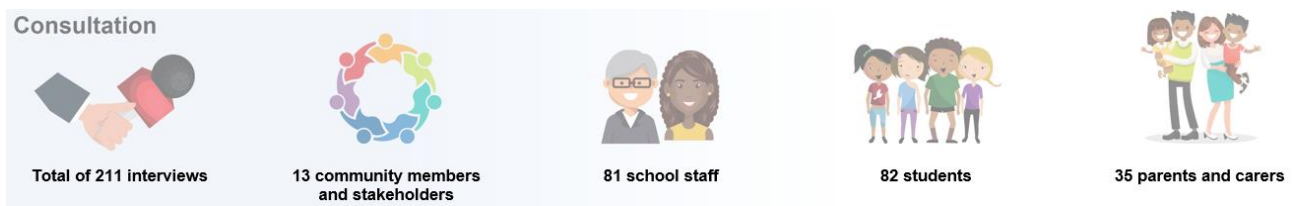
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

| | |
|----------------|---------------------------------------|
| Keith Graham | Internal reviewer, SRR (review chair) |
| Michael Hoey | Peer reviewer |
| Debbie Spanner | Peer reviewer |
| Mary Wallis | External reviewer |

1.3 Contributing stakeholders



1.4 School context

| | |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indigenous land name: | Jingeri! 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. |
| Education region: | South East Region |
| Year levels: | Prep to Year 6 with an Early Childhood Development Program (ECDP) |
| Enrolment: | 886 |
| Indigenous enrolment percentage: | 2% |
| Students with disability percentage: | 13% |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1084 |

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **18 to 20 March 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1065 and the school enrolment was 896 with an Indigenous enrolment of 2% and a student with disability enrolment of 6.25%.

The key improvement strategies recommended in the review are listed below.

- Develop an Explicit Improvement Agenda (EIA) that includes explicit targets for student achievement levels and is communicated to parents, staff and the wider community. (Domain 1)
- 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 Australian Curriculum (AC). (Domain 6)
- Develop a whole-school Quality Assurance (QA) model that evaluates the effectiveness of the implementation of current and future priorities and practices. (Domain 5)

- Develop a whole-school feedback process based on research that ensures consistent practice is embedded across the school. (Domain 8)
- Collaboratively develop a whole-school approach for constructing explicit goals to engage, challenge and extend all students in their learning. (Domain 7)

2. Executive summary

2.1 Key affirmations

A welcoming school culture with high expectations for all learners.

Leaders describe the cultivation of a learning environment promoting high expectations with a deep focus on empowering all learners. Parents and staff speak positively of a welcoming school culture, and students describe their teachers as helpful, kind, supportive and caring. Staff are committed to inclusive education and strive to meet the needs of all students. They embrace the school's diversity and every child is welcome in all classrooms.

Staff are committed to excellence in education through continuous professional learning.

Staff members are dedicated to developing themselves and students as lifelong learners who will make a difference to the world. Leaders and teaching staff are highly engaged and committed to improving their current practice to benefit students' learning. The leadership team is strongly invested in creating a culture of professional learning informed by research. Teachers convey appreciation for the absolute trust leaders place in their professionalism and for the autonomy which allows them to identify professional goals relating to their class characteristics to overcome educational barriers students may be experiencing.

A deliberate and authentic commitment to appreciating and understanding First Nations perspectives and truth telling.

Staff work to embed an authentic First Nations perspective and truth telling into units aligned to the AC. The principal describes partnerships which further advance cultural capability and understanding. Leaders share a strong belief in the importance of valuing and understanding First Nations culture. They highlight the importance of these partnerships in developing a strong connection to the land, family, community and learning, and the role these play in creating cultural identity, understanding and harmony.

Partnerships are strategically cultivated to connect with community and enhance student learning opportunities.

Leaders recognise the important role partnerships play in education, and actively connect with parents and families as integral members of the school community. Partnerships with local education and training institutions, businesses and community organisations are intentional and numerous. Partnership opportunities are leveraged to assist teachers to develop their capacity to cater for the diverse range of student needs. Leaders and partnership representatives describe how new and ongoing partnerships are maintained, monitored and strategically established to provide access to experiences, support and resources to enhance student outcomes.

2.2 Key improvement strategies

Domain 7: Differentiated teaching and learning

Extend school-wide differentiated systems to include a particular emphasis on high-achieving students to enable all learners to maximise their learning potential.

Domain 3: A culture that promotes learning

Collaboratively develop a whole-school approach to student wellbeing to further support all students' engagement with the AC.

Domain 8: Effective pedagogical practices.

Refine existing pedagogical approaches to create developmentally appropriate school-wide alignment and maximise student agency and ownership in regards to their learning.

Domain 5: An expert teaching team

Further develop a contextualised instructional leadership model for all leaders to maintain the trajectory of school improvement.