

Strategic Plan 2020-2023








**Benowa
State School**

Empowering Lifelong Learners

Est 1885

SIGNATORY PAGE

School Principal	P&C President	Assistant Regional Director
 <p>Mr Michael Josey</p> <p>Date: 16/11/2019</p> <p>The Principal confirms that the contents of this report are accurate and reflect strategic direction gathered as a result of collaboration with the Benowa State School community and broader stakeholders.</p>	 <p>Mrs Kyla Sippel</p> <p>Date: 16/11/2019</p> <p>The P&C President is confirming that this QSR and Strategic Plan has been endorsed by the P&C Association at a meeting held on</p>	 <p>Mrs Katherine Bentley Sue Dalton</p> <p>Date: 16/11/2019</p> <p>The Assistant Regional Director of Schools: That this Strategic Plan guidelines has been formulated in line with the</p> <ul style="list-style-type: none">• Endorsing of the QSR process• Assurance that the school met the SER QSR Timeline and Success Indicators

SCHOOL VISION	 <p style="text-align: center;">Empowering Lifelong Learners</p> 
SCHOOL MISSION	<p>We grow self-directed, disciplined and passionate learners with:</p> <ul style="list-style-type: none"> • curiosity and creativity • integrity and authenticity <p>Through:</p> <ul style="list-style-type: none"> • collaborative partnerships • consistent commitment to well being
SCHOOL EXPECTATIONS	<p>In keeping with the Benowa Way:</p> <p>We are Learners We are Respectful We are Safe We are Proud</p>
SCHOOL PROFILE	<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>

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 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 21st 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.

This four year Strategic Plan is centred on five major pillars:

1. 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

2. Empowered Curriculum

The Australian Curriculum is finally due for full implementation in 2020. As a result, we will be making sure that our curriculum is Clear, Achievable and Sequential. The overlay to our curriculum content that drives the purpose of WHY we teach what we teach is highlighted in the Cross Curriculum Priorities and General Capabilities.

3. 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.

4. 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.

5. 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.

2020-2023 BENOWA STATE SCHOOL STRATEGIC PLAN

Pillar	Focus	2020	2021	2022	2023
Empowered Student	Active and informed citizens through the development of general capabilities of: -personal and social capabilities -intercultural understanding -ethical understanding	Re-Connection to school Vision/Mission Re-visit the Empowered Learning Framework and Learning Assets work Consider the implications for a draft school framework	Incorporate empowered student learning framework into Pedagogical Framework Further staff awareness and professional learning and engagement through connection to the CCPs		Implementation of General Capabilities pertaining to Active and Informed Citizens.
Empowered Curriculum	Clear Achievable Sequential	Review GVC work <ul style="list-style-type: none"> • Maths • Design/Tech • The Arts 1 CCP/GC Exploring Moderation Models QA of School Programs	Review GVC work HASS/HPE Benowa Science Program Trialling Moderation Models Future of Digital Technologies Review Benowa Maths P'gram 1 CCP/GC QA of School Programs	Implementation of Benowa 'Annual Moderation Practices' Full completion of GVC Australian Curriculum 1 CCP/GC QA of School Programs	Review Moderation Practices 1 General Capability QA of School Programs
Empowered Pedagogy	Explicit Design Inquiry	Explicit Teaching (Develop) <ul style="list-style-type: none"> - Writing Routines - Reading Routines - Design Routines Explore Inquiry Model Design Thinking Model – 1unit Student Feedback model Dig Tech P-4 Focus support QA Instructional Routines	Explicit Teaching <ul style="list-style-type: none"> - Inquiry Routine Trial Inquiry Model Design Thinking – 2units Student Feedback strategies Play Based Learning P-2 Dig Tech Yrs 5-6 focus support QA Instructional Routines	Implement and refine Inquiry Models within HASS Dig Tech unit exemplars Design Thinking across Technology Student Learning Goals QA Instructional Routines	Inquiry across the curriculum Dig Tech unit exemplars Design across the curriculum QA Instructional Routines
Empowered Environment	School environments and cultures that are Innovative and Inclusive	Supporting EAL/D students <ul style="list-style-type: none"> - Understanding cultures - Inclusion Team Expertise in EAL/D adjustments 	Supporting EAL/D students <ul style="list-style-type: none"> - Teacher Expertise in EAL/D adjustments Innovative learning envirs Arts Centre Redevelopment Models of Differentiation	Supporting EAL/D students Models of differentiation School oval upgrades Differentiation Sporting Field Redevelopment Innovative learning envirs	Supporting EAL/D students Models of differentiation Innovative learning envirs Models of Differentiation

		Innovative learning envirsns		Models of Differentiation	
Empowered Partnerships	International Community Family Educational	Yinchuan School Com systems A Plan Enrolment Procedures Student Extension Project	Hong Kong Com systems trial Enrolment Procedures Student Extension Project	Taiwan Enrolment Procedures Student Extension Project Communication system review	Hong Kong Student Extension Project

2023 Performance Targets – School Opinion Survey Items

Pillar	Survey Item	% Target	Parent	Student	Staff
Empowered Student	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%		✓	
Empowered Curriculum	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%			✓
Empowered Pedagogy	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%			✓
Empowered Environment	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%			✓
Empowered Partnerships	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%	