

Benowa State High School

School review report

Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands, seas, skies and waterways from across Queensland. We pay our respect to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal peoples and Torres Strait Islander peoples.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

The Landscape of Learning



The Landscape of Learning embodied design combines oceans, rivers, land and ecology to symbolise the interconnected systems that represent the department and the complexity of the work that we do.

The river reflects the different ways in which learners experience the education journey. The northern bank represents the systems, steps and milestones within education. A tree emerges with roots that extend downwards representing the ancient wisdom and knowledge from Elders, teachers and the land itself. The southern bank shows the relationship between students and staff and knowledge sharing. The learning journey then flows out into the vast fields of further education and beyond.

Acknowledging the Torres Strait Islands and ocean peoples, 5 shapes represent the distinct language and cultural groups of the region.

The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

Snapshot of previous school review

The last review carried out at **Benowa State High School** was conducted from **11 to 15 October 2021**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 1059 and the school enrolment was 1978 with an Aboriginal student and Torres Strait Islander student enrolment of 1.9% and a student with disability enrolment of 11%.

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

- Collaboratively develop a whole-of-school wellbeing framework to enhance a systematic, coordinated and sustainable approach across the school's extensive wellbeing programs and initiatives. (Domain 3)
- Collaboratively identify signature digital pedagogical practices and underpinning student information and communication technology (ICT) skills to be incorporated systematically into the school's agreed pedagogical approach. (Domain 8)
- Review the current moderation framework with consideration for the inclusion of external moderation opportunities for Australian Curriculum (AC) programs from Years 1 to 10. (Domain 6)
- Review and monitor the School Strategic Infrastructure Plan (SSIP) to maximise potential facility enhancements. (Domain 4)

Copyright information

Australian Council for Educational Research copyright

The domains reproduced throughout this report are from the *School Improvement Tool* © 2023 Australian Council for Educational Research. Used with permission.

Department copyright statement

© State of Queensland (Department of Education) 2025 unless indicated otherwise. Excluding the Queensland Coat of Arms, trademarks, branding, logos and personal information, State copyright in this resource is licensed under CC BY-NC-SA creativecommons.org/licenses/by/4.0.

Introduction

This report is a product of a school review carried out by School and Region Reviews (SRR) at **Benowa State High School** from **29 April to 2 May 2025**.

The report presents an evaluation of the school's performance against the 9 domains of the [School Improvement Tool](#) (SIT). It includes affirmations that celebrate the achievements and successes of the previous 4 years. Improvement strategies identify the next steps for school improvement to inform the 4-year strategic planning cycle.

For more information regarding SRR and reviews for Queensland state schools please visit the [school reviews website](#).

Timeline 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 publish the review executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their school supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement. As part of the next steps planning process, please consider some of the [departmental resources](#) that can assist you.

School context

Benowa State High School sits in the suburb of Benowa, or 'Boonow', the Bunjalung word meaning bloodwood tree. The bloodwood tree, named for the blood-red colour of the sap it produces is represented in the red used across our school.

We acknowledge the Traditional Custodians for their care of the sky, lands, seas and waterways, notably the Nerang River that has nourished our community for thousands of years.

The Benowa State High School community extends our gratitude to Elders past and present for sharing their knowledge, teachings, wisdom, stories and ongoing connection to culture. We acknowledge their past, and ongoing courage and resilience, for ensuring the ongoing advocacy for the rights of Aboriginal and Torres Strait Islander people.

Education region	South East Region
Year levels	Years 7 to 12
Enrolment	2140
Aboriginal students and Torres Strait Islander students	2.3%
Students with disability	23.1%
ICSEA value	1064

Review team

Alan Smith	Principal, Reviews, SRR (review chair)	Wayne Troyahn	External Reviewer
John Thornberry	Peer Reviewer	Shelley Lewis	External Reviewer
Ben Orford	Peer Reviewer		

Contributing stakeholders



5
reviewers



195
participants



95
school staff



63
students



26
parents and
carers



11
community
members and
stakeholders

Key affirmations

The school community members consistently describe a proud legacy of quality education and high performance.

Students not only celebrate their academic outcomes but also demonstrate pride in being part of a school that encourages achievement in all arenas, from cultural pursuits to sporting endeavours. Staff communicate this shared culture of excellence is underpinned by a belief in the school motto, *'Many pathways – No limits'*, and is visibly reinforced through recognition and celebration of students' success. Leaders speak of a culture of excellence, pride and high achievement across academic, cultural, and sporting domains.

Staff and students describe a strong sense of belonging and connection, cultivated through positive relationships, collegial staff culture, and student voice.

Student leaders indicate they are actively engaged in regular forums and leadership projects, fostering genuine ownership for and input into school life. The principal articulates programs like 'Legacy Projects' and weekly principal meetings empower students and contribute to a cohesive and inclusive school culture that values every voice. The teaching team indicates the school is characterised by a deep sense of collegiality among staff, and a visible commitment to caring relationships that enhance wellbeing and teamwork.

Staff, students and parents speak enthusiastically about the breadth of the curriculum and the deep engagement in learning it inspires in students.

With a wide array of excellence programs, co-curricular and extracurricular activities, and subject pathways ranging from Marine Studies and Science, Technology, Engineering and Mathematics (STEM) to The Arts and Languages, students indicate they are supported to pursue their passions and talents. Staff members convey these opportunities strengthen classroom learning and equip students with skills that connect to real-world contexts and future aspirations.

Leaders indicate the school's strong identity and commitment to student support underpins a safe, inclusive and aspirational learning environment.

The Benowa Redbacks is a unifying symbol embraced by staff and students, who express it fosters school spirit and pride. The principal also highlights the Student Support Hub for providing targeted multi-tiered wellbeing interventions, ensuring all students are supported emotionally and socially. Leaders indicate this dual focus on both identity and inclusion creates a balanced environment where students feel safe, valued, and encouraged to achieve their personal best.

Key improvement strategies

Domain 6: Leading systematic curriculum implementation

Sharpen monitoring processes, to quality assure the full and consistent enactment of the intended curriculum across Years 7 to 10.

Domain 2: Analysing and discussing data

Systematically enact a school-wide approach for regularly analysing and collaboratively responding to data, to ensure achievement data informs unit planning and pedagogical, curriculum and assessment decisions.

Domain 1: Driving an explicit improvement agenda

Prioritise ongoing opportunities for all members of the Leadership Team (LT) to grow their instructional leadership capability, to enhance collective efficacy for continuous school improvement.

Domain 5: Building an expert teaching team

Build staff knowledge of evidence-informed approaches to the teaching of reading, to support effective planning for, and delivery of, reading instruction across the AC.

Domain 8: Implementing effective pedagogical practices

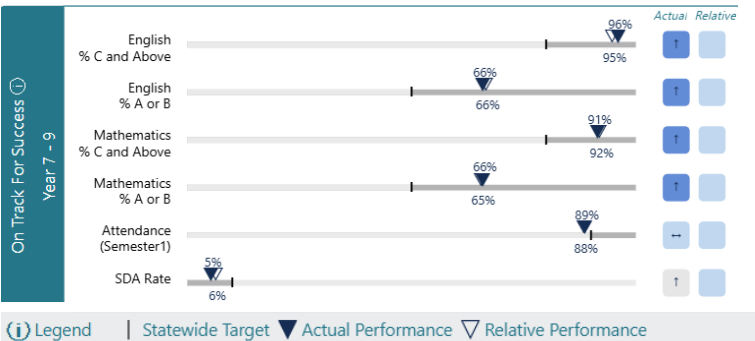
Clarify for staff all elements of the school's pedagogical approach, to inform consistent use of evidence-informed classroom practices, underpinned by a shared understanding.

Initial data insights

Informing data sets

- C and above Levels of Achievement (LOA) for English and Mathematics
- A or B LOAs for English and Mathematics
- Attendance rates
- School Disciplinary Absences (SDAs) in Starting Strong (Prep to Year 2), Building on Foundations (Years 3 to 6), and On Track for Success (Years 7 to 9)
- Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA) completion rate
- School Opinion Survey (SOS) data on staff morale
- Inter-Assessment Agreement (IAA) between LOA data and National Assessment Program – Literacy and Numeracy (NAPLAN) data
- Actual vs planned expenditure
- Allocated staffing resources used

Data trends of interest



Year Level	Report Card (AvLA) ^①	NAPLAN (MSS) ^①	Weight ^①	Agreement ^①	Agreement Category ^①	Learning Area - Domain ^①
07	3.6	552.0	386.9	2.50	NAPLAN higher	English-Reading
07	3.6	557.4	387.4	2.85	NAPLAN higher	English-Writing
07	3.6	558.2	386.4	2.82	NAPLAN higher	English-Spelling
07	3.6	562.0	386.4	2.62	NAPLAN higher	English-Grammar and Punc
07	3.9	563.3	388.7	1.14	NAPLAN higher	Mathematics-Numeracy

- A and B LOA results in English and Mathematics in Years 7 to 9 are above statewide targets.
- English is below relative achievement, and Mathematics is above relative achievement.

- The attendance rate is 87.3%, with 31% of students attending less than 85% of required school days.

- QCE and QCIA attainment is increasing, with 99.6% attainment in 2024.
- Years 10 to 12 retention is 77.3%.

- IAA for Year 7 shows NAPLAN results are higher than report card results in all areas.

Data-informed inquiries

- Approaches to curriculum planning, assessment and reporting.
- Factors influencing student attendance and school responses.
- Approaches to supporting students' learning.
- Approaches to curriculum design and assessment practices.

Improvement strategies summary

Domain 1: Driving an explicit improvement agenda

- **Prioritise ongoing opportunities for all members of the LT to grow their instructional leadership capability, to enhance collective efficacy for continuous school improvement.**
- Sharpen the improvement agenda, to deepen staff understanding and their collective commitment towards school improvement priorities.

Domain 2: Analysing and discussing data

- **Systematically enact a school-wide approach for regularly analysing and collaboratively responding to data, to ensure achievement data informs unit planning and pedagogical, curriculum and assessment decisions.**

Domain 3: Promoting a culture of learning

- Collaboratively review and evaluate current practices for supporting student wellbeing and engagement, to determine a framework for social and emotional learning.

Domain 4: Targeting school resources

- Formalise an approach for the provision of digital devices for students to support equitable access across the school and enhance their engagement in learning.

Domain 5: Building an expert teaching team

- **Build staff knowledge of evidence-informed approaches to the teaching of reading, to support effective planning for, and delivery of, reading instruction across the AC.**
- Expand opportunities for teachers to reflect on their practice through formal observations, feedback, coaching, and mentoring, to strengthen teaching capability.

Domain 6: Leading systematic curriculum implementation

- **Sharpen monitoring processes, to quality assure the full and consistent enactment of the intended curriculum across Years 7 to 10.**
- Systematically enact a whole-school approach to moderation, to ensure efficacy of curriculum planning, validity of achievement standards, consistent teacher judgements, and alignment with system expectations.

Domain 7: Differentiating teaching and learning

- Strengthen teachers' capability in designing, documenting and delivering evidence-informed differentiation within classroom programs, to effectively respond to the diverse learning needs of all students.
- Broaden teachers' understanding of English as an Additional Language or Dialect (EAL/D) students' learning needs to enable them to develop targeted classroom practices to support their learning.

Domain 8: Implementing effective pedagogical practices

- **Clarify for staff all elements of the school's pedagogical approach, to inform consistent use of evidence-informed classroom practices, underpinned by a shared understanding.**
- Develop and systematically enact processes to monitor enactment of agreed pedagogical practices, to support consistent implementation and promote reflective practice.

Domain 9: Building school-community partnerships

- Strengthen connections within the primary school cluster, to support curriculum and pedagogical continuity for students as they transition to secondary school.

* **Bold indicates key improvement strategy**

Domain 1: Driving an explicit improvement agenda

Affirmations

- Staff, parents and community members describe the school's proud history of high levels of academic performance, and highlight the school's positive reputation across the Gold Coast. Students speak proudly about their school.
- Executive leaders describe a school-wide emphasis on 'encouraging excellence, applauding achievement, and celebrating diversity'. Staff members speak of excellence, encompassing academic, cultural and sporting achievement, both at school and beyond.
- Staff convey an affinity with the motto '*Many pathways – No limits*', indicating it is a guiding belief for all that they do. Student leaders readily reference the values of '*integrity, diligence, compassion and respect*', commenting these are well known by the student body and are regularly reinforced.

Key findings

- A one-page Annual Implementation Plan (AIP) has been shared with staff. Known locally as the 'AIP infographic', it references the key elements of the *Equity and Excellence* education strategy, and details the strategic initiatives for 2025. Staff describe varying levels of familiarity with the current improvement priorities. The principal identifies an important next step is sharpening and clarifying the improvement agenda, in order for staff to develop a deep understanding of, and collective commitment to, realising continuous improvement of student learning and wellbeing outcomes.
- The AIP details a set of quantitative, student-focused targets. Most teachers convey a level of familiarity with these performance indicators. Many communicate these are yet to influence their daily classroom practices.
- The Executive Leadership Team (ELT) comprises the principal, 5 deputy principals and Business Manager (BM). It is supported by 15 Heads of Department (HOD), a Head of Special Education Services (HOSSES) and guidance officers. Together, they comprise the LT. Some staff identify a need to review the HOD structure to ensure it reflects current priorities and school complexities.
- Executive leaders describe a variety of mechanisms they use to monitor progress of strategic initiatives, including faculty action plans and regular line management meetings. They recognise these provide some line of sight to faculties and classrooms.
- Most HODs speak positively of the Leadership Retreat held earlier this year, and the opportunities this afforded for professional growth, collaborative reflection and team cohesion. The principal recognises a need for leaders at all levels to work together to deepen their understanding of, and commitment to, 'identity, learning and structures' as important elements of school improvement.
- The principal expresses a commitment to further developing the instructional leadership capabilities of all members of the LT, with an emphasis on coordinating curriculum, monitoring impact, and supportively evaluating pedagogy. Many leaders acknowledge this will enable collective responsibility for continuous improvement of student learning across the school.

Improvement strategies

- **Prioritise ongoing opportunities for all members of the LT to grow their instructional leadership capability, to enhance collective efficacy for continuous school improvement.**
- Sharpen the improvement agenda, to deepen staff understanding and their collective commitment towards school improvement priorities.

Domain 2: Analysing and discussing data

Affirmations

- Staff describe a coordinated approach to monitoring progress of senior students towards their QCE and QCIA. School Online Reporting Dashboard (SORD) data shows in 2023, 99.6% of students attained either a QCE or QCIA.
- Parents and community members indicate the school is well-known for its students achieving high Australian Tertiary Admission Rank (ATAR) outcomes. Teachers and leaders celebrate the success of the 2024 cohort, indicating 6.8% of eligible students achieved an ATAR greater than 98, and 20% of students achieved greater than 95.

Key findings

- A data plan is published, with leaders indicating it provides an overview of the collection and analysis of student achievement, wellbeing and engagement data.
- Leaders identify a range of data sets they access to monitor the school's direction and practices, including LOAs, NAPLAN results, attendance data, School Disciplinary Absences (SDA), and SOS responses.
- Executive leaders articulate an expectation that student data is regularly analysed and discussed, including at faculty and classroom levels. Some HODs describe analysing data to inform review of their curriculum planning and assessment. They indicate they share relevant data with staff, welcoming broad-ranging discussion, and convey this supports incremental improvement in students' learning outcomes.
- Many leaders describe having a strong understanding of Queensland Curriculum and Assessment Authority (QCAA) process and resources. Some leaders identify a need to lift and stretch Year 11 and 12 students to maximise their performance in ATAR. They recognise some highly capable students are yet to reach their potential in Internal Assessment (IA) items.
- Teachers describe a level of variability in understanding and using data to inform unit planning and pedagogical decisions. Some teachers indicate school targets for A to C and A to B LOAs influence their work in the classroom.
- Staff speak positively of the high levels of A to C and A to B LOAs in junior secondary. Some teachers and leaders indicate further improvement could be realised through a school-wide approach to thorough analysis of achievement data and comprehensive reflection on the impact of pedagogy.
- Leaders describe processes deployed to monitor student attendance data and provide interventions where necessary to address barriers to regular attendance. They articulate a commitment to realising further improvement in attendance across both junior and senior secondary.

Improvement strategy

- **Systematically enact a school-wide approach for regularly analysing and collaboratively responding to data, to ensure achievement data informs unit planning and pedagogical, curriculum and assessment decisions.**

Domain 3: Promoting a culture of learning

Affirmations

- The principal emphasises the importance of a strong school identity. Staff and students speak positively of Benowa Redbacks, commenting this has united the student body and enhanced school spirit.
- Student leaders speak positively of opportunities to provide voice on school initiatives, events and decisions. This includes an active student forum and weekly meetings with the principal. Leaders explain Legacy Projects are an established practice, with student leaders speaking of their current initiatives including peer tutoring, youthful guidance, learn to drive, and Redback Media. They indicate these projects are enhancing the sense of community across the school.
- Staff and students describe a culturally diverse student body, comprising a wide range of additional languages spoken. They comment that the school's International Program adds another layer of richness to the dynamics of the school, and describe school events such as Multicultural Day where this diversity is celebrated.
- The 2024 SOS shows 99.3% of staff and 93.2% of parents agree this is a good school.

Key findings

- Leaders convey priority is placed on supporting student and staff wellbeing, emphasising its importance as a necessary first step for successful learning. They describe a range of multi-tiered social and emotional interventions and programs provided through the Student Support Hub. Staff affirm this model of early intervention, and indicate clear referral processes are established to ensure students can access the support they require. Parents and students speak positively of the support provided by the range of personnel associated with the Student Support Hub.
- Four HOD – Wellbeing and Engagement positions are established, with the principal articulating these roles provide support for student behaviour and engagement across Years 7 to 10. Teachers indicate these positions are highly valued. In addition, the Wellbeing, Engagement and Behaviour (WEB) room has been established with a focus on positive student support and programs.
- Leaders describe implementation of The Resilience Project across Years 7 to 10 to support students' wellbeing, engagement and social and emotional learning. They indicate this nation-wide, evidence-informed program has a strong focus upon building positive relationships. Teachers describe varying levels of commitment to teaching this program, with executive leaders indicating they have commenced a process to evaluate its impact.
- Leaders convey a commitment to closing the gap in attendance, engagement and achievement data for First Nations students compared to non-Indigenous students. They indicate a 'Principal's Markbook' is used to track the progress of First Nations students, commenting this helps to hone their focus.
- Staff describe a number of programs and partnerships designed to support the social and emotional wellbeing of First Nations students, including Deadly Choices and Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) scholarships. They indicate productive relationships with Kalwun and Karunjai further support First Nations students' wellbeing.
- Leaders and staff speak proudly of the school's bespoke Acknowledgement of Country, created through collaboration between Elders, the community, students and staff. Some community members identify a need to promote a deeper understanding of First Nations perspectives through collaborative development of a Reconciliation Action Plan (RAP).

Improvement strategy

- Collaboratively review and evaluate current practices for supporting student wellbeing and engagement, to determine a framework for social and emotional learning.

Affirmations

Key findings

- Staff highlight strong staff collegiality, camaraderie and positive relationships within the school. They describe feeling strongly supported and speak positively of the care they receive from colleagues.

Improvement strategy

Domain 4: Targeting school resources

Affirmations

- Leaders articulate a clear commitment to resourcing student learning and engagement through significant investment in staffing, facilities and programs, reflecting the vision of *'Many pathways – No limits'*. They describe a strong focus on optimising learning and wellbeing outcomes for all students.
- The principal indicates the Parents and Citizens' Association (P&C) meaningfully contributes to enhancing learning environments and infrastructure, supporting both immediate and long-term priorities for student success.

Key findings

- The BM describes processes used to develop the annual school budget, indicating a level of flexibility is incorporated to enable responsiveness to emerging needs and issues. Teachers speak of having ready access to the resources they need to effectively implement their teaching and learning programs.
- The BM describes significant financial resources directed towards additional staffing to support workplace health and safety and efficient school management and operations.
- Staff indicate recent investments by the school and P&C in facilities and grounds have had a positive impact on the school environment. The principal and BM articulate a commitment to ongoing improvement of the school's infrastructure and learning environments, supported by an SSIP that identifies key refurbishment and maintenance priorities. Some staff express a desire for clarity regarding budget allocations and infrastructure decisions.
- Members of the P&C describe how they actively support school operations by managing the canteen and uniform shop. They describe significant funds being directed towards infrastructure upgrades, including a treasury loan for the canteen and a donation to build the multi-purpose courts.
- Teachers note the importance of student access to laptops, with some identifying a need for a formalised approach to supporting equitable access across the school. Some identify an impact in classrooms when students are not all able to readily use devices.
- Leaders speak of a new timetable structure to be implemented in 2026. Most teachers suggest this will be a positive change, indicating it will remove 'half-lines' and thereby enhance continuity of teaching and learning.

Improvement strategy

- Formalise an approach for the provision of digital devices for students to support equitable access across the school and enhance their engagement in learning.

Domain 5: Building an expert teaching team

Affirmations

- Executive leaders articulate a view that developing a professional team of highly capable staff is central to improving outcomes for students. They are committed to fostering a culture of continuous improvement and professional excellence.
- The principal highlights the experience, qualifications, subject expertise and commitment of the teaching team as a feature of the school.
- A Professional Development Plan is documented, with leaders indicating it aligns with the AIP and is fully budgeted to ensure staff are equipped with the skills, knowledge and support necessary to enhance student outcomes and maintain high-quality learning experiences.

Key findings

- Beginning and early career teachers describe the opportunity to participate in an induction program to develop their knowledge about school operations and to facilitate a seamless entry into the school. They speak positively of their experience with the induction program and identify the further learning opportunities provided through the Beginning Teachers Retreat to develop their skills and knowledge.
- Some early career teachers describe variability in the occurrence of coaching and mentoring opportunities. They indicate they would appreciate further opportunities to observe best practice of other colleagues, and to participate in formal classroom observations to receive feedback about their teaching.
- The principal articulates their awareness of Department of Education resources regarding the teaching of reading through the Australian Curriculum Version 9 (ACV9), and indicates plans for members of the LT to attend Reading masterclasses in the near future. Some members of the ELT identify a need to develop a school-wide, multi-tiered approach to the teaching of reading through the AC. They recognise the importance of all students receiving vocabulary and text-based discussion in all subject areas, with some students receiving fluency support, and a few students receiving word reading and spelling support, such as phonics.
- Some teachers indicate focus on collegial engagement activities, such as walkthroughs, has declined in recent times. Some HODs indicate a renewed focus on walkthroughs as part of the introduction of Redback Routines for Learning Success. The principal recognises a need to expand opportunities for teachers to participate in coaching, mentoring and Watching Others Work (WOW) to reflect on their practice and enhance their teaching capability.
- Most staff indicate they engage in Setting Professional Goal (SPG) processes with a 'capability partner'. Some describe variability regarding check-ins with their partners to discuss progress towards identified goals.
- Executive leaders speak of an ongoing focus on recruiting, developing and retaining staff. They highlight opportunities for aspiring leaders as well as those seeking Highly Accomplished Teacher (HAT) certification and Lead Teacher positions.

Improvement strategies

- **Build staff knowledge of evidence-informed approaches to the teaching of reading, to support effective planning for, and delivery of, reading instruction across the AC.**
- Expand opportunities for teachers to reflect on their practice through formal observations, feedback, coaching, and mentoring, to strengthen teaching capability.

Domain 6: Leading systematic curriculum implementation

Affirmations

- Leaders identify the importance of an engaging curriculum to support enhanced student learning outcomes. Staff express a commitment to supporting students' academic progress.
- Staff, students and parents speak enthusiastically of the extensive range of curriculum offerings and programs provided across all year levels. Senior secondary students describe high levels of satisfaction in accessing QCAA general subjects, Vocational Education and Training (VET) courses including Certificate IV and diploma courses, and school-based apprenticeships and traineeships (SATs).
- Staff describe an extensive and exciting range of co-curricular and extracurricular activities that extend classroom learning, deepen subject understanding, and foster real-world connections to the curriculum. Parents and students express appreciation for staff members' commitment to providing opportunities in areas such as The Arts, sports, leadership, marine studies, Languages, and STEM.

Key findings

- A whole-school curriculum framework is documented, with leaders indicating this provides an explicit plan for curriculum implementation. They communicate a staged approach for the introduction of the ACV9 is being used.
- Year and band plans and unit plans are established across Years 7 to 10. Leaders recognise variability in the level of detail provided in these documents. Most HODs indicate they use the QCAA standard elaborations to develop marking guides.
- Leaders explain, across most faculties' curriculum plans, assessment and resources are stored on the school's shared drive. Staff comment this enables ready access to relevant information.
- Teachers indicate assessment pieces are fore-fronted. They describe variability across learning areas in terms of opportunities to discuss and contribute to assessment items as they are being developed, and the timeliness of finalising assessment pieces. Executive leaders recognise some learning areas are using a numerical approach to determining LOAs in junior secondary, and that this is contrary to the K–12 curriculum, assessment and reporting framework (K–12 Framework) requirements.
- Executive leaders recognise there is variation between NAPLAN results and LOAs. They convey an intention to collaboratively focus on this with relevant staff.
- Teachers describe a level of variability across faculties regarding how moderation is enacted at the planning stage. Some HODs indicate time constraints influence opportunities to engage in face-to-face collaboration with colleagues.
- Executive leaders recognise the importance of systematically enacting a whole-school approach to moderation. They mention the opportunities this would afford in strengthening the teaching team's curriculum and assessment knowledge, encouraging them to engage with relevant data and share pedagogical practices to provide consistent teacher judgements and validity of achievement standards.
- Teachers recognise the importance of Literacy and Numeracy, and convey some variability with how these and other general capabilities and cross-curriculum priorities are specifically addressed.
- Executive leaders understand the importance of full and consistent enactment of the AC. They indicate mechanisms for ensuring consistency and alignment in curriculum design, as well as monitoring the enactment of the curriculum are yet to be fully developed.

Improvement strategies

- **Sharpen monitoring processes, to quality assure the full and consistent enactment of the intended curriculum across Years 7 to 10.**
- Systematically enact a whole-school approach to moderation, to ensure efficacy of curriculum planning, validity of achievement standards, consistent teacher judgements, and alignment with system expectations.

Domain 7: Differentiating teaching and learning

Affirmations

- Teachers express a commitment to students achieving success, and convey a collective belief that every student is able to learn and achieve when provided with appropriate support. Leaders articulate the teaching team is focused on ensuring all students access, participate in, and progress through the curriculum.
- HODs and teachers outline a range of excellence and enrichment programs in junior secondary that are held in high regard by parents, community members, students and staff. These include Science, Technology, Engineering, Arts and Mathematics (STEAM); excellence programs in music, drama, dance and sport; French immersion; Waldorf; and Scholar. Students and parents speak positively of these programs and praise approaches employed by teachers to engage young people in learning.

Key findings

- The principal highlights the importance of classroom teachers understanding and addressing the needs of individual students in their day-to-day classroom teaching. Leaders emphasise differentiation strategies are to be recorded within unit plans. Teachers describe varying levels of understanding of this expectation and the specific information required.
- Mathematics teachers describe a structured approach for students in Years 7 to 9 to 're-learn' and 're-test' key concepts through targeted intervention. Leaders and teachers highlight how this tailored approach is contributing to improved student outcomes and positive feedback from parents about the support their child receives.
- Leaders describe a number of intervention programs, including Direct Instruction Numeracy (DIN) classes in Years 7 and 8 that support students who are significantly below year level expectations in Numeracy. These classes are delivered in place of elective subjects and align with the *Good to Great Schools Australia* model. Leaders and teachers indicate DIN is successfully addressing learning gaps and supporting students' academic growth.
- Leaders describe an array of structural differentiation practices currently in place in junior secondary, including extension classes, 'Q-classes' and 'mainstream' classes. Staff comment these approaches provide targeted support for the range of learners to meet their identified needs. In some instances, teachers refer to tailored, focused, and intensive teaching strategies that occur within these programs.
- Leaders articulate 'Access Centre' staff provide a 3-tier structural model of support for students with diverse learning needs. Access teachers speak confidently about the impact of this model on supporting successful learning for all students.
- Many teachers describe the use of strategies drawn from Accessible Assessment and Pedagogies (AA&P) to support curriculum delivery. Some teachers identify a need to strengthen their capability in successfully catering for the learning needs of the full range of students. They particularly identify a need to develop strategies that are responsive to students' starting points in learning.
- Leaders have established a small, dedicated team to support EAL/D students. Initially focused on identification through bandscaling, leaders indicate this

Improvement strategies

- Strengthen teachers' capability in designing, documenting and delivering evidence-informed differentiation within classroom programs, to effectively respond to the diverse learning needs of all students.
- Broaden teachers' understanding of EAL/D students' learning needs to enable them to develop targeted classroom practices to support their learning.

Affirmations

Key findings

targeted approach is beginning to strengthen teachers' understanding of EAL/D learners' needs, and envisage this will support the development of targeted classroom practices.

Improvement strategies

Domain 8: Implementing effective pedagogical practices

Affirmations

- The principal and leadership team recognise highly effective teaching is central to improving student learning outcomes. They are committed to identifying, developing and supporting instructional and differentiated practices that meet the diverse needs of all learners.

Key findings

- Leaders describe a current focus on building teachers' capability in AA&P to ensure every student is supported to achieve success. They indicate this is an evidence-informed practice and has evolved through an ongoing partnership with the Queensland University of Technology (QUT). Many teachers refer to practices associated with AA&P, particularly the work being undertaken to re-design task sheets, and the newly introduced Redback Routines for Learning Success.
- Leaders identify a vision of using High Quality Learning (HQL) as its whole-school pedagogical approach. They envisage it will provide a consistent foundation for effective teaching across all classrooms. Some leaders convey the school is in a period of transition from a previous pedagogical approach to HQL. Many teachers indicate a shared understanding of HQL and associated signature- and faculty-specific practices is still developing. Many teaching staff indicate they would welcome clarity and purpose regarding the vision for a renewed whole-school approach. Some leaders identify a need to assess the pre-conditions, such as staff capability and readiness, and required resources, to ensure success of the pedagogical change agenda.
- Executive leaders identify a need for lesson observations, feedback loops, and systematic review of curriculum delivery as part of a cohesive school-wide quality assurance cycle. Some teachers and HODs describe informal feedback processes currently in place. Some staff express a desire to receive formal feedback to support the development of their professional practice.
- Teachers describe the use of technology in their classrooms, with students using laptops for drafting, researching and accessing digital platforms such as OneNote and OneDrive. Some staff identify a need to enhance their capability in emerging digital pedagogies to support student agency and engagement, and access for diverse learners.

Improvement strategies

- **Clarify for staff all elements of the school's pedagogical approach, to inform consistent use of evidence-informed classroom practices, underpinned by a shared understanding.**
- Develop and systematically enact processes to monitor enactment of agreed pedagogical practices, to support consistent implementation and promote reflective practice.

Domain 9: Building school-community partnerships

Affirmations

- Leaders and teachers describe an extensive array of partnerships formed with local businesses, universities and community organisations. They indicate these connections extend learning beyond the classroom, enhance student wellbeing, and create clear pathways to further study, employment and extracurricular opportunities.
- Staff and students recognise the Redback News student-led initiative as a valuable communication tool that strengthens connections within the school. Students articulate it enhances internal communication, celebrates achievements and helps keep the school community informed and engaged.
- Staff speak of established sponsorship opportunities with local businesses and community organisations that provide valuable support for key programs and ensure a clear purpose and well-defined roles and responsibilities for all parties involved.
- The P&C proudly expresses strong support for, and collaboration with, the school's leadership team in fostering a sense of community both within and beyond the school.

Key findings

- Leaders and administrative staff demonstrate a strong commitment to communicating, sharing and celebrating student success through initiatives such as Redback Represents via social media, with clear targets set to increase community engagement through social media and grow the school's following.
- Parents articulate they receive regular and timely communication from the school which keeps them well informed about upcoming events, assessment schedules and key operational updates.
- The principal describes a recent initiative called Redback Roundtables designed to strengthen communication and connect with families by gathering feedback and keeping them informed about key school programs and priorities.
- Leaders indicate they are currently initiating a program, in partnership with Harvard University, for interested Year 9 students moving into Year 10 to support the development of their leadership and research skills.
- Executive leaders speak of a student alumni program that fosters ongoing connections and strengthens community engagement.
- Leaders describe connections with local feeder primary schools to revitalise transition programs to support students in their move to secondary education. They indicate early benefits include increased student confidence, stronger family connections, and improved junior secondary attendance. Feedback from local primary school principals suggests these programs are highly valued, particularly the differentiated approach to providing transition support that caters for students with diverse needs.
- Leaders describe the Ready Redbacks Primary Engagement Program where teachers deliver lessons in local primary schools. Along with Year 5 'experience days', local primary school principals provide positive feedback on the initiative's impact in building familiarity with the secondary school and supporting the sharing of expertise between schools. Some primary leaders identify a next step is enhancing curriculum and pedagogical continuity from primary to secondary. They cite the teaching of reading as one example.
- Staff describe a collective commitment to building a connected and inclusive school culture through a broad range of events, including multicultural day, sports days, the Girls in STEM breakfast, Beyond Benowa Business Breakfast, and the LEGO® robot sumo competition. Staff, parents and community

Improvement strategy

- Strengthen connections within the primary school cluster, to support curriculum and pedagogical continuity for students as they transition to secondary school.

Affirmations


Key findings

members indicate these events provide valuable opportunities to come together, celebrate diversity, promote student engagement, and strengthen partnerships across the school community.

Improvement strategy


Total Students

2,122




First Nations Students ⓘ

49 (2.3%)




Students With a Disability ⓘ

400 (18.9%)




Student in Care ⓘ

3 (0.1%)



ICSEA ⓘ

1064



School

Benowa State High School

Student Performance

Governance

On Track For Success ⓘ

Year 7 - 9

English % C and Above

96%

95%

↑

English % A or B

66%

66%

↑

Mathematics % C and Above

91%

92%

↑

Mathematics % A or B

66%

65%

↑

Attendance (Semester1)

89%

88%

↔

SDA Rate

5%

6%

↑

Ready For The Future ⓘ

Year 10 - 12

QCE/QCIA

100%

↑

Destinations

30%

↑

Actual vs Planned Expenditure as at 30/06/2024 ⓘ

89.87%

\$608,000.0

Planned YTD expenditure has occurred

Planned expenditure still to occur this year

\$714,000.0

\$1,950,000.0

Funding provisioned for expenditure in future years

In bank account

Allocated Staffing Resources Used as at 30/06/2024 ⓘ

97.10%

FTE diff

-4.2

Day 8 allocated teaching resources used

145.6

141.5

Day 8 FTE allocation paid FTE

Staff Morale (School Opinion Survey) ⓘ

93%

Completion of Annual Safety Assessment ⓘ

Yes

No

Student Safety (School Opinion Survey) ⓘ

76%

School Audit Rating as at 30/06/2024 ⓘ

Self Manage

Support

Priority Support

Utilisation Rate as at 27/06/2024 ⓘ

<=60%

61%-80%

81%-94%

>=95%