

Benowa State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.

Acknowledgement of Country

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.

About the school

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%
Index of Community Socio-Educational Advantage (ICSEA) value	1064

About the review

 5 reviewers from 29 April to 2 May 2025	 195 participants	 95 school staff
 63 students	 26 parents and carers	 11 community members and stakeholders

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 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 Australian Curriculum.
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.

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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.