



# Every Learner ~ Every Voice 2026

## Many pathways ~ No limits



### Learning without Limits

**Priority:** Implementing effective pedagogical practices

**Actions:**

- Integrate High Impact Teaching Strategies, Accessible Pedagogy and Reading into a Whole School Approach to Pedagogies
- Develop a shared pedagogical language to improve student participation, achievement and learner independence
- Develop teacher data literacy skills in order for teachers to understand their students and how they learn
- Develop staff understanding of pedagogical practices through professional learning that draw upon researched based practices
- Support teachers to implement the whole school approach to pedagogy

**Behaviours:**

**Leaders will:**

- Lead and model the learning and application of the Whole School Approach to pedagogy
- Prioritise time and resourcing to support reflection and professional learning
- Monitor and measure the evidence of impact on student outcomes

**Teachers will:**

- Know the learners within their classroom, cohort and school
- Know how their learners respond to current pedagogical practices and teaching strategies
- Identify and employ high impact teaching strategies that respond to the diverse learning needs of students
- Identify and employ pedagogical practices that lead to successful transitions and achievement of expected learning outcomes

**Students will:**

- Be able to identify their preferred ways of learning
- Be able to articulate how they can improve
- Understand and establish their learning goals



### Culture and Community

**Priority:** Nurture a culture of wellbeing where our school community feels supported, valued and connected.

**Actions:**

- Deliver professional learning for all staff on developing a sense of belonging at Benowa State High School, using research by Fisher and Frey
- Engage staff in reflection on how our current school practices align to the 11 evidence-based dimensions of belonging
- Co-design classroom and whole school routines that promote belonging
- Collaboratively define what it means to be a Redback at Benowa State High School
- Consolidate our Benowa Redback culture, identity and school traditions through assemblies, house activities and community partnerships

**Behaviours:**

**Leaders will:**

- Understand our community and provide opportunity for feedback and active participation
- Create a whole school approach to wellbeing that provides the right conditions for improved student outcomes
- Prioritise time and resourcing to support reflection and professional learning
- Participate in and lead professional learning that promotes belonging across the school community
- Monitor and measure the evidence of impact on student outcomes
- Contribute to our school culture by participating in school events and carnivals

**Teachers will:**

- Know their students and understand what works best for them
- Provide inclusive learning environments that promote student wellbeing and achievement
- Engage in professional learning - Fisher and Frey
- Contribute to our school culture by participating in school events and carnivals

**Students will:**

- Contribute to our school culture by participating in school events and carnivals
- Understand and manage their own wellbeing
- Be resilient, life long learners
- Pursue their passions with confidence

### Learning without Limits

- 100% QCE/QCIA/VET qualification
- 95% or above of students (Yr 7-10) at C standard level of achievement for all subjects combined
- 75% or above of students (Yr 7-10) at A-B standard level of achievement for all subjects combined
- 20% of ATAR eligible students achieve an ATAR of 95.0 or above
- 30% of ATAR eligible students achieve an ATAR of 90.0 or above
- 90% of ATAR eligible students achieve an ATAR of 70.0 or above
- 35% of graduates have completed a Diploma
- 80% of graduates have completed a VET qualification
- NAPLAN/English/Maths inter-assessment Agreement remains aligned
- 95% or greater for whole School attendance
- All Teaching and Learning items in the School Opinion Survey continue to be more positive than referenced relevant data

### Community and Culture

- 15% of students with attendance less than 85%
- 90% attendance or above for all First Nations students
- 18 % or less of students experiencing chronic absenteeism
- Less than 3% of students with SDAs
- Less than 3% of First Nations students with SDAs
- Less than 1% of students with multiple SDAs
- Less than 1% of First Nations students with multiple SDAs
- All School Culture items in the School Opinion Survey continue to be more positive than referenced relevant data
- Increase student, staff, and parent/carer attendance at school events by 25% by the end of 2026
- 25% increase in parent participation at the Redback Roundtable Feedback sessions
- 100% of EAL/D students band-scaled and supported appropriately

Values

Promoting the values of **integrity, diligence, compassion** and **respect**, we serve our school community by nurturing and challenging students and staff to reach their personal best.

Mission

We are a community that encourages excellence, applauds achievement and celebrates diversity. Through our commitment to high quality learning, our values and our pedagogical model, we strive to unlock the limitless potential of our community.