



## Teaching and Learning

*Identify, develop and support instructional practices designed to meet the unique needs of the Benowa High community.*



## Wellbeing

*A strong focus on positive relationships for learning where every student is known and individual strategies are optimised.*



## School Culture and Identity

*We strive to be accessible, inclusive and welcoming. Supporting all students to make an impact on the world.*



## Revitalised Educational Infrastructure

*Our Excellence in teaching and learning will be driven by facilities and resources.*

### Facilities ~ Buildings Grounds

- Ensure that school infrastructure is future-focused and responsive to the learning needs of all students
- Prioritise facilities improvement plans

### Curriculum

- Build a varied and engaging curriculum
- Literacy strategies resourced:
  - Eagle and Wolf strategies
  - Collins Writing strategies
- Plan and resource preparation for Australian Curriculum V.9
- Review of subject offerings 9-12
- Review of Excellence Programs

### Pedagogy

- Prioritise inclusion and differentiation
  - Accessible Assessment Project expansion into Science and The Arts
  - High Quality Learning (HQL)
- Ensure an expert teaching team with superior staff development and performance
  - Attract and retain high performing staff
  - Support and recognise staff at all career phases
  - Provide targeted and accessible professional development
- Build strong and productive relationships for learning
  - HOD Wellbeing & Engagement
  - The Benowa Resilience Project (BRP)

### Wellbeing and Engagement

- Implementation of the Benowa Resilience Project (BRP) Years 7-10
- Improve student voice and agency through consolidation of student forum and student leadership platforms
- Restructure of student wellbeing into year level groups
  - Wellbeing & Engagement HODs Yrs 7-10
- Celebrating Success - staff and student
- Shape a school leadership team who are active school leaders, visible, collaborative and listeners
- Invest in leadership development, systems and processes
- Provide structures that drive high expectations through line management processes
- Support student wellbeing
  - Clarify and align referral processes
  - Drive high expectations for learning
  - Build on current priority of Positive Learning Relationships
  - Review Student Code of Conduct
  - Effort and Behaviour matrix reviewed and refined

### Culture

- Working respectfully with and learning from First Nations students and community to create an inclusive learning environment
- Renewed focus on global awareness and partnerships providing Benowa students a sense of global connectedness
- Commitment to embedding environmental awareness and sustainability throughout all aspects of learning and operations
- Commitment to providing a superior learning experience for all students with a focus on inclusive teaching and learning environments

### Identity

- Strengthening the Benowa SHS identity
- Developing partners in learning:
  - Strong, focussed P&C and School Council
  - Build community connections through sponsorship and partnership opportunities
  - Primary school and Cluster participation
- Create cohesion and alignment across school identity and structures by refining line management processes
- Refresh and renew school uniform and branding
- Develop a clear vision and mission statement which informs future decision making in collaboration with all stakeholders

## Embedding First Nations student success across every priority

## Our Measures



*Underpinned by curriculum, teaching and learning*

### Educational Achievement

- For every student in Junior Secondary we will monitor
- Students demonstrate measurable improvement in academic achievement
  - 95% of students achieving C and above in English
  - 65% of students achieving A or B in English
  - 85% of students achieving C and above in Maths
  - 60% of students achieving an A or B in Maths

### Engagement

- Whole school attendance rates above 95%
  - Student attendance below 85% remains <20%
- A or B behaviour at 93% or above
- A or B effort at 90% or above
- Staff SOS data – 98% enjoy working at this school
  - 95% access to quality PD
- 100% staff engage in APR process
- SDA < State average

### Future Pathways

- Every student graduates with an individualised, meaningful Pathway
- Strong Senior Phase retention Years 10-12
- Cancellations of enrolment = 0
- 100% QCE attainment
- Every student has access to differentiated support targeted to their needs