## Strategic School Plan 2022 - 2025



Varied and Engaging Curriculum

- Attain the skills of numeracy and English literacy, such that, every student should be numerate, able to read, write, spell and communicate at an appropriate level.
- Participate in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.
- Students will take a responsibility for their own learning and develop a consciousness to 'learn how to learn'.
- Develop globally minded people who, recognising common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

## **Mission Statement**

We are a community that encourages excellence, applauds achievement and celebrates diversity.

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

As global citizens, we are guided by these school values to empower our school community with the knowledge and skills to:

- think globally and act locally
- · acknowledge, respect and celebrate diversity
- serve the community
- · protect the environment
- champion human rights

Drawing students from across our city and around the world, our varied and engaging curriculum provides our school community with dynamic learning opportunities. High-quality learning is assured through the meaningful and productive relationships our students have with specialist teachers. Our educators possess the knowledge and skills to teach in ways that connect with individual students, fostering independent lifelong learners.

Our commitment to high quality learning, our school values and our pedagogical model, enable our school to enact our vision:

Many Pathways
No Limits

 Develop strong student-teacher relationships which contribute to an atmosphere that promotes learning and engagement.

Fostering Independent

**Lifelong Learners** 

- The school collaborates with stakeholders in the school improvement process.
- The school plans for appropriately and contextually relevant opportunities for parents/carers to be involved in their child's learning.
- The school communicates its vision, school goals and ongoing progress towards alignment of goals to staff, parents/carers and community members.
- The school recognises and celebrates the contribution of school community members to school improvement efforts.
- The school nurtures and develops the leadership capabilities of staff.

Productive Relationships

- Benowa State High School's academic, cultural and sporting excellence programs are offered to students to foster learning
  experiences that are relevant to their interests and provide them with opportunities to excel.
- Teachers organise content (ACARA, QCAA and IBDP) into coherent, well sequenced, learning and teaching programs.
- Classroom and specialist teachers will develop classroom programs which detail the outcomes to be achieved during a specified teaching period, the teaching and learning strategies to be used and the assessment and evaluation to be undertaken.
- Literacy and numeracy outcomes are evidenced.
- Teachers develop learning activities that incorporate differentiated teaching strategies to meet the specific learning needs of students across the full range of abilities.
- Inclusivity and equity are cornerstones.
- International perspectives are embedded in learning units.
- Teachers provide opportunity for students to develop an understanding of and respect for ATSI histories, cultures and languages.



Knowledge and Skills

- Teachers design and implement teaching and learning programs using knowledge of curriculum (ACARA, SATE, IBDP) assessment and reporting requirements of their subjects.
- Teachers know their students and how they learn through using research and collegial advice that supports learner understanding, participation and engagement in learning activities.
- Teachers provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals.
- Teachers select from and use relevant and effective research-based strategies shown to have a high probability of supporting student learning (e.g. NASOT, ATTs, ATLs, Collins Writing and Cornell Notes, Eagle and Wolf, SIM.)
- Teachers contribute to collegial discussions and advisory groups to improve professional knowledge and practice across the school.
- The school continuously collects and utilises data to inform instructional decisions and provide academic interventions for individuals and groups. A variety of tools including technology are used to organise and analyse data.
- The school identifies performance measures and indicators that link key instructional processes to instructional goals.
- Teachers develop, select and use informal and formal diagnostic, formative and summative assessment strategies to assess student learning.
- Priority needs, based on data analysis, are addressed through school improvement cycles which reference current research.
- The assessment competences of teachers are evaluated, and gaps are supported with staff development.

## **Key Performance Indicators** Actions • Determine diagnostic testing regime to provide evidence of what students know and can do • NAPLAN Year 7 and Year 9 at or above the National Mean in all dimensions Provide explicit feedback on cohort and student specific needs to teachers and parents All eligible students reach National Minimum Standard in Reading and Numeracy • Monitoring Group to target intervention, enrichment and ongoing development of reading skills for Junior Indigenous students continue to 'Close the Gap' in all strands of the NAPLAN test Secondary students • LOA data analysis per semester evidencing improvement in % of As and decrease in % of Es Resource and implement the Collins Writing Program School Opinion Survey satisfaction data improves Provide targeted intervention to students through Direct Instruction and STLaN Student survey feedback shows increased engagement to school Curriculum materials are aligned with the ACARA Personal and Social general capabilities Student LOA data improves **Teaching Actions** and **KPIs** Actions **Key Performance Indicators** Learning Measure improvement against benchmarks across the year · Instructional modelling is embedded in teacher every day practice · Provide explicit feedback on cohort and student specific needs to teachers and parents · Data analysed to develop student groups requiring enrichment and interventions Resource and implement the Collins Writing Program · All students achieve either a QCE or QCIA • Ensure that there is a focus of pen on paper (Cornell Note Taking) All ATAR eligible students gain an ATAR All non-ATAR students achieve a full vocational certificate at Certificate II level or higher Develop systems that incorporate community involvement Junior Secondary Actions · Create a service learning program that involves staff and students in connecting with the wider community · School Opinion Survey satisfaction data improves • Student survey feedback shows increased engagement to school Strong partnerships created between VET and community Years 7-9 **KPIs** • Student attendance data improves across Years 7-12 CIS (Council of International Schools) - This school: **Senior Secondary** . is devoted to its mission. It cares about what it does to seek validation by a recognised accreditation authority. **International Perspectives** · knows itself. It has thought deeply about the services it offers to students, families and its community. **Years 10-12** Geopolitics • is student orientated. Its philosophy of education is suitable for the students on roll, and encompasses the development of the whole individual. Cultural heritage · keeps its promises. It promises only what it can deliver. Cultural acceptance and respect . accepts objective assessment. It is prepared to open its doors periodically to regular evaluation by the school community and by outside experienced evaluators. School Governance Global citizenship · is constantly seeking to improve its performance in curricular and other areas. International . plans for the future. As part of the on-going nature of the evaluation process, accredited schools are continually planning future developments. Baccalaureate (IB DP) IB (International Baccalaureate) • The International Baccalaureate® (IB) Diploma Programme aims to do more than other curricula by developing inquiring, knowledgeable and caring young people who are motivated to succeed. We strive to Council of develop students who will build a better world through intercultural understanding and respect. • The IB Diploma Programme: encourages students of all ages to think critically and challenge assumptions, develops independently of government and national systems, incorporating quality practice from research International and our global community of schools, encourages students of all ages to consider both local and global contexts, develops multilingual students. Schools (CIS) • IB students are able to take responsibility for their own learning and understand how knowledge itself is constructed through the subject Theory of Knowledge (TOK). Students are encouraged to try different approaches to learning and to take responsibility for their own educational progress. Benowa Our programs help IB students: ask challenging questions; think critically and develop research skills proven to help them in higher education. IB programmes encourage students to be active in their communities. and to take their learning beyond academic study. **Psychological** Physical BSHS Wellbeing: A healthy happy school Wellbeing Personal Wellbeing is a state in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to Cognitive her or his community. (WHO, 2016) Social In 2022—2025 we aim to: . Foster a healthy workplace where workers and managers collaborate to continually improve the health, safety and wellbeing of all workers (WHO, 2010). . Have in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of staff and students. · Align the school's core values with the Wheel of Wellbeing framework in order to promote whole school wellbeing. **Pastoral Care** Students and staff **Pastoral Care** Personal Our Pastoral Care program is not merely a complementary practice; it is policy and practices fully integrated throughout the teaching and learning and structural organisation of a school to effectively meet the personal, social (wellbeing) and academic needs of students and staff. Social . Our Pastoral Care program assists students to develop positive self-esteem, healthy risk taking, goal setting and negotiation, thus enhancing their strengths and other protective factors. These contribute to student resiliency as well as developing a sense of social cohesion that together can improve a student's overall health and wellbeing (Nadge, 2005 Student Academic Student **Code of Conduct** • Our Pastoral Care program focuses on the whole student (personal, social, and academic) and it will engage all members of the school community as providers of pastoral care. **Agency**

- It actively involves the community in consistent, comprehensive, multi-level activities which incorporate whole-school approaches, class or other group approaches, individual programs (early intervention), and casework.
- Our school governance model shows 'student agency' as one of the two key areas of the work we do with young people. The school's Pastoral care system is the cornerstone of student agency

## **Student Code of Conduct**

- . This policy is based on the principles of our school and focussed on a safe and supportive school
- Based on Restorative Practices and through consultation with our school community it provides a clear framework of school rules and consequences.
- . The Student Code of Conduct provides our whole school approach to dealing with discipline

Safe and Supportive School Environment









