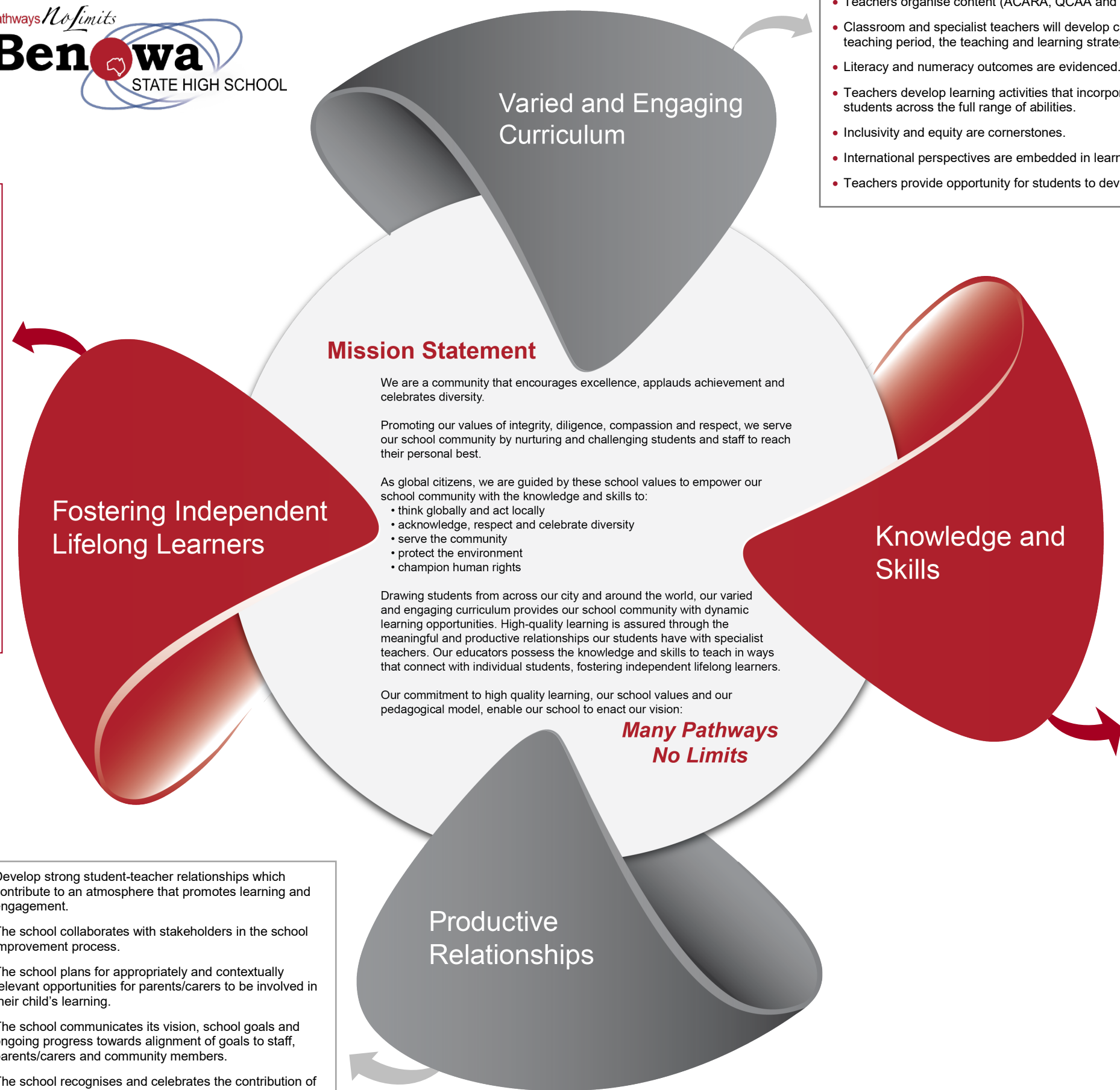


# Strategic School Plan 2022 - 2025



## 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**

## Varied and Engaging Curriculum

- 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.

## Productive Relationships

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

## Fostering Independent Lifelong Learners

- 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.



### Integrity

"We have integrity when what people see is the same as who we say we are."

### Respect

"I must respect the opinions of others even if I disagree with them."  
Herbert Henry Lehman

### Diligence

"The expectations of life depend upon diligence: the carpenter that would perfect his work must first sharpen his tools."  
Confucius

### Compassion

"The value of compassion cannot be over emphasised. Anyone can criticise. It takes a true believer to be compassionate. No greater burden can be borne by an individual than to know that no-one cares or understands."  
Arthur H Steinbeck

