



COUNCIL OF INTERNATIONAL SCHOOLS

EVALUATION PREPARATORY REPORT

Benowa State High School

Benowa | Australia

Mark Rickard | Principal

Evaluation Preparatory Visit Dates | 12 October - 16 October 2020

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Part 1: Basic Information - Preparatory Evaluation

The information required is contextual: how the school is structured, accreditation history and any recent changes to the school.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

Benowa State High School, founded in 1980, is an independent high school located on the Gold Coast, Australia. The school caters for students from grade 7 to grade 12, ranging from 11 to 18 year olds. The school has a proud tradition of being a supportive and caring community that delivers outstanding educational training and opportunities for all students. Since opening in 1980 it has worked in partnership with its community to build a reputation as one of the Gold Coast's leading co-educational secondary schools, providing compulsory and post-compulsory programs. The school draws its students from suburbs with diverse socio-economic, ethnic and cultural backgrounds.

Currently, Benowa State High School has 2017 enrolled students; 1126 students are enrolled in junior secondary (grade 7, 8 and 9) whilst 891 students are enrolled in senior secondary (grade 10, 11 and 12). Enrolment numbers have remained steady for the past 3 years; however, a slight increase in enrolment numbers has been evident in the past year. In 2019, the school hosted 1905 enrolled students and in 2018, 1925 students were enrolled at the school. Traditionally, more students are enrolled in junior secondary than senior secondary.

In 1985, Benowa State High School pioneered Queensland's French Immersion teaching program in grades 8-10 with extension into advanced language studies in Years 11-12. In 2015, the school gained accreditation from the French embassy as a bilingual school, "Label FrancÉducation". Benowa State High School is only one of three schools in Australia to be bestowed this honour. In 1990, Benowa State High School gained Education

Queensland accreditation to provide education services for overseas students. The school has maintained its accreditation status with the latest accreditation taking place in 2018. Many international students choose Benowa State High School as their preferred school and each year students from approximately 15 different countries partake in the homestay program. They form part of the 75 international enrolments that the school is accredited to accept. Benowa State High School has the highest accredited enrolment capacity within the Gold Coast Alliance of Education Queensland International accredited schools.

In 2005, Benowa State High School was one of five schools identified by the Queensland Department of Education to investigate CIS accreditation. The school community supported the decision to seek accreditation and the school was subsequently granted candidate status. The Team Visit occurred in 2006 and the CIS decision to postpone accreditation provided the school with the opportunity to address a range of recommendations to improve facilities. In early 2007, CIS visitors confirmed accreditation and since then the school has maintained its CIS accreditation status. In 2016, the school was reaccredited by CIS and the evaluation noted the growth the school has demonstrated through its ongoing involvement in the accreditation process.

Benowa State High School has delivered Steiner Education since 2006 and the program is currently known as The Waldorf Education Program. In 2018, the school received formal accreditation as an associate member of Steiner Education Australia. The Waldorf Education Program at Benowa State High School provides a creative and academic way of learning to extend students in all subject areas. The program develops learning activities, which are intellectually challenging, connected to the real world and are inclusive, participatory and socially critical.

In 2017, Benowa State High School gained accreditation to become an International Baccalaureate World School and delivers the Diploma Programme to students in years 11 and 12. The introduction of the International Baccalaureate Diploma Programme (IBDP) provides students with an additional pathway in their senior schooling to integrate the ideals of international understanding and responsible rigour, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs.

To align to the Benowa State High School’s vision of “Many Pathways ~ No Limits”, a variety of excellence and support programs are offered to encourage excellence, applaud achievement and celebrate diversity. In the junior secondary curriculum, Academic Excellence (STEM Excellence, French Immersion Excellence, Waldorf Excellence), Sporting Excellence and Cultural Excellence (Music and Dance Excellence) are offered to suit the abilities, talents and strengths of learners. In September 2020, the school has received the most outstanding STEM award as part of the Queensland Government Peter Doherty awards for excellence in STEM education. The Access and Direct Instruction Programs are offered as support programs to meet the needs of identified students. A range of pathways are offered in the senior secondary curriculum which include general subjects, applied subjects, diploma courses, Vocational and Education Training (VET) courses, apprenticeships and traineeships.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

This narrative provides a comprehensive overview of Benowa State High School (BSHS) including useful information about the school’s development, demographics, enrolment trends and accreditation history that helps to contextualise the responses in the individual domains. The summary of the specialist programs highlights the school’s program offerings and student pathways, and their alignment with the school’s guiding statements.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: Reflective Statements - Head of School - Preparatory Evaluation

The Head of School has the opportunity to relate the application for CIS Membership or Accreditation to the school's own Guiding Statements.

Ratings Rubric

There is no rubric for this item.

Self Ratings

No Rating

Response

Our students are multimodal, (and often multilingual) communicators who access information from across the world in real time using their technology tools. These students use technology like a paint brush and they are knowledgeable of international ways of being. They live and go to school with cultures from many continents and in so many ways are growing up in a microcosm of international communities. The guiding statements reflect the community in which our students are being raised and the school's guiding statements are aligned with the hopes and aspirations of the community for our students.

The guiding statements provide a reference for staff to think in a way that is inclusive of international perspectives and that seeks to look beyond as well as to look within. The core values resonate with staff, many of whom have or have had their own children in our school and for whom the values have a strong alignment. Our pedagogical framework emphasises teacher work to engage students in their learning and this is supported though the varied curriculum that teachers deliver and which is noted in the guiding statements.

The school promotes and profiles excellence across the many and varied learning experiences that are offered and with the high expectation of enrolling parents the school seeks to support this profile in every endeavour. The decade of continuing growth that the school has sustained credits not only the mobility of selective parents in our school region but also the elements of the school's guiding statements that parents use as their

comparative measures of what the school seeks to achieve. The value placed by our community on international perspectives, multiple language subjects, the IB, the International Student Program and our partnerships both domestic and international is underpinned by the contribution of these many elements to the school's vision statement of "Many Pathways ~ No Limits".

Elements of the school's guiding statements are visited frequently in whole school assemblies and public gatherings. The values feature as organisers in strategic documents like the school's Student Code of Conduct and these promotions are shared with the community in print media and public occasions like school 'expo', subject selection nights, P&C meetings and School Council Meetings. The school values of respect, compassion, diligence, and integrity have a number of visual reference points for students in the form of classroom posters and they feature in school newsletters and postcards home to students that celebrate student success. Each of the 4 terms in the year has a focus on a particular value.

The school continues to attract outstanding academic, sport and cultural enrolments based on a public reputation for student success. The school's guiding statements extol high quality student experiences and outstanding achievements and these experiences reflect the encouragement and commitment of the school to providing students with opportunities to excel, to receive recognition of success and to be accepted and valued in a school where inclusivity of diversity is a highest priority.

The level of community alignment with the school is its greatest strength. The community speaks well of the school and there is a strong level of trust between parents and teachers that is founded on the teacher's efforts to improve communication with school families.

Consistently implementing an effective pedagogical frame and ensuring the delivery of an engaging curriculum that encourages students to do their best requires vigilance and in times of changing state curriculum this is an ongoing challenge for the school leadership team.

The schools vision statement of 'Many Pathways ~ No Limits' is supported by an extensive range of subject selections that place high demands on staff. Maintaining the necessary

staff currency to deliver these subjects is an ongoing challenge in a climate of teacher under-supply. The school's efforts to mentor and coach our own teacher expertise is important work for the future.

Work to embed international perspectives in planning is well documented and work to then embed these perspectives into daily classroom lessons (daily teacher and student habits) continues to be work in progress and important work in the future.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The Executive Principal's reflections justify the appropriateness of the guiding statements for the culturally diverse school community and technologically savvy students. Implementation of the guiding statements is highlighted by examples of ways that the school promotes the guiding statements to build awareness and understanding, the way that staff use the guiding statements to guide their work, and how the strategic directions of the school influence parental choice of school for their children. The comments resonate with the school's focus on high quality education and commitment to global citizenship. The reflections consider the four drivers of CIS international accreditation – purpose and direction, student learning, well-being and global citizenship. The school's willingness to undergo external review is evident in the Executive Principal's open and transparent comments that acknowledge the ongoing challenges of implementing the guiding statements, in particular the pedagogical framework, due to changing state curriculum requirements and the demands on staff in offering an extensive range of subjects aligned with the school's vision.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: Reflective Statements - Governors and Board - Preparatory Evaluation

The Board, as the custodian of the school's mission and vision, is able to reflect on the application for CIS Membership or Accreditation, the CIS Code of Ethics and the school's Purpose & Direction.

Ratings Rubric

There is no rubric for this item.

Self Ratings

No Rating

Response

The guiding statements are absolutely appropriate for students, staff and community. These were formulated by the staff and community of the school as reflections of the attitudes, values and beliefs they serve to instill in students, better preparing them to the become Australian and global citizens of the future.

"Many Pathways ~ No Limits" acknowledges and celebrates every student's unique situation, abilities and aspirations allowing them to become the best version of themselves. This is put into practice with the range of excellence programs on offer at Benowa SHS that allows students to follow their pathway whether that be through sporting, cultural or academic excellence. The support programs that allows all students to realise their potential are not limited to excellence programs but is also evident in the literacy and numeracy supports and safety nets to ensure all students achieve to their ability. And as students mature into adults, the values of respect, integrity, compassion and diligence will hold them in good stead whether that be in the personal, work or civic lives.

The guiding statements are also appropriate for the staff as they unify their collective efforts to provide a world class education for the students. Through constant engagement with the principles (as guiding principles in the initial planning to serving as criteria during evaluation) staff ensure their efforts are consistent with each other and the overall goals of

the statements. Students are immersed in the goals on a daily basis through signage and posters around the school, to discussions of the statements at gatherings to integration into pastoral and leadership programs.

The guiding statements ultimately serves the community by providing a guarantee of the calibre of student produced by the school. The guiding statements are an ongoing conversation between the school and the community as to the skills, values and attitudes that will benefit communities at the local, national and global levels. The community can be confident that the future citizens produced by Benowa SHS will be informed and actively engaged in shaping the Australia of the 21st century.

The promotion of school values across the school community is both comprehensive and consistent. The school values are prominent in all public spaces throughout the school through either signage or murals. They serve as the basis of the Executive Principal's address at school assemblies, the basis of newsletter items as well as the curriculum, pastoral care and leadership programs provided to students. The values are also recognised through the house system competitions and celebratory events.

The vision of "Many Pathways ~ No Limits" is evident in the varied and engaging curriculum provided to students. Not only are there a variety of excellence programs within the academic, sporting and cultural areas, there are also programs that support students who struggle with literacy and numeracy. Further variety is provided through the French Immersion program, the International Baccalaureate Diploma Programme, Waldorf Education; providing a much more comprehensive pedagogical environment that is better able to cater to all students.

There appears to be a strong and shared understanding amongst the staff and community of the intent of the guiding statements and how they are most effectively realised in the school setting. There is strong leadership from the administration team to guide its implementation. A key example of the fidelity of this vision is the provision of 'Many Pathways ~ No Limits' for all students regardless of ability or background.

There is also a sense amongst staff and students that all students will strive for personal excellence, within supportive environments created and maintained by the staff. There is a

strong sense that the staff are reflective practitioners with systems and processes in place that ensure that all programs are evaluated before action plans are drafted to drive further improvement.

It is not evident at this stage, however as organisations become larger and larger, unifying the entire school under a common goal(s) may become increasingly difficult. With the consistent communication between staff, students and community, and the maintenance of the work ethos, this scenario can be avoided.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

This thoughtful response from the School Council indicates robust support for the guiding statements and their appropriateness for the school community within the local and international context that is consistent with the Executive Principal's comments. The relevance of the guiding statements for all school constituent groups is highlighted by the focus on inclusivity that respects cultural diversity and the individual needs and interests of students, excellence, high quality education, and the development of active global citizens in the 21st century. BSHS makes concerted efforts to embed the guiding statements across the school and recognises the challenges of maintaining shared commitment as the school community continues to increase in size.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: Reflective Statements - Parents - Preparatory Evaluation

Parent representatives may give their views about the school's Guiding Statements and their implementation.

Ratings Rubric

There is no rubric for this item.

Self Ratings

No Rating

Response

As a parent representative, I think Benowa State High School's guiding statements are very appropriate for all students/staff and community. They give clear direction for students to follow and strive towards. The vision of 'Many Pathways ~ No Limits' is well embedded in the school. The curriculum offers students a wide variety of subjects alongside five excellence programs and the International Baccalaureate Diploma Programme. The special needs education program ensures all student's needs are met.

The core values of Respect, Integrity, Compassion and Diligence are actively promoted throughout the school and form the basis and foundation of the every day management of the school. These values are also practised in my own home and are important throughout our society and the world we live in today.

The school encourages excellence and celebrates achievement in many different ways such as through newsletters, award evenings, assemblies and individual acknowledgement of students.

The well-being of students is important to the school and students have access to Guidance Officers and other support programs to ensure they are well-balanced young adults that can live in a culturally diverse community.

Benowa State High School reinforces the school core values of Respect, Diligence, Integrity

and Compassion. They play an integral part and feature heavily on school assemblies and through newsletters.

The school's vision of 'Many Pathways ~ No Limits' is well implemented. The school curriculum is excellent and offers a wide range of subjects. Students can map out their own future and choose their preferred subjects however sometimes there can be a clash between certain subjects which might eliminate a certain choice for a student. Students can choose many different pathways ranging from academic pathways to traineeships and apprenticeships. The school offers a range of excellence programs and the International Baccalaureate Diploma Programme. Students are able to excel and maximise their potential. The school's academic results are excellent.

Benowa State High School applauds student achievement and celebrates through many different events such as Academic Awards Night, Sports Awards Night, many performing arts events and the school musical.

The school is inclusive of different religions and is a non-denominational school. Benowa State High School has a large culturally diverse community. Diversity is celebrated on different occasions throughout the school year such as Multicultural Day and Intercultural Day.

Benowa State High school implements its guiding statements effectively. They offer a wide variety of subjects true to their vision of 'Many Pathways ~ No Limits'. This enables students to excel and reach their potential. Additional Vocational Education and Training (VET) subjects are offered to students in order to gain extra qualifications. The school has excellent academic results. Students receive support and encouragement and have access to qualified personnel. The school is a culturally diverse and inclusive school and they care about all students regardless what cultural background they hold. Diversity is celebrated at different events throughout the year.

As a parent representative, I am concerned the school could face potential challenges. The school receives funding for two Guidance Officers, many students seek support from them and I am concerned the school is underfunded to be able to meet the needs of all students.

Benowa State High School offers many different pathways which sometimes allows for a dispositional amount of teacher/student ratio. Some International Baccalaureate (IB) classes have small student numbers which can effectively put more pressure on other areas in the school.

Respect is a core value at Benowa State High School but it's important that the school has the same expectations of their staff. Some teachers' respect has to be earned and should not be a given.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The parent reflections indicate a high level of agreement that the guiding statements clearly articulate the purpose and direction of the school and are appropriate for the school community. The comments confirm that the school is proactive in building awareness and understanding of the guiding statements with numerous examples of ways that the guiding statements are implemented and the values are embedded in the life of the school. Extensive curriculum offerings, promotion of excellence, recognition of achievement and a focus on student well-being demonstrate ways that the statements are implemented across the school. The reflections identify challenges from the perspective of parents that can be used by the school as part of its monitoring and review of the implementation of the guiding statements.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: Reflective Statements - Teachers and Support Staff - Preparatory Evaluation

Teaching and support staff representatives may give their views about the school's Guiding Statements and their implementation.

Ratings Rubric

There is no rubric for this item.

Self Ratings

No Rating

Response

We believe that our guiding statements are appropriate for all students. Within the mission, inclusivity is prioritised, as it specifies challenging all students to reach their personal best. Within a school environment that encompasses students of all backgrounds and abilities, it is appropriate that success in a range of ways is celebrated. The guiding statements also acknowledge the needs of students to participate in the 21st century. As such, it emphasises the importance of international mindedness and global citizenship. The school acknowledges the students' context and prepares them for a global community unprecedented by those before. The values and inclusion of the United Nations Declaration of Human Rights support a safe environment for all students.

From a staff perspective, the guiding statements are encouraging and aspirational. Through the vision of "Many Pathways ~ No Limits" Benowa State High School values different educational pathways and thereby educators, both academic and vocational. The mission's focus on supporting and celebrating students and their diversity is inspiring. The prospect of interacting with students of different cultures and backgrounds, and teaching students to be global citizens using a varied and engaging curriculum, is both exciting and modern. For these reasons, the guiding statements for staff are strategic and appropriate.

Whilst we believe our guiding statements are appropriate for students and staff, we feel it lacks a little connectedness with the wider community. Parents or members of the

community are included in the sense that the mission states “we are a community” however this is only in reference to celebrating student achievement and diversity. It doesn’t clarify the school’s extensive connections to the community. We believe there is scope, through local and global opportunities, to further integrate the community within the guiding statements.

The school’s four core values of diligence, integrity, compassion and respect are strongly promoted across the school community. Physically, each classroom has a poster of the school’s values displayed. House posters featuring namesakes (Bandler, Florey, et al) and their corresponding values are prominent throughout the school, including on electronic noticeboards. In the curriculum, the values are explored explicitly each term through the weekly personal development program. Our staff reward students exhibiting school values with merit points which leads to intrinsic house points and extrinsic rewards (weekly tuckshop voucher draw). Behaviour management is conducted based on the school values, with the Responsible Thinking Room process involving questions about diligence, integrity, compassion and respect. Our vertical house system promotes the school values through daily notices, regular house assemblies and school events. Finally, the values are a part of the common staff professional language when interacting with students in the classroom, in the playground and at events. It is clear the school’s values are fully integrated into the school community.

As part of the implementation of the guiding statements, the school offers a diverse and engaging curriculum. Within the junior school there are a varied number of programs to ensure all students reach their personal best; included - but not limited to - excellence programs (French Immersion, Sport Excellence, Dance Excellence, STEM, Waldorf), language programs (Japanese, Spanish, Italian, French), and support programs (Access, intense focus classes, Direct Instruction, EALD support). Students also have access to an extensive range of programs within their senior schooling, including IB, ATAR and VET pathways. The comprehensive and inclusive nature of these offerings highlights the implementation of the guiding statements.

In practice, the guiding statements encourage student excellence. The vast array of excellence programs students can enrol in provide unique and personalised learning experiences. There are countless opportunities for students to take on leadership roles (TIP,

Peer Mentoring) and participate in student led clubs, reinforcing the values and school vision: “Many Pathways ~ No Limits”. Our guiding statements articulate that we “draw students from across our city and around the world”. The fact that we continue to attract students from out of catchment and across the world is evidence of our varied and engaging curriculum and the long-standing success of our International Student Program.

We applaud student achievement and success with recognition through assemblies, merit schemes and awards nights. We celebrate with the community through our school newsletter, our social media platforms and public events. We celebrate diversity through events such as Multicultural Day and Intercultural Day, a variety of international trips through language programs and global citizenship initiatives such as World Challenge, NASA and the IB Creativity Activity Service component. Conclusively, these initiatives are strong evidence of the implementation of the school’s guiding statements. It is our belief that we foster international perspectives and create global citizens for the 21st century.

As previously mentioned, the school offers a comprehensive and varied curriculum for all students. We believe this is a strength within the implementation of our guiding statements as it allows for the encouragement of excellence, celebration of diversity and the deliverance of “Many Pathways – No Limits.”

The diversity of our school community is another strength. Our student population is currently inclusive of over 60 cultural backgrounds. This not only highlights our celebration of multiculturalism, it also enables us to continue to foster international mindedness in authentic and celebratory ways. Diversity within staff also needs to be acknowledged. Teaching staff within our school represent a range of backgrounds, both personally and professionally, as many staff hold expertise in their chosen fields.

Our guiding statements explicates that Benowa encourages excellence in students but also in staff. The school’s strategic direction is clear for all staff and is documented in the Annual Improvement Plan (AIP). Staff receive support to establish professional goals through the New Arts and Science Of Teaching (NASOT) training days and the Professional Development Mentoring Process (PDMP). These processes foster high expectations and continued growth.

Pastorally, students have a lot of support through clubs, peer groups, teachers, house group teachers, their Heads of House, guidance counsellors, the chaplain, the school nurse and administrative staff. For staff, there is a strong culture of support through the whole school wellbeing initiatives but also through the development of professional networking, house allegiances and friendships.

Our mission statement promotes that “The world is our classroom through information and communication technologies”. However, we have identified a gap in how this translates from theory into practice. Our challenges include limitations on the accessibility of technological resources for students. There appears to be inconsistencies between departments with the implementation as well as expectations of the usage. In addition, staff potentially require upskilling in the area of how to effectively implement digital technologies.

The guiding statements applaud and celebrate student achievement however we feel the same is not consistent for staff. To make this an authentic part of daily practice, the acknowledgement of work in different faculties could be communicated more frequently. We believe we are aware of our challenges and have already made some adjustments to this end. In summary, Benowa lives its ethos and effectively enacts the guiding statements.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The staff reflections indicate unreserved support for the guiding statements and their appropriateness for the diverse school community with a focus on inclusivity, excellence, student learning and well-being, and global citizenship that echo the comments by the Executive Principal, School Council and parents. The comments confirm that the guiding statements underpin strategic planning and decision-making at whole school level and guide the actions of all members of the school community with numerous examples provided of ways that the guiding statements are implemented across the school. The reflections highlight the importance placed on the school values and identify scope for the

school to build on the current good practices to strengthen the implementation of the guiding statements.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: Reflective Statements - Students - Preparatory Evaluation

Student leaders/representatives may give their views about the school's Guiding Statements and their implementation.

Ratings Rubric

There is no rubric for this item.

Self Ratings

No Rating

Response

On behalf of students at Benowa State High School, we find our school's guiding statements to be inclusive to all bodies of the community. Throughout our experiences as students at Benowa, it is evident our school mission is appropriate to all students. The school excels in applauding student achievements and their contributions to the school community. The values promote students in becoming better human beings and, in turn, creates a self-driven ethic. As a student entering Benowa State High School, there is an expectation for all students to reflect and uphold the school values, which drives students to become the best they can be. Students are consistently exposed to our realistic standards, informed by our mission, vision, and values; shaping our morals to reflect Benowa's core belief in raising respectable citizens. From personal experience, the vision of 'Many Pathways ~ No Limits' has always prevailed, encouraging each individual to achieve their goals and dreams. Through our experiences, the school staff have been supportive, dedicated, and well equipped for our learning needs and to ensure Benowa's vision is fulfilled. As for our community, students are well-informed of any VET, university and job opportunities by our school guidance team, thus connecting us to our local and global communities. Through recent changes, eight schoolhouses have been formed and house groups now include students of all ages, to ensure inclusivity amongst all students. Overall the school's guiding statements are effective in meeting the needs of students, staff and the school community.

The implementation of the school's values across the school is achieved through numerous

curricular activities such as the merit system, awards, and a subject dedicated to personal development and growth planning. The curriculum offers many opportunities to embark on future pathways through a varied syllabus and subject selection. Core subjects in numeracy and literacy offer multiple levels of scaling to cater for all students' capabilities.

Internationally recognised programs such as IB, STEM, Sport/Dance/Music Excellence, French Immersion, and Waldorf are also available for high achieving students interested in linking their curriculum around a certain profession. However, suggested improvements to the curriculum would be to include more Indigenous-focused units to better understand the original cultures of our country. There are many efforts to celebrate our cultural diversity such as Multicultural Day, NAIDOC week, and various assembly recognition of important cultural dates. However, we believe a more extensive implementation of cultural understandings and the celebration of culture could be embedded within the school. Stronger intercultural links to the curriculum would promote and authentically deepen cultural understandings to all students. While the guiding statements are appropriate to the school, in order to promote the missions and values more effectively, stronger communication between staff and students would ensure that guiding statements are implemented more effectively. Lastly, the school's values of diligence, integrity, compassion and respect are implemented effectively between students, staff and the community. However these values need to be applied to the school's grounds and facilities (for example litter in the school). The recognition and celebration of success at Benowa State High School greatly applauds achievements and excellence both on and off campus. This is carried out through awards night, school hall of fame, school notices/newsletters, and assemblies. The school has implemented its guiding statements effectively, however intercultural understanding, communication between staff and students, and respecting school grounds is an area the school could focus on.

As previously stated, Benowa effectively implements the guiding statements through Personal Development Plan lessons, consistent exposure to the vision and values, and well-equipped teachers. Problem solving and open communication within the student forum has allowed for a collaborative approach in order to overcome problematic situations within campus. The Heads of House and Deputy Principals also analyse attendance data, creating a more productive learning environment whilst supporting students should any discrepancies occur. The school provides a welcoming and supportive environment to strengthen relationships between staff and students. Within our school, there are many

programs and clubs that cater to the guiding statements such as the Environmental Council, 'you can sit with me', Peer Support, Benowa Creative Ink, and many game-based clubs including chess and Dungeons and Dragons. One of the school's challenges is to connect cultural diversity to the curriculum. This is a challenge due to the many backgrounds of our students and would be difficult to be inclusive to all cultures. We understand that as a state school, replacing damage to a facility and providing continuous upkeep is a financial challenge. Furthermore, although strategies connected to the school improvement agenda such as Eagle and Wolf have been well established, other areas in literacy and numeracy need to be more effectively embedded throughout the school. Cornell Notes and the See Investigate Model framework have not been consistently used throughout all classrooms. It is a challenge to implement all these strategies as some of them are not engaging, and because students should be autonomous in how they learn. If all teachers enforced these strategies from year 7, students may be more comfortable and less resistant in using these tools in their senior schooling.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The student reflections indicate a good understanding of the guiding statements and ways that they are implemented supported by relevant examples that directly involve students such as the curriculum and co-curricular program. The students' reflective comments indicate an appreciation of the inclusivity of the guiding statements and their relevance for students. They are consistent with the reflections of all other school constituent groups indicating that they are well known and understood by all members of the school community, and influence school programs and actions. The reflections indicate that the guiding statements are aspirational. Students recognise that the guiding statements encourage them to accept responsibility for their own learning and to strive to achieve their personal best while becoming responsible citizens guided by the school values. The comments indicate the students have critically reflected on the implementation of the guiding statements and identified areas for further development including intercultural understanding through a greater focus on indigenous culture.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Domain A: Purpose and direction - Evaluative Commentary - Preparatory Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

Benowa State High School developed guiding statements which has evolved over time in response to mandated government guidelines and new partnerships (such as CIS) and the dynamic needs of all members of the school community. Whilst the Charter has been revised and adjusted over the years, the vision of “Many Pathways ~ No Limits” has remained unchanged. The vision is future-oriented, aspirational and clearly sets a high expectation of learning for all students.

Benowa State High School developed the core values of respect, diligence, integrity and compassion to provide a framework for students and staff to develop into being global citizens that thrive in local and global contexts.

The guiding statements align with the CIS Code of Ethics and the UN Conventions on the Rights of the Child. Whilst these documents are new within the CIS framework, the steering committee found that our existing school Charter aligned with its values and beliefs.

Benowa State High School identified that the “21st century belongs to people who can live and work in more than one country and communicate effectively with other cultures.” In accordance with this, to address a global education perspective, the school’s guiding statements identifies five international perspectives which are further supported by the International Matrix and the Australian Curriculum, Assessment and Reporting Authority’s

(ACARA) General Capabilities.

The Charter is available to members of the school community; however, the process of review needs to be more systematic with wider consultation inclusive of staff, students, parents and other key members of the wider school community including the School Council.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

Benowa State High School (BSHS) is well prepared for the self-study in Domain A. The school has articulated its purpose and direction in the form of a school charter that is highly visible throughout the school campus. This helps to serve as a daily reminder to students and staff of the purpose and direction of the school. The statements are included on the school website and in school documents that promotes awareness among current families and prospective families that allows them to make an informed decision about the choice of school. The guiding statements are aligned with, the UN Convention on the Rights of the Child, Department of Education's (DoE) guiding documents and the CIS Code of Ethics that supports student learning and well-being.

The guiding statements set high expectations for all members of the school community with a focus on excellence, global citizenship and values that support student well-being. The school's learning pillars and pedagogical framework guide teaching and learning at BSHS, and global citizenship is guided by the International Mindedness Matrix and the ACARA general capabilities. During the self-study stage the school should work on drawing these together with an overarching statement of high-quality learning and a statement of global citizenship. The administration team has recognised that it is timely to conduct a formal review of the guiding statements involving all constituent groups to ensure they remain relevant and appropriate for all members of the school community. The school is advised to use this opportunity to develop a regular cycle of review of the guiding statements. While the school monitors its progress in implementing the Annual Improvement Plan and uses various data sets, the next step for the school to meet the

criteria at the team evaluation stage is to develop a formal process of monitoring and evaluating its success in implementing the guiding statements.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual core standards for this domain.

Recommendations for non-core standards for this domain include:

Domain A Standard 5 – The administration team develops and implements a regular cycle of review of the guiding statements that involves all constituent groups.

Domain A Standard 5 – The School Council and administration team develop means to formally monitor and measure the school’s success in implementing the guiding statements.

Domain A: Purpose and direction - A1 - Preparatory Evaluation

The school's purpose, direction, and decision-making is guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school.

Ratings Rubric

A1i. The guiding statements inform the school and its decision-making. A1ii. The school's purpose and direction and their importance as drivers of strategic planning and decision-making are fully understood at both governance and school leadership levels.

Self Ratings

Met

Response

The guiding statements are reflected in the school's Charter which was developed through wide consultation in 2005 and is underpinned by "Many Pathways ~ No Limits." The Charter incorporates our mission statement, the four core values (respect, integrity, compassion and diligence) as well as outlining the school's commitment to lifelong learning and internationalism for the school community.

Through the strategic school plan, Benowa State High School has identified five areas that directly promote high quality learning in order to foster a community that encourages excellence, applauds achievement and celebrates diversity. These five areas are "informed teacher professionalism; evidence-based decision making; engaging and explicit curriculum; promoting collaborative problem-solving and open communication; and monitoring school improvement." Defining these elements of high quality teaching allows for a strong focus in improving student learning outcomes, ensuring learning is personalised, responsible and accountable supporting our students to achieve the school vision of "Many Pathways ~ No Limits."

The Charter is published in all school publications including the school diary (for new grade 7 students only) and is present in all classrooms. Historically, Benowa State High School has

offered its students a diverse suite of subject selections and co-curricular programs providing the opportunity to follow a range of pathways upon exit of the school. This decision of offering a wide variety of subjects is guided by the school's vision of "Many Pathways ~ No Limits." Furthermore, the personal development program (PDP), in alignment with the government mandated personal and social capability learning continuum, reinforces our school's values and is taught across all year levels. Specifically, the decision of explicitly linking one school value within each term's content illustrates the school's integration of these values into programs of learning. To further align with our school values, Stymie - an online forum that enables students to make anonymous notifications about themselves or peers - was introduced to provide a focus for student wellbeing.

In 2018, an overhaul of the pastoral care system allowed for the opportunity to build a culture of community in the school, with the goal to improve wellbeing and a sense of belonging. Through consultation with the School Council, Benowa State High School created eight houses, each with their own patron and individual identity, to nurture and challenge students and staff to reach their personal best. In 2020, the pastoral care system will be reviewed with input from the Executive Principal, students, staff and the community.

The school's professional development model is underpinned by the guiding statements and challenges staff to reach their personal best. Curriculum documentation reflects the school's guiding statements allowing for the delivery of a varied and engaging curriculum. As a result, ranges of academic, cultural and sporting programmes are implemented across the school to provide the opportunity to meet student and community needs.

The school Charter underpins school activities that involve students in local and global communities. By providing opportunities for students and staff to create national and international partnerships, the school is committed to developing a community that is outward-looking.

Evaluator Ratings

Met

Evaluator Reason for Rating

It was evident through document review, discussions with school representatives, and online lesson observations that the guiding statements underpin school decision-making, programs and actions at BSHS. There is strong support for, and shared commitment to, the guiding statements by all school constituent groups, particularly the school vision and values. The guiding statements are contained and reflected in key school documents that guide and inform school actions such as the BSHS Strategic School Plan 2019-2021, the School Council Handbook, Week One staff booklet, and curriculum guides. They are displayed around the school and publicly available on the school website.

Examples of ways that the guiding statements are used to influence decision-making at strategic, program and operational level were provided during the visit by members of the School Council, leadership team, staff, students and parents. The School Council recognises that there is scope to make more explicit connections between the guiding statements and the Council's discussions and decisions. There are direct links between the guiding statements and the Strategic School Plan, the New Art and Science of Teaching (NASOT) pedagogical framework, strategies to meet the needs of individual students, staffing, the staff Professional Development and Mentoring Program (PDMP), financial planning, and campus development. Collectively and individually these strategies and programs are designed to enable all students to 'reach their personal best' and become 'global citizens' as stated in the guiding statements. There is agreement by school constituents that the guiding statements with their focus on excellence, pathways, and global citizenship, are aspirational and appropriate for the needs of the community with which the evaluators concur.

Commendations

Domain A Standard 1 – The administration team for the development of clear statements of purpose and direction that form the foundation of school programs and actions.

Recommendations

Domain A Standard 1 – The School Council ensure that there are explicit links between the guiding statements and Council decision-making.

Domain A: Purpose and direction - A2 - Preparatory Evaluation

The guiding statements provide clear commitment to high-quality learning and teaching which is effectively implemented at each stage of a student's pathway through the school.

Ratings Rubric

A2i. The school has an engaging and contextually appropriate definition of high-quality learning and teaching to guide its practice.

Self Ratings

Exceeded

Response

Queensland state schools share a vision of every student succeeding. It ensures every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success. Benowa State High School reflects this vision by nurturing and challenging students through its definition of high quality learning and teaching. High quality learning is primarily articulated through Benowa's Strategic School Plan 2019-2021 and Annual Improvement Plan. The school's pillars that underpin high quality teaching include an engaging and explicit curriculum, evidenced based- decision making, informed teacher professionalism, monitoring improvement, and collaboration.

In order to deliver an engaging and explicit curriculum, teachers organise content (Australian Curriculum and Reporting Authority [ACARA], Queensland Curriculum and Assessment Authority [QCAA], and International Baccalaureate Diploma Programme [IBDP]) into coherent well-sequenced learning and teaching programs. Teachers develop, select and use informal and formal, diagnostic, formative and summative assessment strategies, to assess student learning and make evidence based decisions. Teachers select from, and use, relevant and effective research based strategies shown to have a high probability of supporting student learning, as evidenced through the school's pedagogical framework, the New Art and Science of Teaching (NASOT). The school continuously collects and utilises data to inform instructional decisions and provide academic

interventions for individuals and groups in order to monitor improvement. Benowa State High School actively promotes collaborative problem solving and open communication with all stakeholders in the school.

As outlined in Benowa State High School's AIP, the school's pedagogical framework, NASOT, provides guidance and monitoring processes for the implementation of high quality teaching. To ensure literacy and numeracy outcomes are met, the school identifies clear research-based strategies that further strengthen the school's definition of high-quality learning and teaching. Eagle and Wolf, Collins Writing, Cornell Note Taking and See Investigate Model (SIM) are outlined in the school's AIP as whole school strategies to improve literacy and numeracy outcomes for all students.

Benowa State High School's definition of high quality learning is applicable to every student and allows for the transition of learning to progress into their chosen pathway. This consistent definition enables the school to track and monitor student engagement in high quality learning.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

BSHS maintains a robust commitment to high-quality learning and teaching consistent with the DoE State Schools Improvement Strategy 2020-2024 that focuses on all students being successful learners. The guiding statements explicitly state that the school encourages excellence and offers a varied and engaging curriculum through specialised academic programs, diverse courses, extension activities and student support. This commitment is underpinned by five pillars contained in the School Strategic Plan and a clearly stated pedagogical framework (NASOT) that guides practice. The framework provides clarity regarding school expectations and practices and supports consistency of implementation across the school. There is a strong focus on collaboration, evidence-based decision making and teacher professionalism to inform practice. Understanding of the school's pedagogical approach and consistency of implementation is developed by the staff professional development program that has a strong focus on teaching and learning. Lesson observations and discussions with staff confirmed that that these practices are well known

and embedded in the teaching and learning program at BSHS. However, it was evident during the visit that the underlying pillars of high-quality education at BSHS are less well known by staff.

Commendations

Domain A Standard 2 – The administration team and staff for their commitment to supporting positive outcomes for students by implementing a whole school approach to learning and teaching through implementation of the NASOT pedagogical framework.

Recommendations

Domain A Standard 2 (Major) – The administration team make more explicit the pillars of high-quality learning at BSHS that underpin the school’s pedagogical framework through the development of an overarching statement that incorporates the school’s educational vision, pillars of learning and pedagogical framework.

Domain A: Purpose and direction - A3 - Preparatory Evaluation

The guiding statements provide clear commitment to developing global citizenship and intercultural learning.

Ratings Rubric

A3i. The school has created an engaging and contextually appropriate definition of global citizenship to guide its practice.

Self Ratings

Met

Response

The school's commitment to international and intercultural learning is identified in the guiding statements through its reference to "The 21st century belongs to people who can live and work in more than one country and communicate effectively with other cultures...The world is our classroom." It is further supported through the school's international perspective matrix of: geopolitics; cultural heritage; cultural acceptance and respect; global citizenship; and international perspectives.

The Australian Curriculum (AC) identifies intercultural understanding as one of its general capabilities embedded across all areas of the P-10 curriculum recognising culture and developing respect, interacting and empathising with others, and reflecting on intercultural experiences and taking responsibility. Furthermore, the school's international perspectives matrix provides a contextually appropriate guide across grades 7-12 to deliver learning experiences that aim to embed intercultural learning and understanding.

In addition to the junior and senior secondary curriculum set guidelines, a variety of programmes are on offer to students from grades 7 to 12 that embed intercultural learning. These include the school's internationally recognised French Immersion Program and the International Baccalaureate Diploma Programme (IBDP). In addition, to foster global citizenship, Benowa State High School's language program hosts numerous events with the aim of fostering global citizenship. These include intercultural language mornings

showcasing, French, Spanish, Japanese and Italian languages and culture and participation in multiple World Champions in the Language Perfect Global online competition.

In response to the guiding statements, a range of co-curricula programs are embedded across the school to develop intercultural understanding. These opportunities are provided for students to interact as global citizens and deepen intercultural connections including sporting and music tours and exchanges, international study tours (Italy, France, Japan); sister school exchanges; World Challenge; STEM NASA experience; and the IB Creativity Activity and Service Cambodia Tour. Additionally the school hosts annual cultural events to promote intercultural understanding such Multicultural Day, ANZAC Day, Chinese New Year, NAIDOC Week.

Aboriginal and Torres Strait Islander students have opportunities to participate in the Black and Deadly and Staying in School, as well as Kalwun's Deadly Choices workshops, to provide pathways to support young women and men in leadership and mentoring roles and celebrate their heritage.

Evaluator Ratings

Met

Evaluator Reason for Rating

A review of curriculum documentation and school programs, and discussions with school representatives confirmed that BSHS has a genuine commitment to global citizenship and interculturalism that is fostered and enhanced by the cultural diversity of the school community. The school charter contains several references that articulate this commitment including the celebration of diversity, the world belongs to people who can live and work across national borders and cultures, and 'the world is our classroom'. It also is reflected in the school values of compassion and respect that underpin global citizenship and support a positive and inclusive learning environment.

The International Mindedness Matrix identifies five key focus areas to 'foster international perspectives to create global citizens' that guide learning and teaching. There is ample evidence that international mindedness and intercultural understanding are developed both

inside and beyond the classroom through the curriculum, co-curricular program, the international student program, sister school relationships, and annual cultural events. While the intention to develop global citizens is articulated in the guiding statements and the matrix provides focus for the school's programs and actions, the next step for the school is to draw these elements together by developing a contextually appropriate overarching statement of global citizenship to provide greater clarity and foster common understanding. This also will assist the school to refine its criteria to measure students' competencies as global citizens. The staff professional development program includes sessions to build the intercultural capabilities of teachers that the school is encouraged to develop further so teachers can better support students and relate to a culturally diverse school community.

Commendations

Domain A Standard 3 (Major) – The school community for its genuine commitment to global citizenship and intercultural understanding that leads to a positive and inclusive learning environment that supports student learning and well-being.

Recommendations

Domain A Standard 3 (Major) – The administration team leads the development of an overarching contextually appropriate statement of global citizenship that incorporates the school's international mindedness matrix and the ACARA general capability of intercultural understanding.

Domain A Standard 3 – The leadership team build on current professional learning opportunities for staff to develop their intercultural awareness and skills abilities so that they can better support students to develop the qualities and skills of global citizens in keeping with the guiding statements.

Domain A: Purpose and direction - A4 - Preparatory Evaluation

The guiding statements provide clear commitment to well-being, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990).

Ratings Rubric

A4i. The guiding statements are in alignment with the CIS Code of Ethics and influence decision-making. A4ii. The guiding statements make a clear commitment to well-being and this commitment is evident in practice. A4iii. Staff induction procedures and professional development include suitable references to the UN Convention on the Rights of the Child (1990) and these rights are confirmed in policy.

Self Ratings

Met

Response

The guiding statements of the school aligns with the core values and principles found within both the CIS Code of Ethics and the UN Convention of the Rights of the Child.

The school's guiding statements outline the core values of respect, integrity, compassion and diligence with the aim of creating a nurturing environment where students feel safe and valued. The CIS Code of Ethics states that 'student well-being is paramount' and the school's values are supported through a number of programs (pastoral care, personal development program, and chaplain/guidance support programs) that occur on a daily basis.

The school Charter states that "we are a community that celebrates diversity" and our four core values support the respect of all members within our school and its wider community. The school's Charter directly aligns to the CIS's 'promote global citizenship' code by encouraging and celebrating diversity. It states, "The 21st century belongs to people who can live and work in more than one country and communicate effectively with other cultures. The world is our classroom through information and communication technologies,

international language studies and cultural exchanges. Through a varied and engaging curriculum we draw students from across our city and around the world. Guided by the beliefs and values expressed in the United Nations Declaration of Human Rights, we foster international perspectives to create global citizens.”

Department of Education employees are required to meet a high standard of ethical conduct as supported by the Standard of Practice policy which provides guidance on the application of daily work based on the four ethical principles set out in the Code of Conduct for the Queensland Public Service (the Code). It is mandatory for all staff to read the Standard of Practice in conjunction with the Code. In that way the department ensures and a clear understanding of an ability to implement the ethical principles, values and standards of conduct that are applied to our daily work as teachers.

The school has identified six core facets, which demonstrate a commitment and alignment to the values inherent in the articles of the UN Convention Rights of the Child. These include safety, privacy and protection; equity, diversity and accessibility; health, education and success; active citizenship; identity and culture; and family and community.

To ensure children’s safety, privacy and protection at Benowa State High School, all staff complete annual mandatory training programs. This includes the code of conduct training, student protection training and the Curriculum Activity Risk Assessment (CARA) training. Teachers complete CARA documentation for excursions, incursions and variations to school routines as a requirement before any activities with risk are approved by the Executive Principal.

Benowa State High School provides a full-time guidance and counselling service for students and their parents, guardians and teachers. The service enables students to successfully balance an increasingly broad and challenging range of educational and developmental demands that may challenge their successful progress through high school.

Student privacy is maintained by the Guidance Officers and Executive Principal. Teachers are informed of medical or welfare issues when parental and child consent has been granted. Furthermore, as part of Benowa State High School’s privacy policy, the school seeks parental permission and consent for use of student images in media such as

newsletters and promotional videos for the school. Before content is published, staff check the register of media consent (stored centrally on OneSchool).

To promote equity, diversity and accessibility, Benowa State High School follows the legislative requirements for students to access curriculum. In addition to this, the school provides a range of programs and support to ensure equity, diversity and accessibility. In grades 7-10, the special provisions process supports students who require alternative or adjusted conditions to access and respond to assessment instruments. In grades 11-12, Access Arrangements and Reasonable Adjustments (AARA) minimises, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. These AARAs follow the Queensland Curriculum and Assessment Authority's (QCAA) guidelines. In addition to assessment, peer support, study centre, homework club, our access department and IB Creativity Activity and Service program all promote equity, diversity and accessibility to student education.

The school implements a range of health and wellbeing programs including those relating to anti-bullying and mental health. In addition to the knowledge and skills delivered through the health and physical education program, a number of targeted programs build resilience in identified students, as well as health education and service learning programs. These include: AMADYA Martial Arts Mentoring Program, Chase the Sun, iCare Peer Support, TIP and YODA.

Active citizenship is reflected in our guiding statements through Benowa State High School's student code of conduct. This document follows restorative justice and natural consequence behaviour management processes. The code of conduct respects the following rights: the rights of all students to learn, the rights of teachers to teach, and the rights of all to be safe.

Students are encouraged to develop their identity through a range of house and co-curricular activities across the school. International perspectives, multicultural and intercultural connections feature within Benowa State High School's formal curriculum, and documented in work programs and unit overviews in each faculty to demonstrate the school's commitment to identity and culture.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

The evaluators concur that the evidence suggests an improved rating from that indicated by the school. Student well-being is a priority at BSHS. The school explicitly states its commitment to the United Nations Declaration of Human Rights in the school charter that underpins the culture of care that permeates the school. The school values contain a strong moral and ethical foundation built on integrity, compassion and respect that has resulted in a welcoming and inclusive learning environment. It was evident during the visit that the administration team and staff work to ensure all students can be successful learners within a safe and supportive learning environment.

Positive and mutually respectful relationships based on the school values are a feature of interactions between students, and between students and staff that are consistent with the values contained in the UN Convention on the Rights of the Child. The guiding statements conform to the CIS Code of Ethics by promoting excellence in teaching and learning, values that foster student well-being, and global citizenship. The evaluators confirmed that all decision-making and actions are based on the ethical principles and values contained in the guiding statements. The concepts that form the basis of the CIS Code of Ethics are embedded in school policies, procedures and practice.

Commendations

Domain A Standard 4 - The staff for their genuine concern and care for the well-being of all students within a supportive and nurturing environment.

Recommendations

None at this time.

Domain A: Purpose and direction - Planned Actions - Preparatory Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

Standard A1: The Administration Team provides a more structured and focused approach to reviewing the school's guiding statements with alignment to all constituent groups.

Standard A1: The Leadership Team ensures the guiding statements are explicitly referenced when introducing key strategic changes and new programs to all staff.

Standard A4: The Administration Team to ensure the UN Conventions on the Rights of the Child is accessible to all staff.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school's planned actions are appropriate. They should be acted upon with those related to core standards being a priority and including the recommendations contained in this report particularly related to statements of high-quality learning and global citizenship.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain B: Governance, ownership and leadership - Evaluative Commentary - Preparatory Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

Benowa State High School is a Queensland Government state school. In alignment to the CIS Code of Ethics, the school complies with all applicable laws and regulations. The Executive Principal oversees the strategic direction of the school, implementing policies and practices that are determined by the Minister of Education. The State School Improvement Strategy, as defined by the Department of Education (DoE), complements the ethos of the CIS Code of Ethics as it guides students to strive for excellence, encourages inclusion, respects the dignity and equity of all individuals, groups and cultures, and safeguards the wellbeing of all students. The State Schools Improvement Strategy's priorities for 2020-2024 include the success and wellbeing of all children and students through each stage of learning in an inclusive education system; and the continuous improvement in teaching, learning and assessment of the Australian P-10 Curriculum and the Queensland Curriculum and Assessment Authority (QCAA) grade 11 and 12 subjects.

The school's governance model complies with the requirements of the DoE and includes defined roles and responsibilities for each position. As an Independent Public School the Executive Principal is empowered as the educational leader of the school within the guidelines of the Education Department's policies and procedures. Through the Executive Principal's strategic direction, Benowa State High School nurtures a culture of care in which the education, safety and well-being of students are paramount. The Executive Principal reports to the DoE Director-General. The Executive Principal develops an Annual

Performance Development Plan which addresses the Principal Standards as outlined by the Australian Institute for Teaching and School Leadership (AITSL) and is endorsed by an Assistant Regional Director (ARD).

As an Independent Public School, the Executive Principal works in consultation with an elected School Council. The School Council meets once per term to help guide the strategic direction of the school. The School Council appoints key stakeholders who represent a broad cross-section of the school community in order to effectively gauge the needs and expectations of the school. Furthermore the School Council contributes to the educational and financial plans as proposed by the Executive Principal. The Annual Improvement Plan (AIP) and faculty AIPs explicitly determine yearly educational priorities and inform the basis of establishing the annual school and departmental budgets. The School Council endorses the school's AIP for DoE approval.

The Parents and Citizens Association (P & C) is a volunteer group that consults with the school to help provide financial support to the school's improvement plans. The Executive Principal attends all P & C meetings to discuss relevant governance, leadership and operational matters within the school each term. The school also has a Local Consultative Committee (LCC) which is made up of different union sector representatives of the school. The LCC works to address management and operational needs of the school that directly affect staff workload. The LCC meets with the Executive Principal twice each term.

The school leadership team actively promotes global citizenship throughout school in line with the school's mission. International perspectives are embedded into the curriculum and the perspectives of various cultural groups are promoted throughout the school community through many clubs and events.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

BSHS is well prepared for the self-study in Domain B. One of the strengths of the school is the strong leadership and management of the school capably led by the dedicated

Executive Principal. The School Council is highly supportive of the school and works closely with the Executive Principal in the best interest of the school and students aligned with the guiding statements and with a genuine commitment to excellence, student learning and well-being, and global citizenship. The collaborative and productive relationship between the School Council and the Executive Principal supports the school's efforts to provide a positive learning environment where all students can be successful learners through a choice of pathways.

Strategic and financial planning is led by the administration team and plans are endorsed by the School Council following due consideration and discussion. The School Council and administration team should focus during the self-study period on developing greater awareness and understanding of the role of the School Council and the strategic directions of the school by all members of the school community. Members of the School Council, the Executive Principal and the leadership team demonstrate a genuine commitment to intercultural understanding and global citizenship. Members of the leadership team are highly professional, dedicated and capable and work as a cohesive team. The school organisational structure provides clear delineation of roles and lines of accountability that provides effective support and oversight of staff and school programs and the implementation of the guiding statements.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain B: Governance, ownership and leadership - B1 - Preparatory Evaluation

The respective roles and responsibilities of governance and/or ownership and leadership are suitably defined in writing, respected in practice, and aligned with the CIS Code of Ethics to enable the sustainable development of the school.

Ratings Rubric

B1i. The roles and responsibilities of governance and/or ownership, leadership, and management are clearly articulated in approved policy, well understood and respected by members of the school community, and effectively communicated. B1ii. Governors and/or owners as well as the school's leaders use the CIS Code of Ethics to guide their decision-making and policies.

Self Ratings

Exceeded

Response

Benowa State High School is a state school governed and funded by the Queensland Government's Department of Education and parents. The Executive Principal is responsible for the implementation of school policies and practices, determined by the Minister of Education. The Executive Principal is accountable to the Queensland Minister of Education regarding all school matters. Accountability proceeds through the Assistant Regional Director (ARD) with whom the Executive Principal meets once per term. The ARD has a direct reporting relationship with the Regional Director who in turn has accountability to the Director-General, and ultimately the Minister of Education. The Head of School (Executive Principal) is appointed and directly supervised by an Assistant Regional Director. The Executive Principal's job description is issued by the Department of Education, Training and Employment. It clearly outlines the role and responsibilities of the Executive Principal which include leading the school community to develop, articulate and commit to a shared educational vision focusing on providing quality learning outcomes for all students; upholding the Executive Principal's leadership position as a values-based, ethical and moral activity; and embedding socially just practices in daily school life.

As an Independent Public School, Benowa State High School has an established School Council which reviews, monitors and guides the broad strategic direction of the school. The School Council meets once per term and acts as a consultative body according to the School Council constitution. The School Council consists of the Executive Principal, the School Council Chair, President of the Parents and Citizens Association, a parent representative, staff representative and student representative. A fundamental principle of the School Council is that the Executive Principal and School Council Chair operate in partnership, and the relationship is consultative and cooperative. The School Council Handbook outlines the role of the members in governance of the school.

The School Council has a process of appraisal to ensure its integrity. The appraisal is based on procedures and criteria known and agreed to by the Executive Principal and School Council. It is tailored to the school's context, the Executive Principal's responsibilities and the school's objectives. The School Council is not involved in the operational management of the school, but provides advice to the Executive Principal on the strategic direction of the school.

The Executive Principal joins the monthly meeting of the Parents and Citizens Association (P & C) and provides updates on the school's progress. The P & C provides financial assistance to support school programs and infrastructure development. The Local Consultative Council of union representatives meet twice each term, and examines working conditions and workload in accordance with state industrial awards.

Benowa State High School has a leadership structure overseen by the Executive Principal, designed to develop the school's vision of "Many Pathways ~ No Limits". The leadership structure articulates roles and responsibilities of leaders across the school. In 2019, a consultation process began to implement further management of student well-being through a workplace reform process. This resulted in the appointment of two Deans of Students for 2020. The Leadership Team, consisting of the Executive Principal, Deputy Principals, Deans of Students and Heads of Department, meet weekly to address strategic decisions and the operational management of the school.

Evaluator Ratings

Met

Evaluator Reason for Rating

Despite the school rating indicated, the evidence suggests that the school does not yet exceed the preparatory evaluation criteria and should continue to work on this during the self-study period. As a state government school, the governance function of BSHS is the responsibility of the Queensland Department of Education (DoE). In keeping with its status as an Independent Public School and under the Education Act, a representative consultative body known as the BSHS School Council has been established that includes the President of the Parents and Citizen Association (P&C). The School Council acts as an advisory body and contributes to and monitors the strategic directions of the school. The department stipulates guidelines for the operation of the School Council. Clearly defined roles and responsibilities of the School Council and Executive Principal that differentiate the respective roles are contained in the BSHS School Council Handbook. The handbook effectively articulates the roles, and underlying principles and methods of operation thereby providing clarity regarding the operations of the School Council. The evaluators confirmed through discussion with Council and staff representatives that these are duly followed.

Responsibility for implementation of government policies and practices is the role of the Executive Principal who is accountable to the Minister of Education through a clearly articulated DoE organisational structure. The Executive Principal's job description is specified by DoE and clearly outlines the responsibilities of this role. While working in partnership, there is a clear delineation of roles of the School Council and the Executive Principal that is respected and reflected in policy contributing to the effective oversight, leadership and management of the school. However, conversations with parent and staff representatives indicated a lack of awareness of the role of the School Council.

There is sufficient evidence that the School Council is committed to high standards, works in the best interest of the students and the school, and acts ethically abiding by the Principles of Good Governance contained in the School Council Handbook, and school guiding statements that are closely aligned with the CIS Code of Ethics.

Commendations

Domain B Standard 1 – The dedicated School Council for working ethically and effectively with the Executive Principal in the best interest of students to realise the school’s guiding statements while respecting the delineation of roles and responsibilities.

Recommendations

Domain B Standard 1 – The School Council develop and implement strategies to promote parent and staff awareness of the role of the Council within the school.

Domain B: Governance, ownership and leadership - B2 - Preparatory Evaluation

The head of school is empowered to be the educational leader and, in partnership with the governors and/or owners, has clearly defined responsibility and accountability for student learning, well-being, global citizenship, and the culture of the school as a whole.

Ratings Rubric

B2i. The head of school's role is unambiguous and supported by the school's constituent groups. B2ii. The working relationships between the head of school and the governors and/or owners includes an appraisal process for the head of school and the opportunity for mutual discussion of the effectiveness of the working relationships.

Self Ratings

Exceeded

Response

The Executive Principal is appointed and supervised by the Department of Education with a clearly defined job description. As the leader of an Independent Public School, the Executive Principal has a significant level of independence that allows them to set the educational priorities for the total school program and lead the school in that direction.

The Executive Principal is responsible for leading the school community to develop, articulate and commit to a shared educational vision, whilst ensuring quality-learning outcomes for all students. The role of the Executive Principal is a value based, ethical and moral activity with a strong commitment to embed socially just practices in daily school life to ensure the well-being of all staff and students. Furthermore, the Executive Principal is responsible for setting high standards for student and staff performance as well as supporting the learning and ongoing professional development for all staff. The Executive Principal forms partnerships with parents, other government agencies, community groups, industry and business to promote the school's mission and vision.

Benowa State High School offers a wide range of international languages, cultural

exchanges and celebrates diversity. Through a varied and engaging curriculum the school draws students from across our city and around the world, enriching the school's multicultural community. Guided by the beliefs and values expressed in the United Nations Declaration of Human Rights, we foster international perspectives within the curriculum to create global citizens.

The school has an effective and well-described strategic planning process to set and review the educational priorities for the school. This process includes devolution of the Government Strategic Five Year Plan into the campus specific Annual Improvement Plan (AIP). The Executive Principal works effectively with all levels of school governance, including the School Council, allowing appropriate levels of trust and autonomy. The Annual Improvement Plan (AIP) clearly articulate the focus for each year and is developed into Faculty AIPs with educational targets embedded. The Executive Principal leads this process in collaboration with the Administration Team, Leadership Team and staff. The School Council plays an advisory role in the strategic planning process, as well as formally ratifying final documents. The School Council is involved in the monitoring of this process.

The Benowa State High School Council steers the direction and promotes the reputation of the school. The School Council is a forum that plans and reviews the school's progress towards its vision. The School Council is constituted to improve student learning outcomes by helping to guide the strategic direction of the school.

In alignment to the school's mission in encouraging excellence in all students, a timetable review and restructure was implemented in 2019. Single and triple lessons were removed from the timetable and the duration for each class adjusted to 70 minutes. This resulted in a more consistent educational approach to classroom practice. Furthermore, in 2020 the introduction of two Deans of Students were established to provide leadership and guidance for the implementation of innovative measures aimed at improving student learning outcomes and attendance, ensuring quality learning outcomes for all students.

Evaluator Ratings

Met

Evaluator Reason for Rating

It was evident during the visit that the Executive Principal is the unambiguous leader of the school in keeping with his role description that includes responsibility for the educational program, day to day management of the school and student well-being. The Executive Principal's role as the leader of the school is reflected in an organisational structure that shows delegated responsibility and lines of reporting. It provides staff with clarity and understanding of lines of accountability and levels of responsibility. Discussions with school representatives confirmed that the role of the Executive Principal is well known and respected by the school community. The Executive Principal is ably supported by a highly professional, dedicated and capable leadership team. Discussions with staff, student, parent, and School Council representatives indicated that he is highly respected and held in high esteem by the entire school community.

As long-standing Executive Principal of BSHS, he has developed a positive, constructive and effective working relationship with the School Council based on mutual respect, trust, open channels of communication and shared commitment to realising the guiding statements. The School Council and Executive Principal demonstrate a genuine commitment to respecting the delineation of roles. The Executive Principal's lines of reporting are determined by DoE and senior regional department representatives and the Director-General through to the Minister of Education. An annual appraisal of the Executive Principal's performance is conducted by the department based on the Australian Institute for Teaching and School Leadership's Principal Standards. The evaluators were impressed by the Executive Principal's strength of leadership, robust commitment to excellence and high-quality learning, authentic commitment to global citizenship, and positive education outcomes for all students through the provision of multiple pathways.

The School Council reflects on its operations at the end of the school year and this could be strengthened with the introduction of a formal means of self-appraisal to ensure its effectiveness as a consultative body.

Commendations

Recommendations

Domain B Standard 2 (Major) - The Executive Principal for his strong leadership of the school and authentic and robust commitment to the guiding statements with a focus on excellence and the provision of extensive diverse opportunities and pathways so all students can achieve success relative to their interests and abilities.

Domain B Standard 2 - The School Council develop and implement a formal process of self-review to monitor and evaluate its effectiveness as a school advisory body.

Domain B: Governance, ownership and leadership - B3 - Preparatory Evaluation

The governors and/or owners and leaders ensure there are educational and financial plans to support the school's viability and implementation of the guiding statements and that these plans are appropriately communicated to the school community.

Ratings Rubric

B3i. The governors and/or owners have realistic and appropriate strategic and operational plans that are underpinned by financial planning and which are focused on school improvement. B3ii. The governors and/or owners have financial plans that include contingencies for unexpected circumstances in order to best ensure the viability of the school in the future.

Self Ratings

Exceeded

Response

Benowa State High School's strategic educational plans are derived from the Department of Education's State School Improvement Strategy. A state-mandated five year strategic plan articulates priorities, principles, foci and measurements of success for all government schools. Benowa State High School's strategic school plan, based on the Department's State School Improvement Strategy, informs the areas of the school specific Annual Improvement Plan (AIP) in order to target specific educational outcomes. The AIP and budget is reviewed annually and is developed collaboratively with the school Leadership Team, School Council and the Parents and Citizens' Association representatives. Benowa State High School's key agendas for the AIP include reading, writing, numeracy, school community and the pedagogical framework. Faculty AIPs are informed from the school's Annual Improvement Plan. Faculty AIPs underpin the enacted educational strategies undertaken by the school each year to align with the school's mission.

The school's AIPs and faculty AIPs articulate yearly educational priorities and form the basis of the annual school and departmental budgets. The School Council and the Director

General endorse the school's budget. An annual budget is designed to ensure that the short and long term finances of the school are sufficient. The school's Business Manager and the Executive Principal oversee the budget. Long term planning in the state education system includes a focus on asset replacement. The budget is directly linked to the school's AIP to enable the realisation of key priorities identified within the AIP directly linking to educational outcomes for all students whilst upholding the school's mission statement. The budget is readily communicated to the school community (staff, School Council, P&C) through scheduled meetings. The School Council is a signatory to the school's annual planning processes outcomes.

Combined with funding from both State and Federal government the school has subject fees, international student program enrolment fees and a Student Resource Scheme (SRS); which charges a set fee each school year to cover specific resources for students. The school reviews the SRS annually based on the curriculum needs of the school. Heads of Department provide lists of resources, in alignment with each department's faculty AIP, to determine faculty expenses. Increases to the SRS must be ratified by the P & C prior to release of the annual fee schedule. Excellence programs within the school also attract a standard course fee. This fee is decided upon by the Executive Principal and Business Manager in consultation with the relevant Heads of Department. All relevant fees are communicated through enrolment packs, the school's website and other information services including the school newsletter.

Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluators confirmed that the School Council and leadership team engage in strategic and financial planning based on the DoE State School Improvement Strategy and the school guiding statements. This is evidenced in the five-year Strategic School Plan 2019-2021 (SSP) and the Annual Implementation Plan (AIP). The SSP contains identified key goals and improvement strategies and is the overarching document. The evaluators were informed during the visit that the SSP was not referenced frequently and discussions with school representatives indicated little awareness of the document. The AIP is the key

school planning document used by the school that includes defined strategies, actions, outcomes and key performance indicators to facilitate implementation and monitoring.

Discussions with School Council representatives, the Executive Principal and Business Manager confirmed that the school participates in annual financial planning that underpins the school's strategic plans. Funding is provided primarily by the federal and state governments based on student enrolment numbers that supports teaching and learning, school programs, and school operations. School finances are overseen by the Business Manager and Executive Principal who ensure the integrity of financial management at the school. A consultative process with budget holders is used to prepare an annual budget that is approved by the DoE that helps to ensure appropriate financial planning and budgeting. The budget aligns with the operational plans of departments to ensure educational needs are at the forefront of all efforts and carefully monitored using sound accounting processes in keeping with best financial practice. Long term planning follows DoE regulations with a focus on asset replacement. Regular financial audits are conducted. BSHS is in a sound financial situation with enough funds to support its operations and the implementation of the guiding statements as well as contingencies for unexpected circumstances.

Commendations

Domain B Standard 3 - The School Council and leadership team for prudent financial planning and oversight that supports the implementation of the guiding statements.

Recommendations

Domain B Standard 3 - The School Council and administration team develop and implement strategies to raise awareness of the School Strategic Plan so all constituent groups are aware of the school's strategic directions.

Domain B: Governance, ownership and leadership - Planned Actions - Preparatory Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

There are no planned actions at this stage.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

While the school has not identified any planned actions in Domain B, the school should act upon the recommendations contained in this report with those marked as Major being a priority.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain C: The curriculum - Evaluative Commentary - Preparatory Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

The school's guiding statement aligns to Benowa State High School's planned curriculum. The curriculum provides a balanced range of opportunities to ensure that the learning needs of students across the full range of abilities are met. The curriculum in junior secondary and senior secondary is accessible and challenging through a broad range of differentiated programs that allow for multiple entry points to support learning.

The school curriculum aligns with requirements of statutory bodies including the Australian Curriculum and Assessment Authority (ACARA), Queensland Curriculum and Assessment Authority (QCAA) and the International Baccalaureate Diploma Programme (IBDP). The school has a varied and engaging curriculum that is designed and implemented to promote learning. The implemented curriculum is supported by resources, designed by teachers, with the goal to develop student knowledge, skills, problem solving, and critical and creative thinking. Digital citizenship is developed across the curriculum through the ICT capabilities identified in the Australian Curriculum, as well as the school's Personal Development Program. Authentic and consistent strategies are embedded to promote the safe, responsible and ethical implementation of ICT across the school curriculum.

Digital resources and technologies influence the school's teaching and learning programs to make selected content relevant and meaningful for learners. Examples include, but are not limited to, Education Perfect, Maths Space, Word Flyers and OneNote. Education

Perfect is a critical component of language learning in the school and supports the development of language acquisition broadly.

The school's diverse curriculum opportunities allow for students to access specialised academic programs through Distance Education to develop mother tongue/home languages. The compulsory study of a language in grade 7 and 8 contributes to each student's intercultural learning. Furthermore, specific intercultural learning opportunities are provided through celebrations of culture including Chinese New Year, Multi-Cultural and Inter-Cultural Days, National Sorry Day and Reconciliation Week activities, and celebration of the Year of Indigenous Languages in 2019.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

BSHS is very well prepared for the self-study in Domain C. The foundations that have been established over time are underpinned by outstanding examples of documentation which will support the next stage. Both the curricula and co-curricular programs reflect the school's charter in offering a varied and engaging curriculum. There was extremely positive feedback during the visit from staff, students and parents about the quality of teaching programs and the reputation of BSHS in catering for individuals. All curriculum documents presented for the preparatory evaluation reflect a school committed to excellence and successful outcomes for a wide range of students by providing a range of tailored curriculum programs above those mandated by ACARA, IBDP and QCAA. These include excellence programs in academic, cultural and sports areas such as STEM, Waldorf, French Immersion and Music as well as learning support programs. It was evident that teaching staff have a clear direction and focus on assessment to support the development of teaching programs. A clear pedagogical approach is evidenced in the adoption of (NASOT)The New Art and Science of Teaching since 2015. This pedagogical approach underpins the school's expectations of effective teaching practice and establishes a shared language of pedagogy.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain C: The curriculum - C1 - Preparatory Evaluation

The curriculum as a whole, offers access, engagement, and challenge to support the intellectual, physical, social, and emotional needs of all students

Ratings Rubric

C1i. The curriculum is aligned to a clear vision of high-quality learning, which helps teachers to create engaging and suitably challenging learning activities for all students. C1ii. The curriculum is planned to meet the intellectual, physical, social, and emotional needs of students. C1iii. Students are taught about child safeguarding.

Self Ratings

Exceeded

Response

Benowa State High School is committed to the development of a high quality, varied and engaging curriculum that promotes excellence in education. All students are entitled to rigorous, relevant and engaging learning programs drawn from a curriculum that addresses their individual learning needs.

Students enrolled at the school are offered places into excellence programs, mainstream programs and/or special education programs. The breadth of programmes available to students supports the delivery of the school's Charter with the goal to encourage excellence and celebrate diversity. The school delivers specialised academic programs, flexible vocational pathways, extension activities, student support and school community partnerships as evidenced in the community guide to merit entry and excellence programs; learning and intervention programs; and senior curriculum publications.

Benowa State High School's academic, cultural and sporting excellence curriculum design, teaching practices and student learning experiences are all implemented to improve student achievement. The broad and balanced curriculum includes academic excellence (French Immersion Excellence, STEM Excellence, Waldorf Excellence), cultural excellence (Music Excellence and Dance Excellence) and Sporting Excellence. These junior curriculum

opportunities support learners within the school and support the school's Charter of encouraging excellence and celebrating diversity.

Benowa State High School aligns its junior curriculum with the Australian Curriculum (AC) as prescribed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). The senior curriculum is devised from syllabus documents provided by the Queensland Curriculum and Assessment Authority (QCAA) and the International Baccalaureate (IB).

School wide templates such as work programs, unit plans and task sheets are used for consistency in curriculum planning and delivery across all year levels. Unit plans unpack teaching, learning and assessment and success criteria and include differentiation strategies, relevant links to the school's Annual Improvement Plan (AIP) and multimodal assessment opportunities. Explicit teaching of numeracy and literacy, including a focus on reading and writing, is embedded vertically through the curriculum.

ACARA mandates, through the general capabilities of the Australian Curriculum, that all state schools meet the physical, social and emotional needs of all students. Benowa State High School ensures that these needs are met through the weekly delivery of the Personal Development Programme (PDP) across all year levels. Topics include self-discipline, expressing emotions appropriately, becoming resilient and confident, appreciate diverse perspectives, working collaboratively with others and safe behaviour including sexual health. Benowa State High School has a range of support personnel available, such as Guidance Officers and the School Based Youth Health Nurse, to support the delivery of the PDP lessons in an effective and comfortable way. Within these lessons an environment of openness and trust is fostered, enhancing relationships between students and staff.

Evaluator Ratings

Met

Evaluator Reason for Rating

Despite the school rating indicated, the evidence suggests that the school does not yet exceed the preparatory evaluation criteria and should continue to work on this during the self-study period.

A varied and engaging curriculum is taught at BSHS along with specialised academic programs, a broad range of vocational pathways, extension activities and support programs. The programs are designed to meet the needs of a wide cross-section of students and support high-quality teaching and learning. Students enrolled at BSHS can apply for excellence programs and gifted students are identified and provided extension opportunities. Students requiring support are catered for with a range of interventions developed for differing needs.

All programs directly support the school charter to encourage excellence and accept diversity. There is something for everyone and the data reflects the high achievement within the school. The general capabilities captured in the PDP program address the physical, emotional and social needs of students. Other topics are taught through the health program.

School wide templates have been developed for use across all learning areas for consistency. There was evidence of some inconsistency in the use of these templates with each HoD responsible for developing and documenting curriculum in their own learning area resulting in variations across areas. There does not appear to be a person with designated responsibility for oversight of the whole school approach to documentation and teaching and learning policies and if they are collated in one area. This would help ensure school expectations are met across the school and all students have the same access to high quality teaching. Doing so would also help in defining what high quality teaching looks like in every classroom.

The curriculum is planned and developed through using the NASOT pedagogical approach. The implementation has been staged for sustainability as the NASOT research-based strategies have proven impact upon student outcomes. Since NASOT was first implemented, a team of staff champions form the NASOT professional learning teamwork with other staff to embed the pedagogy. Professional learning is undertaken each year and resources are provided to teachers. This year the NASOT strategies are being developed and reflected upon by staff through the PDP program. This approach will help to establish consistency amongst teachers.

Commendations

Domain C Standard 1 - The administration team for implementing an extensive range of opportunities through pathways that meet the needs of a wide cross section of students.

Domain C Standard 1 - The staff for supporting students and maximising learning opportunities allowing all students to access the curriculum.

Recommendations

Domain C Standard 1 (Major) - The administration team, in consultation with teachers, develop a clearly articulated statement of what high-quality learning looks like in the classroom.

Domain C Standard 1 - The administration team review the need for a staff designation with overarching responsibility to guarantee curriculum planning, design, articulation, implementation, and consistency across the school, and take appropriate action.

Domain C Standard 1 - The administration team develop ways to make the curriculum documents more accessible for collaboration and consistency.

Domain C: The curriculum - C2 - Preparatory Evaluation

The documented curriculum determines the development of knowledge, understanding, skills, and attributes, including well-being and intercultural competencies relevant to the students' current and future development.

Ratings Rubric

C2i. The documented curriculum's design and implementation makes clear the expected learning outcomes for students in terms of knowledge, understanding, and skills (or competencies). C2ii. The documented curriculum articulates clearly planned opportunities for personal development to explore aptitudes, attitudes, and values.

Self Ratings

Met

Response

In alignment with the school's vision 'Many Pathways ~ No Limits', the school's curriculum aims to improve the social, educational and employment outcomes of young people, including, and in particular, those who are at risk of disengaging from education and training. To achieve this, the school's curriculum is aligned to the expectations of other statutory bodies including the Australian Curriculum, Assessment and Reporting Authority (ACARA), Queensland Curriculum and Assessment Authority (QCAA) and International Baccalaureate (IB) organisation. Further, the school is required to comply with relevant policies and procedures, such as the department's P-12 Curriculum, Assessment and Reporting Framework. The P-12 curriculum, assessment and reporting framework specifies the curriculum assessment and reporting requirements for all Queensland state school's Principals and staff delivering the curriculum. It is based on the assumption that every student can learn and that responding to the diverse learning needs of all students is central to learning.

The school's current junior secondary curriculum is aligned to the Australian Curriculum (AC) as mandated by ACARA. All subjects provide a learning area achievement standard and/or subject specific achievement standards that students should be able to meet. The

curriculum elements, such as the content descriptions, guide teaching and learning sequences and assists with developing an understanding of the achievement standards. In delivering the curriculum, all aspects of the relevant achievement standard for each learning area and/or subject provided in each year are to be covered. Each curriculum department has established work programs with detailed unit plans to provide direction to help teachers in understanding the content and using relevant pedagogical practices planning for assessment.

Curriculum design in the junior secondary program caters for students with additional needs. Differentiation techniques are widely used across the school to enable students with additional needs to access the curriculum on the same basis as their peers. Identified students have a learning profile that documents their needs and provides teachers with strategies to facilitate access to the curriculum. Benowa State High School offers differing levels of support ranging from classroom differentiation to special education classes where students are supported to reach their individual curriculum goals. Additionally the school offers other educational programs such as Direct Instruction to improve literacy and numeracy outcomes for identified students. Junior classes at Benowa State High School are ability streamed to better provide students opportunities to work with learning area content in more depth and breadth. Teachers can accelerate student learning by drawing on content from later levels in the Australian curriculum.

Queensland introduced a new Queensland Certificate of Education (QCE) system starting with grade 11 students in 2019. A broader range of learning now contributes to senior certification with greater flexibility in where and when learning occurs. The core components of the new QCE system are mandated by the QCAA. The QCAA determines the conditions, the set amount of learning, the set standard, and the set pattern a student must satisfy to accrue credit to the QCE. In alignment with the QCAA, Benowa State High School offers many pathways for students to obtain their QCE. This ranges from general subjects, applied subjects, VET subjects and includes school-based traineeships. Benowa State High School's Senior Secondary Curriculum Guide encapsulates the curriculum offerings for each year level. The guide identifies each learning area and provides detailed information about course content, learning objectives and outcomes for students. As a result of the variety of programs offered in the senior school, the curriculum caters for the needs and abilities of all senior students.

Applied syllabuses are underpinned by literacy and numeracy, applied learning, community connections and core skills for work. The study plan for applied subjects is approved by the QCAA. General subjects are suited to students who are interested in pathways beyond school that lead primarily to tertiary studies, vocational education and training, and work. General syllabus provide developmental courses of study, consisting of four units to be completed over two years.

The International Baccalaureate Diploma Programme (IBDP) was introduced in 2017. Curriculum documents exists for each subject area. Units in each of the subject areas within the IBDP are mapped using Managebac to align to each syllabus and to the International Baccalaureate's standards and practices. Each unit has an identified timeframe, formative assessment, learning goals and specific links to the subject specific requirements. Additionally, units have specified links to align to the Theory of Knowledge, Approaches to Teaching and Learning, International Mindedness and Creativity, Activity and Service. Teachers reflect on these unit plans at the end of every year and adjust to inform future teaching. The IB stipulate that each subject area undergoes a review every seven years. As a result, Benowa's documentation of IB curriculum is updated every seven years.

Benowa State High School fosters the well-being of all students and ensures their personal development by delivering the mandated Personal Development Program (PDP) on a weekly basis to all year levels. Through mapping the international perspectives into curriculum documents, the school's aim is to develop intercultural competencies to prepare students for the 21st century.

Evaluator Ratings

Met

Evaluator Reason for Rating

The school adheres to all required curriculum expectations for ACARA, QCAA and the IB program. There are a range of other policies and procedures mandated by the DoE such as the P-12 framework for curriculum, assessment and reporting.

The HoDs establish work programs which include all requirements and provide direction. The school has a range of curriculum documents stored in department directories and managed by the HoDs on the school intranet. A teaching and learning policy that brings together all aspects of the rich offering at the school would help to ensure continuity of programs and intent.

All class lessons focus on a learning intention and this was consistent during the virtual classroom visits. Access to the curriculum is provided through using differentiation strategies. They are used across the school and were noted in some curriculum documents. Core classes in junior secondary are ability streamed to provide more access points into mainstream classrooms. There is an expectation that all curriculum documents are reviewed and updated at the end of every year.

BSHS offers many pathways for students to obtain their QCE. These range from general, applied and VET subjects and include school-based traineeships. General subjects are suited to students who are interested in pathways beyond school that lead primarily to tertiary studies, vocational education and training, and work.

A comprehensive suite of curriculum guides clearly sets out learning outcomes for each subject and course overview. The academic learning needs of all students are well accommodated at BSHS and enrolment at the school is highly sought after.

Commendations

Domain C Standard 2 - The leadership team for the provision of a range of curriculum offerings which are differentiated and provide challenge.

Recommendations

Domain C Standard 2 - The leadership team consolidate the rich and diverse teaching and learning programs across the school through a teaching and learning policy.

Domain C: The curriculum - C3 - Preparatory Evaluation

Global citizenship, intercultural learning, and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school.

Ratings Rubric

C3i. The curriculum draws on the school's contextually appropriate definition of global citizenship and an understanding of the school's cultural context, to provide intentional learning focused on developing students' local and global citizenship. C3ii. The school demonstrates commitment to the role of language through developing programmes to support multilingual learning as well as the host country language. C3iii. The school has defined digital citizenship and has shared age-appropriate expectations with the students, which inform the nature of their learning with technology.

Self Ratings

Met

Response

Benowa State High School's formal curriculum offers a range of subjects that support high quality teaching and learning that includes intercultural learning. Deliberate planning of international perspectives, evidenced in curriculum documents, ensures the school promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view and cultural, social, linguistic and religious diversity.

Queensland schools are required to plan, teach, assess and report using the Australian Curriculum (AC) by the end of 2020 across the breadth of subject areas in junior secondary. A general capability of the AC is "intercultural understanding" and opportunity is provided across curriculum areas for students to investigate how cultural identities and traditions influence the function and form of solutions, products, services and environments designed to meet the needs of daily life now and in the future.

To further support student intercultural understanding, Benowa State High School has embedded international perspectives within unit plans across all learning areas. The

school's aim across the curriculum is to encourage students to make connections between their own worlds and the worlds of others, to build on shared interests and commonalities, and to negotiate or mediate difference. It develops students' abilities to communicate and empathise with others and to analyse intercultural experiences critically. Opportunities are offered to students for them to consider their own beliefs and attitudes in a new light, and so gain insight into themselves and others. Whilst international perspectives are embedded in most unit plans, a more consistent approach across all learning areas is needed.

The inclusion of international perspectives in our diverse classrooms contribute strongly to the development of our students as global citizens through the sharing of these perspectives in teaching and learning. This provides experiences for students in international perspectives including 'cultural acceptance and respect', 'cultural heritage' and 'international research and knowledge production'. For example, in grade 7 English students explore creation myths and folk stories from a variety of cultures. The senior general biology syllabus provides opportunities for students to draw attention to the way in which science operates to the development of understanding and explanations about the world and its influence on society. The IB curriculum has a strong focus in embedding international mindedness across all areas and this is documented in the school's unit planning.

Benowa State High School recognises and supports multilingual learning through the varied languages on offer for all students. Students in grade 7 and 8 are required to choose a language as part of their junior school studies. Benowa offers Japanese, French, Spanish and Italian. The French Immersion program provides students opportunity to immerse their learning in the French language in all their subjects apart from English. Students also have the option to study a language of their choice, different to the school's offering, through distance education.

Strong evidence of embedding Aboriginal and Torres Strait Islander perspectives through units of study particularly in English, Humanities, Science, HPE and Visual Art exist. In junior secondary, teachers have utilised links with local Indigenous organisations including the Yugambeh Museum, Yalul, Yallburru and Kalwun to develop an understanding and respect for Aboriginal histories, culture and languages. Examples include the Yugambeh language Word of the Week delivered in 2019 as part of the United National Years of Indigenous

Language, and student participation in the MLTAQ speech competition in Yugambah language.

Digital citizenship is intentionally planned within the curriculum to ensure students have the knowledge and skills to effectively use digital technologies and prepare them for life beyond school. All students are familiar with the student “Code of Conduct - Online Learning” document. The document has been issued to all school stakeholders and strongly outlines the digital citizenship expectations in alignment with the schools core values and principles.

Digital citizenship is taught explicitly through the junior secondary Personal Development Program (PDP), where students cover topics such as cyber bullying and cyber safety. Junior health and physical education classes study units on cyber safety, online relationships, and risky behaviours online. As of 2020, students in grade 7 and 8 business participate in “Digital Technology and Design” lessons, which include an emphasis on digital citizenship. The Home Economics department has built in a “Technology Design and Food” unit into the 2020 grade 7 and 8 Curriculum. From grade 9 and onwards, music students learn about the legal implications of using samples of other people’s music.

STEM students remain at the forefront of technology within the school, utilising a diverse range of technologies to enhance their learning. This has included opportunities for students to create, explore and solve problems using robotics, Lego Mindstorm, coding, website development, 3D printing and scanning capacity.

Year 11 and 12 early childhood studies students learn about online predators and dangers of online use for children. International Baccalaureate Higher Level psychology and ATAR Psychology students study a unit on digital technologies, where they look at the effect of technology on the psychology and mental health of adolescents. All IB students access a digital online platform to upload work and track their progress.

Evaluator Ratings

Met

Evaluator Reason for Rating

In addition to the Australian Curriculum (AC) curriculum planning requirements on intercultural understanding and cross curriculum priorities the school has added intercultural perspectives as a focus in the BSHS curriculum templates. This did not appear to be consistent across the school but, where it was included, it represented thoughtful planning.

Exposure to international perspectives is well covered across units of work in a range of learning areas. The school has a long history of excellence in foreign language study offering a French Immersion stream along with the ability to study one of four languages in the LOTE program and promoting local Indigenous languages.

The school's mission to promote and develop global citizenship appreciates that in order to develop as a responsible global citizen, students must learn to value their own culture as well. The school's values of integrity, diligence, compassion and respect are closely aligned with the three interrelated elements supporting the continuum of intercultural understanding within the AC: developing empathy, respect and taking responsibility.

Other school activities where students experience cultural diversity and intercultural understanding are through whole school events such as Intercultural Days and Sorry Day.

The digital technology curriculum is taught through the mainstream technology program, technology subjects and the STEM program. The school has taken a lead in STEM education and has been acknowledged as Queensland's 2020 outstanding school for STEM excellence. Digital citizenship and safety are covered in the PDP program and students adhere to the Student Online Code of Conduct. There was not, however, a clear sense of what digital citizenship constitutes for a student at BSHS.

The ICT department staff are highly skilled in providing support for teaching and learning and infrastructure requirements.

Commendations

Recommendations

Domain C Standard 3 (Major) - The leadership team and staff for the extensive range of curriculum and co-curricular offerings to develop intercultural understanding.

Domain C Standard 3 (Major) - The administration team, in consultation with teachers, develop a clearly articulated statement of what digital citizenship means for a student at BSHS.

Domain C: The curriculum - Planned Actions - Preparatory Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

Standard C3: The Administration Team to ensure that the ongoing development, use and review of the school's International Perspectives is embedded across all faculties to foster intercultural learning and global citizenship.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school's planned action is appropriate. It should be acted upon with those related to core standards being a priority and including the recommendations contained in this report particularly related to statements of high quality learning and intercultural understanding.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain D: Teaching and assessing for learning - Evaluative Commentary - Preparatory Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

Benowa State High School is a community that encourages excellence and aims to nurture and challenge students and staff to reach their personal best. In order to achieve excellence, Benowa State High School uses relevant and effective research-based strategies shown to have a high probability of maximising student learning outcomes. Teacher pedagogy is informed by evidence-based decision-making; an engaging and explicit curriculum; intentional collaboration; monitoring improvement and informed teacher professionalism.

Benowa State High School is required to plan and deliver the national grade 7 to 10 curriculum as regulated by the Australian Curriculum and Reporting Authority (ACARA), and the senior secondary syllabus courses as set by the Queensland Curriculum and Assessment Authority (QCAA). Benowa State High School is a Registered Training Organisation (RTO), a member of the Council of International Schools (CIS) and an accredited International Baccalaureate World School. This, in conjunction with the Excellence Programs offered to students in grades 7 to 9, provides students with the opportunities which enable them not only to become successful after school, but also further their passions whilst at school. The senior curriculum offering is extensive and varied with opportunities for all senior students to secure valuable pathways that extend beyond their schooling. As such, the opportunities afforded to students clearly reflect the vision statement of “Many Pathways ~ No Limits”.

The school's pedagogical framework, The New Art and Science of Teaching (NASOT), provides teachers with a common language for teaching and learning practices and ensures an alignment between the strategies teachers use and the ways in which students learn. This synergy is intended to improve student learning opportunities and enable access to the curriculum for all students.

To improve both teaching practices and student learning, the school strives to utilise technology in innovative ways. OneNote is widely used throughout the school to engage and facilitate student learning, and provide students with opportunities to collaborate with peers, receive feedback and become autonomous with their learning. The implementation of ICT in the classroom is supported by a dedicated IT department. The use of ICT ensures that digital citizenship is addressed within the curriculum. In junior secondary, the school has used the ICT General Capability from ACARA to support student learning. In 2020, the school has worked to embed the new ACARA Digital Technologies curriculum into grade 7 subjects that fall under the technologies learning area. This work will be reviewed and extended into grade 8 in 2021 and will then meet the expectations of full implementation of the Australian Curriculum.

The school prioritises the purposeful analysis and use of data in decision-making processes that support student learning. Data analysis is used to support students' learning and informs the strategic direction of the school. TrackEd is used as a central data point to effectively track student progress and understand the individual needs of all students. The school's management system OneSchool supports teachers to meaningfully use data when assessing, reporting, analysing and reflecting on student achievement.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

BSHS is well prepared for the self-study in Domain D. It is a school where challenging and nurturing students to support their success, is central to everything it strives to achieve. There was demonstrated evidence of the school's commitment to relevant and evidence-

based practices to maximise student outcomes. The atmosphere of professionalism and collegiality among staff creates a culture of robust collaboration throughout all aspects of the teaching and learning program. Underpinned by the NASOT whole school pedagogy, staff engage in reflective questioning to develop and inform curriculum documents. There is also comprehensive and consistent use of student data to inform programs and individual student progress. Outside the reporting schedule there is regular and continuous feedback on progress to parents and students. The school's guiding statements are well embedded within the school and are reflected in the teaching programs and strategic direction of the school.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain D: Teaching and assessing for learning - D1 - Preparatory Evaluation

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning.

Ratings Rubric

D1i. Students are actively engaged and challenged in their learning. D1ii. Through their practice, teachers are implementing the school's definition of high-quality learning. D1iii. Teachers employ a range of differentiated methodologies that enable learners of all ages and abilities to be successful. D1iv. Teachers understand student learning needs and support their academic, social, emotional, and physical growth and development accordingly.

Self Ratings

Exceeded

Response

Benowa State High School's implementation of the New Art and Science of Teaching (NASOT) as a school-wide pedagogical model ensures there is a consistent approach by all staff in teaching practices that are designed to accommodate individual student needs. Clear expectations of student achievement and articulated differentiation programs cater for the diversity of students' learning needs. NASOT caters for consistency of teacher communication in the alignment of the curriculum and achievement standards. As a result, students know what, why and how they learn. Each year there is a focus design question that align with the school's Annual Improvement Plan (AIP). Given the new Queensland curriculum's focus on external assessment, the school's 2020 professional development plan has focused on developing the NASOT design area of "strategies that appear in all types of lessons" including reviewing and revising content knowledge, highlighting critical information and reflecting on learning. In alignment to the annual Performance Development and Mentoring Plan (PDMP), teachers are able to purposefully select, use and monitor the effectiveness of a range of strategies. The school-wide strategies of reading

(Eagle and Wolf), writing (Collins writing and Cornell notetaking) and numeracy (SIMs), ensures that teachers are supported in catering to the learning needs of students.

Across the school, teaching strategies for students with additional needs are influenced by Personalised Learning Plans and Learning Profiles. These plans support learners in achieving their best by providing specific individual goals and information about the student. Personalised Learning Plans and Learning Profiles alert teachers to the need to consider practices that provide students with intervention, consolidation and enrichment within the content of the curriculum. The school's vision of "Many Pathways ~ No Limits" underpins Benowa State High School's approach to curriculum offerings and design, providing the opportunity for teachers to differentiate pedagogy and content to appropriately support and challenge student academic success.

In alignment with the school's context, the International Baccalaureate Diploma Programme's (IBDP) pedagogical framework of the Approaches to Learning (ATLs) and Approaches to Teaching (ATTs) mirror the design areas of the New Art and Science of Teaching. Targeted questioning in unit plan documents assist teachers in developing deliberate strategies, skills and attitudes that permeate the teaching and learning environment. The ATLs and ATTs intrinsically link with the attributes of the IB learner profile and are designed to deliver the IBDP curriculum to enhance student learning and assist student preparation for assessment and beyond.

To ensure student success, intentional collaborative processes are developed by every faculty in order to identify the needs of all students. Across the school, students' ability levels are ascertained and reviewed through a variety of data including OneSchool Student Assessment Summary Report, Personalised Learning Plans, individual curriculum plans and Direct Instruction testing results, whilst also taking into account personal circumstances that might have affected student achievement. This ensures the delivery of a guaranteed and viable curriculum and the effective monitoring of student learning.

The school provides significant resources and expertise to facilitate the emotional and social wellbeing needs of students. Personnel to support the diversity of students at Benowa State High School include a Student Support Services team which include the Head of Special Education Services, Guidance Officers, Deans of Students, Heads of Social Justice,

Chaplain, School Based Youth Health Nurse and Heads of Houses. All students have access to these specialised support staff through the referral process, year level and house assemblies, and the Personal Development Program.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

The learning environment at BSHS indicates a whole school commitment to high-quality teaching programs where teachers reflect on their teaching and students are motivated and challenged. Student and parent representatives responded positively regarding the quality of the education at BSHS. During virtual classroom visits, it was noted that students were engaged and fully participating in the learning and were willing to discuss their work and articulate what they were doing.

Positive teacher-student relationships were apparent in and outside the classroom and rapport between teachers and students was respectful. Students are challenged within their individual programs which cater for a range of student interests and abilities. All students have access to learning material, including e-books, on the school intranet and there is a variety of teaching strategies being used across faculties.

Differentiation practices were noted in some curriculum documents and examples noted during the virtual visits. There are a variety of support programs offered by BSHS that students are enrolled in to gain access to the curriculum. There are also many excellence programs and streaming in core subjects to extend students.

Teaching strategies within NASOT are a focus in 2020 with teachers using and monitoring their use of strategies in their annual PDMP.

Commendations

Domain D Standard 1 - The teaching

Recommendations

None at this time.

staff for their commitment to excellence, student achievement and diversity as set out in the school charter.

Domain D Standard 1 (Major) - The executive principal and administration staff for their implementation and commitment to NASOT, a whole school pedagogical framework.

Domain D: Teaching and assessing for learning - D2 - Preparatory Evaluation

There are effective policies and procedures in place to identify the varied needs and overall well-being of students, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes.

Ratings Rubric

D2i. The well-being and learning needs of students enrolled in the school are adequately supported by clearly defined and effective screening programmes and referral systems. D2ii. Ongoing assessment procedures monitor the extent to which students benefit from school programmes, and effective procedures are used to continually improve student access to the curriculum.

Self Ratings

Exceeded

Response

To align to Benowa State High School's vision of "Many Pathways ~ No Limits", a variety of excellence and support programs are offered to encourage excellence, applaud achievement and celebrate diversity. In the junior secondary curriculum, Academic Excellence (STEM Excellence, French Immersion Excellence, Waldorf Excellence), Sporting Excellence and Cultural Excellence (Music and Dance Excellence) are offered to suit the abilities, talents and strengths of learners. The Access and Direct Instruction Programs are offered as support programs to meet the needs of students. A range of pathways are offered in the senior secondary curriculum which include general subjects, applied subjects, diploma courses, VET courses, apprenticeships and traineeships. The International Baccalaureate Diploma Programme (IBDP) was introduced in 2018 to further deliver on the school's vision. The diverse pathways offered at the school nurture and challenge students and staff to reach their personal best.

The admission process for excellence programs varies according to the program and secures information about the individual student abilities and talents. The Waldorf, French

Immersion and STEM programs require students to undertake an academic exam in order to assess their eligibility for the program. Prospective Dance and Music Excellence students perform an audition as part of their admission process. Students applying for Sports Excellence participate in a day of physical testing whilst also considering their sporting achievements outside of school. In addition to these processes, all students enrolling from outside the catchment area (70%) have their National Assessment Program - Literacy And Numeracy (NAPLAN) data and previous school reports reviewed in order to identify their educational needs and determine how these can be met by the school and its programs. During enrolment, students are streamed from grade 8 onwards in response to academic achievement in core subjects with the goal to best meet their needs in a safe, supportive but also challenging learning environment.

Students within excellence programs are monitored on an ongoing basis by their teachers. Their progression in both their academic and specialised endeavours are assessed by formative and summative means and this information is used to inform the school, students and parents about continued enrolment. If students are not succeeding in the program the benefit of them remaining in such is assessed. Similarly, students in mainstream settings are monitored and identified if teachers believe they will benefit from participation in an excellence program. Curriculum Heads of Department unpack and evaluate Level of Achievement (LoA) data every semester for their respective faculty area to inform intervention strategies and teacher pedagogy.

The introduction of the International Baccalaureate Diploma Programme (IBDP) provides students with an additional pathway in their senior schooling to integrate the ideals of international understanding and responsible rigour, to the end that IBDP students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs. Students from within and outside the school are able to apply for entry into the IBDP midway through grade 9 and at the end of grade 10. Students are considered for the IBDP based on academic performance and learner qualities that align with the IB Learner Profile and Approaches to Learning. Student progression in the IBDP is monitored through academic progress, behaviour, effort and attention to homework. A student who does not meet the rigorous standards required in a particular subject will be asked to show cause and work with their subject teacher to put strategies in place to support students in their success. Students who continue to not meet the standard in two

or more subjects are required to meet with the Head of International Studies to consider their continuing registration in the IBDP.

As part of the enrolment process the Head of Special Education Services (HOSES) and the Support Teacher of Literacy and/or Numeracy (STLaN) visit primary schools within the region to obtain background information about future students and their learning needs. Through this process, students with additional needs are identified. Following this consultation, the HOSES and STLaN communicate with families, view previous academic data (Including NAPLAN scores) and where appropriate seek information from outside experts (eg. Advisory Visiting Teachers) to gain comprehensive knowledge of student needs. Additionally, students with an existing disability or learning difficulty are flagged on the ID Attend system and support provision documents are uploaded on to the school drive. Furthermore, as part of the admissions package, parents and students are supplied with an Additional Student Information form through which they can identify a history of special education support. During enrolment, Access Centre teaching staff meet with families to formally discuss the student's strengths, weaknesses, educational goals and effective learning models, all of which is collated in students' Personalised Learning Plans.

The Direct Instruction program is delivered within the junior secondary curriculum. Student suitability for this program is informed by their level of achievement, NAPLAN data and teacher feedback. The selected students are verified utilising a placement test and must be eligible based on recommended benchmarks. For students who are eligible, parents must consent to participation in the program.

The Student Application for Enrolment form allows for the identification of English as an Additional Language/Dialect (EAL/D) backgrounds. It asks whether students speak a language other than English at home. If identified, this information is placed on the school drive and is part of the student's profile. The Deputy Principal and the English Head of Department collate student academic data for EAL/D students using Band Scaling Methods categorised into listening, speaking, reading/viewing and writing. This information can be used to identify students that require more support during learning. A junior EAL/D English class has been created to offer extra support. A senior EAL/D English class is also available for students in grades 11 and 12. Translation dictionaries are available in the library and in classes to assist student learning and help minimise translation issues.

Study Centre referral forms are available to all staff and encouraged for students struggling within a particular subject area. Staff complete the referral form and submit to the Support Teacher of Literacy and/or Numeracy, or to the Study Centre Coordinator who works to provide the student with support through the Study Centre. Study Centre staff and volunteers offer tuition in guided reading, literacy and numeracy support as well as targeted support for particular curriculum challenges. Within the Study Centre, feedback is written at the end of a session and concerns are directed to teachers as needed for their follow up with the student. Staff provide anecdotal feedback to tutors and/or coordinator in regards to improvement in student results in order for the Study Centre staff to track the effectiveness of the program.

Guidance Officers proactively collaborate with their primary school colleagues to obtain background information around future students who may have additional needs and will require assistance within the high school setting. A pro-active support plan is drafted for those identified students with the goal to integrate them successfully into the school.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

The enrolment procedures at BSHS ensure all students are carefully assessed to ascertain if any additional support is required. These protocols reflect a commitment to individualised learning. Students with additional needs are placed in a variety of programs, throughout the school's three-tiered approach to support, targeting each student's requirements. Once students commence at the school there are a further range of pathways and programs that students can be recommended for or apply for to access support as set out in the Learning and Intervention Program Guide. The support and excellence programs for gifted students have a clear and transparent enrolment process.

There is a robust process overseen by the Heads of House (HOSES) during Year 7 student transition which gathers background information on students in order to provide the right programs and placement for support if required from commencement day. BSHS has a

strong reputation for working with students with diverse learning needs and issues that may affect student learning which was corroborated by parents and staff during the visit. Staff share responsibility for knowing the needs of each student at BSHS; responsibility does not fall on a few managers. Meeting the needs of every student to support their learning process is central to the BSHS mission.

There are a variety of ways that data is tracked and assessed at BSHS throughout the formal data cycle to monitor academic progress, for example, on TrackEd, and analysing results through processes such as the 4 Square Model. The school's thorough approach to using data ensures staff and students can plan more effectively, track progress and identify any areas for improvement.

Commendations

Domain D Standard 2 (Major) - The teaching staff for their use of assessment data to evaluate student progress and requirements from the time of enrolment and throughout their studies at BSHS.

Recommendations

None at this time.

Domain D: Teaching and assessing for learning - D3 - Preparatory Evaluation

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for students in their development as global citizens.

Ratings Rubric

D3i. Teachers are aware of the school's own definition of global citizenship and use it to provide age-appropriate opportunities to experience and learn from a variety of contexts and cultures. D3ii. Students can give examples of their intercultural learning. D3iii. The school is seeking ways to measure and assess students' development of global citizenship and intercultural learning.

Self Ratings

Met

Response

Benowa State High School is a culturally diverse community. The school has a long history of enriching the curriculum to acknowledge and celebrate such diversity. Each department has a commitment to embed student intercultural learning through the school's definition of international perspectives with the goal to shape students as 21st century learners. The school provides a range of cultural and authentic contexts to aid students in their development as global citizens.

The French Immersion Program has been acclaimed throughout Australia and internationally as a most successful model in extension studies and language education. Included within this, are exchange visits to France including a homestay component which is reciprocated each year. The provision of this program has enabled students to deepen their understanding of intercultural learning, providing them with valuable skills.

The school has a sister school in Japan – Kokosuka Kenritsu KouKou and a sister school in Italy – Convitto Nazionale Umberto I in Torino. This has provided students with the opportunity to travel abroad to provide authentic cultural contexts within the curriculum.

The school currently receives funding from the Italian Learning Centre which is committed to establishing Italian as a language at the school. As a result, the school has been able to employ two Italian teachers which further enhances the language offerings for students.

The diversity of the local and school community, and physical environment is used to enrich the curriculum, enhancing student learning and contributing to the development of global citizens. Subjects within the school curriculum investigate local and global communities to enhance the cultural learning experiences for students. For example, Marine Studies, Geography and Biology utilise the local environment to develop understanding around climate change and environmental pollution and its impact on the wider world. Hospitality classes explore many different cultures through the investigation of food. Indigenous perspectives are examined in various subjects including Arts, History and Health Education.

The International Baccalaureate Diploma Programme's Creativity, Activity and Service (CAS) subject requires students to reflect on how they contribute to becoming globally-minded learners. Students need to "demonstrate engagement with issues of global significance" and reflect how their actions can make a difference. To enhance their CAS experience IB students have the opportunity to visit Cambodia and to immerse in Cambodian culture, as well as supporting the local community by building playgrounds and libraries within schools. Furthermore, the IB mandates that all units embed international mindedness into the delivery of the curriculum and is outlined in unit documentation.

The school embraces the local culture and environment through creating opportunities to align the curriculum with field trips to places of significance. These enhance student understanding and learning about events and concepts. Some examples of the embedding of local culture and environment include ANZAC Day and Remembrance Day ceremonies, marine studies trips to Gold Coast Seaway and sailing and diving expeditions, a biology excursion to North Stradbroke Island, geography excursion to Hinze Dam and excursions to local art galleries.

Benowa State High School recognises that there is always opportunity for more connections to be made with local community groups and ethnicities across school programs. This is not just within the formal classroom environment, but also through additional avenues such as assemblies and the Personal Development Program. To truly

develop students as global citizens, the school offers a range of extra-curricular activities such as the ROSIES outreach program that provides food to homeless people on the Gold Coast. Students actively work before and after school, and on weekends, to support and engage within their local community. Benowa State High School offers the World Challenge School Expedition program to students to provide them with an opportunity to travel to destinations around the world. This program aims to develop life skills, teamwork and leadership, as well as international mindedness.

Students at Benowa State High School belong to one of eight houses, each with their own patron. Each house, through their house assemblies, has nominated an issue of global significance at the local level which requires students to actively think about solutions and effective action. For example, to address the global issue of bullying and how it can isolate young people, Wright House have actively promoted the “You Can Sit With Me Program”. This has enabled vulnerable students to receive support from their peers in a safe and supportive environment. Initiatives like this have helped young people to develop the knowledge, skills, behaviours, attitudes and values to engage in effective individual and collective action at their local level, with a vision towards a better future at the global level.

Benowa State High School has developed criteria to measure and track the development of student progress towards global citizenship and intercultural learning. The school will evaluate how the criteria are effectively embedded into the curriculum and extra-curricula activities offered at the school.

Evaluator Ratings

Met

Evaluator Reason for Rating

The school has a strong commitment to celebrating diversity and promoting global citizenship. There are many opportunities for BSHS students to increase their global perspectives and celebrate diversity through the curriculum and extracurricular programs. The school takes advantage of a range of enrichment experiences outside the classroom that provide student access to diverse cultures through exchanges and school trips. Different subject areas take advantage of the local environment through field trips to

investigate and understand perspectives of place. There are opportunities in the curriculum to study Indigenous cultural perspectives and intercultural understanding. There are also a range of extracurricular offerings which expose students to outreach and service learning.

Through the House system global perspectives are addressed through House assemblies with real outcomes such as “You Can Sit With Me Program” which addresses bullying.

Greater awareness and consistency of what it means for students to be global citizens would further strengthen the foundation of intercultural understanding that permeates the school.

Commendations

None at this time.

Recommendations

Domain D Standard 3 (Major) - The leadership team and staff formalise an overarching document to measure their development of global citizenship that is understood and accessible to students.

Domain D Standard 3 - The administration team and staff develop a scope and sequence document to fully embed global citizenship and intercultural learning across all subjects.

Domain D: Teaching and assessing for learning - Planned Actions - Preparatory Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

Standard D3: The Administration Team to measure and track global citizenship and intercultural learning outcomes in students to provide meaning and context in their development as global citizens.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school's planned action is appropriate. It should be acted upon with those related to core standards being a priority and including the recommendations contained in this report particularly the major recommendation related to statements of global citizenship.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain E: Well-being - Evaluative Commentary - Preparatory Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

Benowa State High School is committed to providing a safe, respectful and disciplined learning environment. A professional, inclusive, diverse and futures-oriented education enables and encourages all students to achieve their full potential. The school's vision statement "Many Pathways ~ No Limits" informs student learning, as all learners within the school are prioritised and supported within their learning goals. A wide range of support and intervention programs, as well as extension and excellence programs, nurtures and challenges students to reach their personal best. Our pedagogical framework, the New Art and Science of Teaching (NASOT), and our annual performance review encourage teachers to consistently improve their practice, and henceforth student learning.

The Department of Education (DoE) and school policies and procedures inform practices across the school and ensure students are protected within the school environment and their well-being is prioritised. Benowa State High School meets all regulatory requirement in regard to child welfare and safety, and staff receive annual child protection training to ensure their knowledge in this area is current and appropriate. Furthermore, the school prioritises and promotes student health and well-being through a range of outreach support programs. Individualised support needs are met through the specialised departments within the school, including the Access Department and Student Support Services. Personnel within these areas liaise with school staff, students, and families and where appropriate outside agencies to meet student individual needs. Health and safety for

all students is promoted throughout the school via a wide range of presentations, learning programs and awareness campaigns.

Student access to digital media is safe-guarded through Education Queensland Information Technology procedures and the school web-filtering system. The school prohibits students' access to potential threats and risks. Furthermore, students must agree to the DoE's Use of ICT Systems Policy, which stipulates responsible use of technology.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

BSHS is well prepared for the self-study in Domain E. It is evident that the well-being of students at BSHS is seen as foundational for successful student outcomes. There is a strong and genuine focus on supporting each student as an individual through high-quality teaching and learning provisions and staffing.

Student conduct is underpinned by a restorative approach to help them take responsibility for their learning. Restorative practices respect each student's right to learn in a safe and supportive environment at BSHS. Expectations of students are clearly articulated and communicated along with the school values at the beginning of every year. The school values are embedded across all aspects of school life including a merit system to acknowledge students exhibiting these values.

Support and guidance for students are underpinned by a professional team of staff working in pastoral care and Support Services including a therapy dog to help students succeed in their learning. There are also a range of comprehensive policies such as Catering for Learning Needs to inform students' needs.

As a Department of Education Queensland School there is a comprehensive suite of employment practices, policies and procedures which support the protection and safety of children.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain E: Well-being - E1 - Preparatory Evaluation

The school environment is characterised by openness, fairness, trust, and mutual respect to support student learning related to well-being. The school listens to students' views and develops their agency, compassion, environmental stewardship, and leadership capabilities.

Ratings Rubric

E1i. The school promotes a positive and supportive, culturally-sensitive environment for student well-being and learning, including fair and appropriate expectations for student and staff behaviour, with opportunities for students to share concerns and express their views and influence decisions. E1ii. Collaboration, shared responsibility, and partnerships with external organisations support student well-being, learning for compassion, environmental stewardship, and leadership.

Self Ratings

Met

Response

Benowa State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their life long well-being. The school's core values of diligence, integrity, compassion and respect, underpin all practices and policies. School policy documents (e.g. Charter, Student Code of Conduct) ensure a culture of fairness, respect and well-being, describing clear expectations around student behaviour. All staff are responsible for the implementation of these policies and directly support student learning and well-being through their daily teaching practices. Additionally there are specific personnel whose role description clearly stipulates their responsibilities in relation to student well-being; this includes House Group Teachers, Heads of Houses, Heads of Social Justice, Deans of Students, Guidance Officers, School Based Youth Health Nurse and School Chaplain. Weekly school assemblies are used to explicitly emphasise the school's core values and celebrate student success.

Students have a wide variety of leadership opportunities within the school. Formal

leadership positions include School Captains, Junior School Captains, Sport Captains, House Council Leaders, House Captains, The Inter-year Program (TIP) Leaders, Peer Support Leaders and Club & Council Captains. Leadership positions provide opportunities for students to uphold and model the core values of the school. Student leadership positions are inclusive of all year levels to encourage excellence, applaud achievement and celebrate diversity. Student leaders are mentored by staff members, collegially work with their peers and lead varied clubs and activities across the school. The introduction of the vertical pastoral care system, encourages all senior students to demonstrate leadership by modelling Benowa State High School's core values to junior students. It has also provided students with an opportunity to become part of their house councils and have an active voice within the school.

The student forum invites students from across the school to have their say on all school matters. Students meet on a regular basis and are mentored by the Head of Social Justice. The Executive Principal meets with the student forum once a term to take into account any concerns they may have. Students who have immediate concerns around their own well-being and that of their peers, are provided with an opportunity to access an online reporting platform STYMIE which is available at all times, including weekends. Students have the choice to anonymously report incidents they are concerned about. These reports are actioned immediately by the school.

Benowa State High School's approach to well-being aligns with the Department of Education (DoE) Student Learning and Wellbeing Framework. The school is committed to providing the right conditions for students to achieve excellence and lift learning outcomes by ensuring an inclusive learning environment that supports every student to manage their well-being and achieve success. Numerous programs such as Peer Support Mentoring, health information sessions and The Inter-year Program (TIP) ensure that students can experience a safe environment where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised. While the school implements the DoE's Student Learning and Well-being Framework, the school recognises that the state-wide framework could be contextualised to Benowa State High School's staff, students and community.

Benowa State High School's Personal Development Programme (PDP) is delivered weekly

across all year levels and aligns with the school's core values of diligence, integrity, compassion and respect. Each term focuses on one core value and allows students to engage with a range of resources and discussion topics designed to promote well-being. Within these lessons an environment of openness and trust is fostered, enhancing relationships between students and staff. To complement PDP, weekly assemblies also emphasise the school's core values as well as providing all students with opportunities to showcase achievements and talents, and to celebrate students in reaching their personal best.

To further promote a positive and supportive environment, Benowa State High School's merit program encourages students to uphold and model the core values of the school. Students are awarded merit points by demonstrating examples of diligence, integrity, compassion and respect within and outside of the classroom. There is a rewards scheme attached to the merit program to celebrate student success. A "Gold Day In" forms part of this reward scheme to celebrate student achievement. Benowa State High School has a range of awards nights to celebrate student achievement across academic, cultural and sporting merit. Cultural events including the Evening of Song, Big Band Night, Fusions Art Exhibition, Musical, IB Visual Lexicon Exhibition, Music in Practice Night, Dance Directions and Easter Concert showcase student talent and achievement. The Honours Program supports high-achieving students by providing opportunities to engage with university mentors and on-campus experiences.

Evaluator Ratings

Met

Evaluator Reason for Rating

There is an overarching DoE Student Learning and Well-being Framework and the school has the BSHS Support and Well-being Framework. There is a very tangible sense of care, community and respect at BSHS amongst staff, students, and parents. There is broad evidence to support the school's commitment to student well-being through implementing the ACARA General Capabilities, school support services and learning programs. The school has an outreach network of community organisations with which it liaises to help with challenging student welfare issues in addition to what is being offered by the school.

There are genuine opportunities for students to partake in service learning such as helping the homeless through the ROSIES project. There is a sense that the school is culturally sensitive, to the extent that, students and staff expressed that it seemed normal to learn in a multicultural environment. The acceptance of diversity appears authentic for the students and staff at BSHS.

There are opportunities for student voice across the school through leadership positions, consultation and committees. A BSHS student leadership flow chart highlights the range of opportunities for voice and leadership from Years 7 to 12.

The school recently conducted a Well-being Survey in the community including students and this data will be instrumental for continuous improvement.

All staff are expected to be responsible for monitoring the well-being of student care at BSHS. This approach is supported by a cross section of staff such as the Dean of Students whose roles are clearly articulated to all staff in the Week One booklet.

Commendations

Domain E Standard 1 - The teaching staff for fostering the climate of respect between staff and students which is cultivated through the BSHS school charter.

Domain E Standard 1 - The administration team for the implementation and resourcing of a new pastoral care structure to further improve the well-being and protection of all students.

Recommendations

None at this time.

Domain E Standard 1 - The student services and staff for their commitment to supporting the well-being of all students.

Domain E: Well-being - E2 - Preparatory Evaluation

The school has clearly documented and effectively implemented policies and procedures relating to child safeguarding to protect and promote the well-being of all enrolled students. These policies set out how the school addresses the following issues: safer recruitment; staff conduct; student behaviour; reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of staff, leaders and governors to manage and oversee safeguarding; staff training, student education and parental engagement; peer-on-peer harassment and abuse (including but not limited to bullying and sexual harassment); online safety; and security and health and safety. These exceed, where necessary, local regulatory requirements.

Ratings Rubric

E2i. The school is implementing appropriate policies and procedures to safeguard and promote the well-being and protection of students (see list of areas that these policies should cover in the standard). E2ii. Policies and procedures include: an explanation of how the school encourages students, staff, and parents to share safeguarding, health and safety, and security concerns; clear reporting lines for students, staff, and parents, and ways to escalate their concerns if necessary; and how the school responds to concerns and allegations when they are raised. E2iii. The school has clearly defined leadership and governance responsibilities for well-being and child safeguarding and is cognisant of the legal, ethical, and cultural expectations and requirements regarding child abuse within the country in which it operates. E2iv. The school has developed and adopted an appropriate definition of child abuse including physical, emotional, and sexual abuse (including sexual exploitation), neglect, and commercial exploitation, and recognises the different contexts in which students can experience abuse, including at home, in school, online, and amongst their peer group. E2v. The school has a programme of annual professional training for faculty and staff (including non-teaching staff) regarding child safeguarding.

Self Ratings

Exceeded

Response

Benowa State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong well-being. Benowa State High School's guiding statement, the Charter, clearly reflects the values of integrity, diligence, compassion and respect. The Charter recognises the Rights of the Child as it is founded on the beliefs and values of the United Nations Declaration of Human Rights. The Charter and the Declaration of Human Rights are displayed in all classrooms as well as communicated in school documents, parent newsletters and on the school's website.

The school follows the Department of Education's Student Protection Procedure which outlines the responsibilities and processes for employees and visitors to state schools when responding to suspicions of harm, or risk of harm, to students. There are legislative provisions within the Education (General Provisions) Act 2006 and the Child Protection Act 1999 which impact directly on reporting obligations for departmental employees and visitors. New school based staff undertake the department's online Student Protection Training upon commencement of work or within a reasonable period of first attending the school. Existing staff complete their online Student Protection Training annually. By correctly following the Student Protection Procedure and guidelines, the school is taking the steps to prevent the harm of its students. The school follows the guidance outlined on the department's Records Management OnePortal page when managing and recording information. The Executive Principal records completion of staff student protection training in the OneSchool staff accreditation module. To minimise confusion to staff, the school acknowledges the development of a flowchart of student protection responsibilities is to be established.

All non departmental employees, volunteers and visitors are subjected to criminal history checks, Blue Card Working with Children Check (Blue Card) screening and referee checks and receive some form of student protection training, as determined by the Executive Principal. This includes provision of the Student Protection fact sheet for visitors or completion of the Mandatory All-Staff Training Key Messages course. All, staff, volunteers and contractors acknowledge that they have read the Code of Conduct and agree to abide by departmental policies.

Benowa State High School follows the legislative requirements and protocols of DoE to respond to student harm allegations made against employees. These include physical harm, psychological harm and sexual harm. In the instance of student harm, an appropriate student protection referral should be made to the Ethical Standards Unit for assessment and a decision is then made as to an appropriate intervention as necessary.

The Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within the school community. The Student Code of Conduct outlines a system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through the school plan, shared expectations for student behaviour are transparently communicated. This assists in creating and maintaining a positive and productive learning and teaching environment where all school community members have clear and consistent expectations and understandings of their role in the educational process.

To support students in their journey to become valuable participants in society, Benowa State High School adopts logical consequences and offers counselling and mediation while taking into account individual circumstances. An extensive team of school staff help students who require support to make positive choices and develop strong relationships. Accepting personal responsibility is crucial, and the school's approach is to talk with students about their choices and pathways as the school seeks to build their social skills to empower them to be confident, contributing members of society.

Benowa State High School uses restorative practices as a framework and set of practices for the prevention of rule breaking and as an intervention after a rule is broken. Students who display problem behaviour, break rules or commit serious school offenses therefore disrupt the environment and jeopardize the safety and learning of other students. Consequences such as removal from class and suspensions are implemented as necessary to maintain the good order and management of the school. At its core, restorative practice is a philosophical shift away from the traditional, punitive approach to wrongdoing. Restorative practice views misbehaviour as an offense against relationships. This approach maintains a focus on accountability of actions with a specific emphasis on empathy and repairing of harm. To that end, restorative practice seeks to address underlying issues of

misbehaviour and reintegrate wrongdoers back into the school and classroom community. The restorative practice process is led and managed by the school's two Deans of Students and is a cornerstone of the school's Student Code of Conduct. All incidents and support provisions for students are recorded on OneSchool to provide consistency for the students and allow for accurate record keeping.

The small percentage of students who persistently disrupt the classroom are referred to the Responsible Thinking Room (RTR) process. These students are interviewed by the RTR Supervisor and supported with the development of a plan of re-entry back into the classroom. Students who continue to be disruptive in multiple classes may be placed on behaviour watch. Continued RTR referrals will result in progression up the behaviour watch ladder. Consequences and support are in place on each ladder step.

To safeguard the wellbeing of students, Benowa State High School implements a range of health and wellbeing programs. Stymie is an anonymous online reporting platform that allows students to make reports about incidents they have witnessed or have experienced. Students make notifications about cyber bullying, bullying, illegal activity, anxiety and self-harm. Stymie reduces harm on all levels in schools making the learning environment a safer space. Stymie reports are delivered to Heads of Houses, Heads of Social Justice, Deans of Students and Deputy Principals. Necessary referrals and interventions are actioned. In addition to Stymie, Benowa State High School offers opportunity to engage with programs such as Chase the Sun, Ohana for YOUTH mentoring program, Youth Outreach Drug and Alcohol (YODA), Reconnect – Mission Australia, New Access and AMAYDA. These programs are used to support young people who are experiencing challenges and barriers.

Support plans for students with mental health, learning difficulties, and/or verified disabilities are devised by relevant staff. Health specific plans are recorded on OneSchool and are kept in administration and all staffrooms. Mental health and support plans are devised by Guidance Officers and recorded on OneSchool. Students from out of home care have education support plans developed collaboratively with the Guidance Officer, child safety officer, carer and the student and are also stored on OneSchool.

Benowa State High School holds extensive amounts of personal information about students. This information could be used to the detriment of the person's life, safety, liberty

and reputation. Extra care is taken by the school to develop appropriate strategies to protect personal information in all operations in the school. The school limits access to those people with a need-to-know the information, uses audit logs to deter and detect security breaches, secures places where information is physically stored and secures data before and after transmission.

Benowa State High School has a customer complaints policy that aligns with the Department of Education's Complaint Management Process.

Evaluator Ratings

Met

Evaluator Reason for Rating

Despite the school rating indicated, the evidence suggests that the school does not yet exceed the preparatory evaluation criteria and should address the recommendations.

The Queensland Department of Education as the employer provides clear and comprehensive recruitment procedures and policies for safeguarding children. Expectations are set out in the student protection documents, as well as legislative requirements. These policies clearly articulate staff obligations regarding safeguarding students, staff conduct, reporting and managing student safety. Mandatory student protection training is required before commencing work in a state school. This training is updated annually, and a compliance register of all staff is maintained by the Executive Principal.

While there are opportunities for students to learn about respectful relationships and they are made aware of the school charter and UN Declaration of Human Rights, a further step to strengthen the school commitment to safeguarding would be to develop a safeguarding statement for students which distils the school's commitment to their safety. This would help to provide dialogue within the student education program and exceed department requirements. It was noted that risk management forms part of curriculum documents unit planning template.

There is a comprehensive student code of conduct which was developed through a

consultative process and available to all stakeholders on the school website. The code of conduct sets out clear expectations and interventions for conduct that is unacceptable. A restorative approach is used by the school to help students take responsibility for their behaviour and to make certain classroom behaviour conducive to learning. Clear consequences and pathways for unacceptable behaviour are set out in the code of conduct. Each classroom prominently displays the UN Declaration of Human Rights as well as expected classroom behaviours.

The school uses restorative practices as a framework to help student make positive choices and develop individual efficacy. This seems to have had a powerful effect on school culture and positive atmosphere within the school, as boundaries and expectations are clear.

Stymie, an online reporting system for incidents, is an extra support system within the school to capture issues as they arise and are acted upon the day they are reported.

Commendations

Domain E Standard 2 - The administration team for developing a comprehensive Day One booklet for staff, and a new Staff Induction Handbook that set out policies and procedures to ensure all teachers are aware of school expectations and their responsibilities.

Recommendations

Domain E Standard 2 - The administration team implement plans to create a flowchart for staff to clearly define responsibilities and procedures for safeguarding children and reporting concerns of child abuse.

Domain E Standard 2 - The administration team and staff in consultation with students create a student-centred safeguarding statement and promote it widely with students so they are aware of the school's commitment to their safety and well-being.

Domain E: Well-being - E3 - Preparatory Evaluation

The school ensures the provision of health care, healthy relationship, and well-being education, and these exceed, where necessary, local regulatory requirements.

Ratings Rubric

E3i. The school ensures the physical and mental health of students on its premises in partnership with the broader community services available. E3ii. The school's programmes, services, and environment encourage the adoption of healthy lifestyle choices through a sequential and developmental curriculum and a broad range of health services.

Self Ratings

Met

Response

Benowa State High School has a well-established student support services team which prioritises student health and well-being. The team is comprised of two Guidance Officers, two Heads of Social Justice, a chaplain and school-based youth health nurse. The student support services team work proactively to facilitate school community awareness around physical and mental healthcare services. The team engages a number of external organisations to deliver key messages around healthy living, whilst supporting this with school based lessons. At the start of every academic year, the student support services team hosts a barbeque for all grade 7 students to promote the well-being services the school can offer. A weekly pancake breakfast for the whole school community provides the support services team with an opportunity to check in with all students.

Benowa State High School offers opportunity for students to engage with programs such as Chase the Sun, Ohana for YOUTH mentoring program, Youth Outreach Drug and Alcohol (YODA), Reconnect – Mission Australia, New Access and AMAYDA. The programs are used to support young people who are experiencing challenges and barriers. These external organisations visit the school on a weekly basis and nominated students have access to their mentoring programs. Staff have an opportunity to recommend students they are concerned about through the school's internal referral process. Parents are made aware,

through newsletters and emails, that the school facilitates access to these external organisations.

Benowa State High School has a structured learning program in place relating to students' physical and mental health needs, including nutrition, personal safety, online safety and healthy relationship behaviour. The school ensures that these needs are met through the weekly delivery of the Personal Development Programme (PDP) across all year levels. Further topics include self-discipline, expressing emotions appropriately, becoming resilient and confident, appreciate diverse perspectives, working collaboratively with others and safe behaviour including sexual health. The support services team support teachers in the delivery of the PDP lessons where necessary. Additionally, the school's Health and Physical Education curriculum covers topics such as healthy lifestyle concepts, nutrition, sun safety, substance abuse, peer pressure, bullying and healthy relationships.

Benowa State High School has access to a School Based Youth Health Nurse (SBYHN) employed by Queensland Health. The SBYHN works with students, staff and parents to promote health and wellbeing, create a supportive, healthy school community and connect people with other support services. The school nurse specifically works with young people, parents and staff to provide information and support on healthy eating, physical activity, healthy skin, smoking, alcohol, drug use, family problems, personal growth and development. The school nurse organises engaging and interactive school-based activities for all year levels to promote awareness around mental health during Mental Health week.

Evaluator Ratings

Met

Evaluator Reason for Rating

There is strong commitment to student well-being as seen through a range of initiatives and programs that address the health and well-being of students at BSHS. Evidence of this can be seen in curriculum offerings such as health, school support services, Peer Support Program, TIP, the PDP program and the work being done with outside agencies. The school also uses Queensland Health-School Based Youth Health Nurses to present specialist topics to students and provide training for staff.

The pastoral system has recently been reviewed and redesigned after consultation with key stakeholders as part of continuous improvement. The school commitment to student well-being saw a need to increase House numbers to eight from four while creating vertical house group classes. This structure combines students from different grades and provides for developing long-term relationships and leadership and mentoring opportunities. There is an emphasis in programs on expectations to make healthy lifestyle choices.

The school has a clear pathway for students of serious concern as set out in the Complex Case and Mental Health Support Plan. These provisions allow for early intervention for at risk students. Different outreach organisations visit the school weekly for students to access their mentoring programs. These programs offerings are communicated to parents.

Comprehensive processes for collection and security of data on student safety and well-being are undertaken by the school.

Commendations

Domain E Standard 3 - The student services staff for rigour in establishing partnerships with the wider community to help support students experiencing challenges.

Recommendations

Domain E Standard 3 (Major) - The administration team and staff create a well-being scope and sequence that explicitly outlines the program to ensure the program is structured and sequential.

Domain E: Well-being - Planned Actions - Preparatory Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

Standard E1: The Administration Team to create a contextualised student-learning and wellbeing framework that is appropriate to the needs of the students, staff and community of Benowa State High School.

Standard E2: The Guidance Officers develop a flowchart of student protection responsibilities to communicate urgency of immediate action for all staff.

Standard E3: The Student Support Services Team to establish a systematic approach to inform the parent community of resources and strategies to support their students' wellbeing.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school's planned actions are appropriate. They should be acted upon with those related to core standards being a priority and including the recommendations contained in this report particularly related to statements of student safety and well-being.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain F: Staffing - Evaluative Commentary - Preparatory Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

Benowa State High School manages its workforce planning strategy to ensure that all teaching staff are qualified and are able to deliver a varied and engaging curriculum. Staff from culturally diverse backgrounds draw on a wide range of experiences and are deployed across the school to meet the school's vision of "Many Pathways ~ No Limits". Through the strategic placement of staff, the school is able to offer a wide range of programs to support the aspirations of students with a diverse range of learning needs. Staff are trained to deliver specific curriculum programs such as Direct Instruction and the International Baccalaureate Diploma Programme, to meet the needs of students and further enhance their learning experiences.

The employment of culturally diverse, highly skilled staff who bring with them a range of life and teaching experiences, facilitates the implementation of specialised academic programs that support our school mission by encouraging students to foster international perspectives through a varied and engaging curriculum.

The effective recruitment and retainment of staff over a period of years enables Benowa State High School to consistently offer learning programs that benefit students across all grades. Staff are supported by a well-funded professional development budget that incorporates opportunities to professionally grow through internal and external provisions. Professional development is clearly aligned to systemic and local strategic directions that have a positive impact on student outcomes.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The staffing policies and practices of BSHS closely align with the standards for this domain and the school is well prepared for the self-study in Domain F. Suitable staff are employed to deliver the school's curriculum and programs as well as to support school operations. Class sizes are based on DoE guidelines and staff are assigned to appropriate duties and professional responsibilities. Ethical and transparent recruitment and employment practices are followed in line with the CIS Code of Ethics including screening of prospective employees to safeguard students. Personal referee checks would help to strengthen the current processes. The school has a leadership framework that shows lines of reporting and accountability that provides clarity.

The highly dedicated, and professional staff are strongly committed to ensuring positive educational experiences and outcomes for all students in keeping with the guiding statements. The well-resourced staff professional development program demonstrates the school's genuine commitment to building staff capacity in the interest of student learning and well-being and supporting individuals to be effective in their roles. Staff participate in external and internal learning activities that include opportunities for staff to work collaboratively that fosters innovation and leading practice. The staff performance management program focuses on professional growth and helps to inform the professional development program. Teachers and non-teaching staff work together within a spirit of collegiality and camaraderie to ensure positive outcomes for all students. The school clearly values all staff in the spirit of inclusion, diversity and respect in keeping with the guiding statements.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain F: Staffing - F1 - Preparatory Evaluation

The faculty and support staff are employed in sufficient numbers, and with appropriate experience, qualifications, and competencies and in accordance with the host country employment law and the CIS Code of Ethics.

Ratings Rubric

F1i. The number of appropriately qualified faculty and support staff is commensurate with the number of students and demands of the school's services, curriculum, pedagogy, and complementary programmes, to ensure all students benefit from the learning experience.

F1ii. Staff recruitment and retention is managed through a school policy that is in accordance with the host country's employment law and the CIS Code of Ethics.

Self Ratings

Exceeded

Response

Benowa State High School recruits, selects and builds the capacity of high quality teachers from Queensland, Australia and internationally, to meet future and current workforce planning. Succession planning also enables the school to employ appropriately qualified staff that are committed to providing learning opportunities that develop a diverse range of skills and offer knowledge and experiences in a safe, healthy and caring environment.

Benowa State High School complies with the Department of Education's (DoE) notionally-allocated staffing model to resource and deliver essential educational services that maximise the learning outcomes for all enrolled students and to administer the school efficiently, effectively and economically. The notionally-allocated staffing model is enrolment driven and is dependent upon numbers of students per grade. Part of this school allocation includes Whole School Support – Student Learning Resources, EAL/D funding, Students with Disability Allocation to meet the needs of an identified group of students that have additional needs. The school currently has access to additional funding which has been directed to specific programs, such as Direct Instruction, to achieve improved learning outcomes. Currently, the school has allocated part of this funding to employ two Deans of

Students to provide monitoring, intervention and services to students. Formal government structures (School Budget Solution) and processes ensure continuous compliance to the notionally-allocated staffing model.

The Department of Education acknowledges the role of the Executive Principal as the officer who has responsibility and accountability for ensuring that staffing resourcing decisions made in the school, including decisions about the school staffing establishment and replacing allocated staffing resources when absent, comply with all relevant instruments including Whole of Government Employment Security Policy and the Queensland Government Policy on the Contracting Out of Services. The school's allocated model includes an Executive Principal, four Deputy Principals, two Deans of Students as part of a workplace reform, two Guidance Officers, one Head of Special Education Services, 12 Heads of Department, 130 permanent teaching staff – including 52 experienced senior teachers, 33 senior teachers, 39 general teachers and six beginning teachers – as well as 51 support staff to meet the strategic needs of the school.

All teaching staff employed at the school have current and valid qualifications that are required for them to teach in a Queensland government school. Teachers must apply and maintain registration with the Queensland College of Teachers (QCOT) who ensure the necessary qualifications, background checks, criminal checks are valid and current. A mandatory requirement for all teaching staff and school leaders is to reflect upon their professional practice within the local context and priorities of the school in accordance with the Australian Professional Standards for Teachers and the Australian Professional Standards for Principals. These reflections and goals are recorded in the annual Professional Development and Mentoring Plan (PDMP). These standards are observed to ensure the school promotes excellence so that students, teachers and leaders are nurtured and challenged in order to reach their personal best. Current teaching qualifications include 5 PhDs, 21 Masters, 125 Bachelors, 68 Graduate Diplomas and 23 Diplomas. Staff are timetabled based on their qualifications, skills and experience. Some faculty staff such as marine science staff hold advanced and specific qualifications necessary to teach within their curriculum area.

Benowa State High School acts in accordance with the CIS Code of Ethics to recruit and retain staff. As an outward looking school, Benowa State High School's retention data

indicates that staff value and respect their workplace and feel supported in their professional journey. The school has a high number of long-term staff who provide high levels of experience, expertise and consistency. In alignment with the school's vision of "Many Pathways ~ No Limits", and due to the multitude of programs offered to students, the staff are given opportunities to thrive in different programs of the school. In order to retain highly trained and qualified teachers, the school offers continued development of staff into promotional positions. Staff who have identified as aspiring leaders are encouraged and supported to attend specific professional development opportunities including dedicated leadership workshops.

The national certification process for Highly Accomplished Teacher (HAT) and Lead Teacher (LT) was introduced in Queensland state schools in 2018 to attract and retain quality teachers in classrooms. Teaching staff who meet the requirements of the Department of Education may engage in the voluntary certification process that is available through the Queensland College of Teachers (QCT). The availability of a nationally trained assessor of Highly Accomplished and Lead Teachers provides staff with an additional support person if staff members are aspiring to undertake national certification as a HAT/LT.

Recruitment for all positions is undertaken in the context of the school's student and workforce needs and is undertaken in a fair and transparent way that assesses an applicant's merit and fit to the requirements of the role. Teaching positions are filled through a range of processes supported by the Department of Education: the transfer cycle, relocation cycle and merit application. In order to fulfil future systemic workforce needs, Benowa State High School mentors local and international pre-service teachers on an annual basis. This mentoring provides the school with an opportunity to proactively identify and recruit highly qualified teachers that suit the needs of the school.

Support staff are employed to support the implementation of the school's Annual Improvement Plan (AIP) in a range of supporting roles. The Executive Principal has employed one Business Manager, one Operations Manager (including human resources), one Senior Technical Officer, one Facilities Manager, one Finance Manager, one International Coordinator, one Homestay Coordinator, two IT support staff, nine administrative officers, 18 teacher aids, three science operations officers, one Youth Worker,

one Industry Liaison Officer, one grounds officer, one facilities officer and 13 cleaners.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

The evaluators confirmed that the administration and leadership teams, teachers and support staff at BSHS are suitably qualified and of a sufficient number to support the delivery of the curriculum, co-curricular program, school activities and school operations. Workforce planning is conducted by the administration team in consultation with the Local Consultative Committee consisting of staff union representatives. Staffing follows DoE policies and guidelines including the Queensland State Schools Staffing Resourcing Policy, HR Delegations Manual and certified state staff agreements, and is based on student enrolment numbers and student needs in accordance with the notionally allocated staffing model. School recruitment practices comply with the CIS Code of Ethics and include deliberate efforts to employ high quality staff to support the implementation of the school guiding statements. A significant number of staff hold a post graduate qualification and diverse experiences and versatile skills that they draw upon to enrich student experiences within and outside of the classroom.

BSHS seeks to employ local, Australian and international staff from diverse cultural and linguistic backgrounds in line with the school's focus on global citizenship that helps to contribute to the cultural diversity of the school community and facilitates intercultural understanding through daily interactions as well as planned learning and activities. Staff opportunities for participation in aspiring leaders' workshops help to upskill staff, build staff capacity and support succession planning. All teachers have undertaken training related to the curriculum and school's pedagogy. There is a strong culture of collaboration among staff. Students clearly respect and value their teachers whom they described as inclusive, supportive, helpful, understanding and creative.

Commendations

Recommendations

Domain F Standard 1 (Major) - The dedicated, professional and caring staff who work together in the spirit of collegiality for their commitment to ensuring positive outcomes for all students aligned with the guiding statements.

None at this time.

Domain F: Staffing - F2 - Preparatory Evaluation

Thorough background checks have been carried out for all staff and volunteers to confirm their identity, medical fitness, right to work in the country, previous employment history, criminal record, qualifications, and suitable references. This information has been taken into account in determining whether their appointment will be confirmed.

Ratings Rubric

F2i. A formal policy exists for the screening of all prospective members of staff (whether employed, self-employed, or sub-contracted) and this policy is consistently applied. F2ii. Where existing staff have not already been suitably screened, steps are being taken as part of a remediation exercise to ensure that they undergo thorough background, reference, and criminal record screening.

Self Ratings

Exceeded

Response

Recruitment of the best candidates is achieved through the establishment and implementation of recruitment and selection processes, which comply with legislative, industrial and whole of government requirements. Prior to appointment, all staff irrespective of employment status (casual, temporary or permanent) are subject to appropriate suitability and background checks as per the Department of Education Recruitment and Selection (Directive 15/13).

Teaching staff must apply for and maintain membership to the Queensland College of Teachers (QCT) which is the regulatory body for the teaching profession in Queensland. It works in the best interests of the public and the profession to ensure approved teachers are qualified, current in their practice and suitable to teach students. The QCT develops, maintains and applies professional standards, codes of practice and policies to underpin initial entry to and continuing membership of the profession. The main functions of the QCT are listed in the Education (Queensland College of Teachers) Act 2005. Once registration is attained, teachers must apply to Teach Queensland in order to seek

employment in a Queensland state school.

A range of screening activities are undertaken prior to an offer of employment to verify an individual's eligibility for employment with the Department of Education. These may include but are not limited to, criminal history checks, confirmation of possession of Blue Card Working with Children Check (Blue Card), mandatory qualification and or professional registration and disciplinary history checks. The recruitment and selection process at Benowa State High School is overseen at the administrative level with pre-employment checks, such as eligibility to work in Australia and serious discipline history checks being completed prior to confirmation of employment. Referee checking is used as a mandatory part of the recruitment and selection process to confirm evidence provided to the panel and explore previous work performance. DoE standards require that one of the referees must be the current supervisor who has thorough knowledge of the applicant's conduct and performance within the previous two years.

Support staff and volunteers are subjected to criminal history checks, Blue Card screening and referee checks. Positions are advertised through the Queensland Government Smart Jobs website. All support staff and volunteers are required to have a Blue Card which is a key prevention and monitoring system of people working with children and young people. The Blue Card system consists of three parts: screening, ongoing monitoring and risk management strategies. The Blue Card aims to minimise the risks of harm to children and young people receiving services which contribute to their wellbeing and development; it is founded on the principle that all children have a fundamental right to be protected from harm. A Blue Card register is kept within the school and is recorded on OneSchool.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

As a Queensland government school, BSHS is regulated in terms of its employment policies and procedures with an emphasis on child safety. Discussions with the leadership team and staff confirmed that the school follows all DoE recruitment and employment guidelines based on clear selection criteria. All teachers are required to be registered with the

Queensland College of Teachers (QCT) that maintains high professional standards and a code of conduct. All staff prior to employment must undergo a range of background screening checks in accordance with department directives that includes a criminal history record check to ascertain their suitability to work with students. At the time of recruitment, personal reference checks in the form of a detailed written reference are conducted to determine an applicant's suitability to work with students. The school is advised to personally contact referees of all prospective employees in the interest of safeguarding students. All non-teaching staff, contractors and volunteers who work in child-related activities are required to undergo a Blue Card Working With Children Check screening that helps to safeguard students. The Business Manager maintains a register to ensure all Blue Cards and teacher registrations are valid and current. These measures help to support the safety and well-being of students during and after school hours when involved in school related activities. Members of the School Council who do not have contact with students are not required to have a Blue Card. This is an area that could be strengthened and will help to highlight the school's focus on child protection and student well-being.

Commendations

Domain F Standard 2 – The administration team for their commitment to safeguarding students by ensuring all staff, contractors and volunteers have undertaken background screening procedures in accordance with DoE regulations.

Recommendations

Domain F Standard 2 – The administration team ensure all School Council members have undertaken police screening to strengthen the school's safeguarding measures in the interest of student safety and well-being.

Domain F Standard 2 – The administration team ensures that all referees are personally contacted prior to employment of prospective employees in the interest of safeguarding students.

Domain F: Staffing - F3 - Preparatory Evaluation

The school provides for the continuous professional development of faculty and support staff that relates to school priorities, addresses the professional needs of the staff, and contributes to the development of student learning, well-being, and global citizenship.

Ratings Rubric

F3i. All faculty and support staff have access to professional development related to their professional needs, which supports the school in being more effective.

Self Ratings

Exceeded

Response

Benowa State High School is committed to promoting a constructive and supportive workplace culture where employees have access to quality professional development. The school's staff are encouraged to take ownership of their performance and career aspirations, understand how their work aligns to the school's objectives and act on opportunities for professional growth.

During professional development days, the school provides staff with various professional development opportunities that align to the school's Annual Improvement Plan. These include workshops that help teachers improve pedagogy that aligns with the New Art and Science of Teaching (NASOT) pedagogical framework as well as reading, writing and numeracy workshops which contribute to student learning. Additionally, the school delivers mandated Department of Education (DoE) legislative training. Mandatory all-staff training provides an overview of what is expected of staff to protect students, work ethically, protect information and work safely. This encompasses the Code of Conduct and Ethical Decision Making training and Workplace Health and Safety. Student protection, school emergency response plan, Curriculum Activity Risk Assessment (CARA) and asbestos training are further mandatory induction training to ensure that all staff meet the safety guidelines stipulated by the DoE.

There is an application process for staff, including support staff, to access external professional development. Approval to attend external professional development is subject to alignment of the individual staff member's Professional Development and Mentoring Plan and the strategic direction of the school. A PD committee comprised of the Executive Principal, two Deputy Principals, and the Operations Manager meet fortnightly to evaluate the suitability of applications for all staff. The school allocates a budget of \$60,000 annually to support the external provision of professional development.

Staff who have identified as aspiring leaders are encouraged and supported to attend specific professional development opportunities. The Mid-Coast Collegiate Aspiring Leaders program aims to explore the essentials of leadership in schools and gain knowledge, skills and abilities to accelerate school improvement.

The school's Mentoring Beginning Teachers (MBT) program focuses on the professional development and growth of our beginning teachers with an aim to improve pedagogical practice. To provide quality targeted professional learning beginning teachers are asked to provide preference areas of need. Plans are developed that are targeted to the beginning teachers' needs and further feedback sought.

New staff at the school are involved in an induction process to support their transition to the school and develop their understanding of policies and procedures. This is undertaken formally at the beginning of the year by a Deputy Principal, and across the year by the school's Operations Manager.

The school schedules weekly staff meetings to increase professional capabilities that align with faculty and whole school strategic agendas. A staff meeting cycle is communicated to all staff at the beginning of every term.

In order to upskill and develop content knowledge of International Baccalaureate Diploma teachers, minimum Category 1 Online Training is provided to all IBDP staff before teaching Diploma subjects. The Head of International Studies ensures staff are appropriately trained in all IBDP subject areas. The IBDP review and update their curriculum documents every seven years. When a new subject syllabus is released, teachers attend a three day Category 2 or 3 face-to-face workshop to deepen their understanding of the content being delivered

and to develop teacher pedagogy that aligns to the Approaches to Learning and Teaching.

International Student Program (ISP) staff are required to keep up to date with Education Queensland International policy updates to ensure Benowa State High School aligns with National Code requirements to maintain accreditation. ISP Staff attend annual professional development hosted by EQI, ISP Roadshows and have access to national ISANA International Education Association conferences.

Due to a large number of cultural and ethnic backgrounds within our school community, staff are provided with cross cultural awareness training to ensure all staff have cultural understanding.

The implementation of the new senior curriculum, mandated by the Queensland Curriculum Assessment Authority (QCAA), has necessitated the professional development of staff in regard to curriculum design, assessment and reporting. Staff have accessed online professional development modules, as well as syllabus and assessment workshops provided by the QCAA. The school provides Vocational Education and Training (VET) professional development to staff using outside Registered Training Officers (RTOs) and agencies. All staff who hold a VET qualification are registered with VELG, an online industry platform. This platform provides regular professional development via webinars and access to colleagues in the industry to allow staff qualifications to remain current and relevant.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

BSHS maintains a robust commitment to the ongoing professional development of all staff so they can remain abreast of developments in their areas and effectively fulfil their roles and responsibilities. The professional development program is well resourced. It is planned and coordinated by a professional development committee led by a member of the administration team. All teachers and support staff participate in internal and external professional development activities linked to the school's guiding statements, the Strategic School Plan and Annual Implementation Plan as well as individual needs that supports the

implementation of the guiding statements. There is a clear application process for participation in external professional development activities with stated criteria related to the school's strategic directions and individual staff Professional Development and Mentoring Plan (PDMP). New knowledge and learnings are shared with other staff at staff and faculty meetings that supports innovation and leading practice.

The staff professional development program has a strong focus on developing understanding and implementation of the school's NASOT pedagogical framework that supports student learning, curriculum, as well as mandatory training that supports student and staff safety and well-being. Some cross-cultural awareness training is provided so staff can meet the needs of the culturally diverse school students and community and supports global citizenship. There is scope to increase this training. Whole school and divisional professional development activities, and targeted programs for new teachers are offered such as the Mentoring Beginning Teachers (MBT) program that helps new graduates to develop their knowledge and skills while the Mid-Coast Collegiate Aspiring Leaders program helps experienced teachers to develop their leadership skills. Scheduled weekly meetings allow teachers to collaborate to develop their knowledge, skills and resources to support teaching and learning and student well-being. Staff appreciate the opportunities provided by BSHS for their professional growth.

Commendations

Domain F Standard 3 – The administration team for its robust commitment to ongoing staff professional learning resulting in an inclusive professional development program that supports the professional growth of all staff and enhances teaching and learning and school operations aligned with the guiding statements.

Recommendations

None at this time.

Domain F Standard 3 – The staff for embracing the opportunities for professional learning with genuine commitment to developing their own professional knowledge and practice to support student learning and well-being.

Domain F Standard 3 – The administration team for providing targeted professional learning opportunities to support beginning career teachers and aspiring leaders that build staff capacity and support student learning and staff succession planning.

Domain F: Staffing - F4 - Preparatory Evaluation

The appraisal/performance management system is defined and implemented for all faculty and support staff based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training, which is linked to appraisal outcomes and identified school priorities.

Ratings Rubric

F4i. There is a clearly communicated, written performance evaluation, feedback policy, and appeals procedure. Many faculty and staff have entered into this process.

Self Ratings

Exceeded

Response

Benowa State High School recognises that employees will be successful when they have an opportunity to discuss professional priorities in an environment where innovation is celebrated and opportunities to achieve new goals are encouraged. The school is committed to promoting a constructive and supportive workplace culture where employees and supervisors have regular and meaningful (informal and formal) performance exchanges about standards of conduct, performance expectations and opportunities for developing capability. Benowa State High School encourages employees to take ownership of their performance and career aspirations, understand how their work aligns to departmental objectives and school strategic direction and act on opportunities for professional growth. As a government school, all staff complete an annual performance appraisal process that is determined by joint government and union agreement.

Benowa State High School implements the Professional Development and Mentoring Plan (PDMP) as the school's annual process to manage performance, professional development and recognition of all staff. For teaching staff, this plan is developed in alignment with the Australian Professional Standards for Teachers. The PDMP program is personalised for teachers and is designed to support their identified goals for professional development. Using the Specific Measurable Achievable Relevant Timely (SMART) goals framework, staff

are required to identify their professional goals in alignment with the school's Annual Improvement Plan (AIP) with the focus of improving student learning outcomes. The focus areas of the AIP include reading, writing, numeracy, school community and pedagogical frame. Every staff member engages with a professional mentor to plan the most effective way to achieve agreed goals, review performance, and identify work and career goals.

Support staff PDMPs are developed and monitored by the Operations Manager and focus on the specific task requirements of the varying respective positions. Support staff are encouraged to identify their need for further professional development in order to meet their professional goals, needs and aspirations. Both teaching and non-teaching staff follow the clearly defined PDMP process. Pivotal to this process of annual appraisal are the sessions during student-free days and meetings throughout the year wherein staff review and reflect on the PDMP process with their mentors.

To further drive the strategic vision of the school, AIP walkthroughs are conducted weekly by all members of the Administration Team. The purpose of the AIP walkthroughs is to identify what training and support teachers may need in implementing the strategic agendas of the school.

For all staff, where there is a need, under performance is systematically managed through a Managing Unsatisfactory Performance (MUP) process demarcated by DoE. The appraisal process is underpinned by thorough application of support mechanisms including restructuring of duties, mentoring and professional assistance and professional development.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

All teachers and support staff at BSHS participate in an annual performance management review process known as the Performance Development and Mentoring Plan (PDMP) that together with the staff professional development program builds staff capacity. In the case of teachers, it is aligned with the Australian Professional Standards for Teachers with clear

criteria and a focus on improving performance and student outcomes. The process involves goal setting, reflection and evaluation with input from line managers. In addition, members of the administration team conduct weekly walkthroughs that contribute to staff performance evaluation by monitoring classroom practice and informing the professional development program to support high quality teaching and learning. Staff value opportunities to observe their colleagues teach that helps to inform their own practice, and value video recordings of lessons as a resource that fosters reflective practice. The performance management program has links with the School Strategic Plan and Annual Implementation Plan. Support staff have a clearly defined PDMP process linked to their specific roles and responsibilities. Staff receive feedback during review meetings with their line manager. Staff representatives confirmed that performance reviews are regularly conducted and help to inform their practice. There is a clearly articulated DoE process for managing unsatisfactory performance.

Commendations

Domain F Standard 4 – The administration team for implementing an inclusive staff performance management program that informs the staff professional development program and supports the professional growth of all teachers and support staff in alignment with the guiding statements.

Recommendations

None at this time.

Domain F: Staffing - F5 - Preparatory Evaluation

Collectively, the leadership and staff create a professional and trusting working environment. Written policies and guidelines establish expectations for the performance and conduct of all faculty and support staff, and they are applied fairly and consistently.

Ratings Rubric

F5i. Leaders, faculty, and support staff have a purposeful approach to creating a professional and trusting working environment. F5ii. All faculty and staff have individual job descriptions related to their roles, responsibilities, and a code of conduct setting expectations for behaviour. F5iii. The school has developed and adopted a code of conduct with specific written guidelines stating appropriate and inappropriate behaviour of adults with children. F5iv. The school has developed a guide to the cultural context of the school to support staff in understanding that culture.

Self Ratings

Exceeded

Response

As outlined by the Department of Education's (DoE) Standards of Practice, Benowa State High School promotes a working environment that is guided by the principles of integrity and impartiality, promoting the public good, a commitment to the system of government, and accountability and transparency. To ensure a trusting and professional environment is promoted throughout the school, mandatory Code of Conduct training is conducted at the beginning of each year. All staff employed by DoE must adhere to the principles of the Code of Conduct. The purpose of the Code of Conduct is to ensure professionalism and high standards of ethical conduct in all work activities, and are supported in the Code of Conduct by a clear statement of what is expected of staff and how they should behave and perform their work. The Code of Conduct provides a framework for ethical principles, obligations and standards. Staff members are welcome to lodge complaints at any time in writing. All written complaints are handled in accordance with DoE policies and procedures and in consultation with the Executive Principal. All written complaints are recorded in a complaints register.

All DoE staff must complete mandatory training each year. The Mandatory All-Staff Training program provides an overview of what is expected of all staff to work ethically, protect information, work safely and protect students. The program contains details on how to access further information and support and can be accessed either on-line through DoE's The Learning Place or in hard copy. A certificate of completion is provided at the end of the course which is then recorded in a register accessible at school and regional levels. Contractors, Volunteers and Visitors to the site must complete the 'Mandatory All-Staff Training Program Key Messages Guide' which covers key messages and responsibilities that persons on site should be aware of. Completion of the Key Messages Guide is recorded when signing in to school premises through ID Attend.

To further ensure that staff are operating in a professional and trusting working environment, the school has produced a 'Week One' booklet that outlines role descriptions, staff expectations, workplace health and safety information, policies and procedures. This staff handbook ensures that expectations for all faculties and staff are consistent and are understood and applied consistently. To remind and update staff of departmental policies, advice on new policies and procedures and promote upcoming events, regular staff meetings are held throughout the year, both at the whole-school and faculty level. The meetings are collaborative in nature and provide the opportunity for teams to provide feedback and share ideas.

All government state schools are required to have an established Local Consultative Committee in which employees can bring workload and state award issues affecting the workplace to school management. The LCC's role is to consider matters and to provide industrial support for best practice solutions. The mechanism of providing opportunities of consultation to all teaching, administrative and support staff, is designed to ensure an environment of trust is established in the workplace. The LCC meets twice a term.

In alignment with DoE's policy, Benowa State High School embraces workplace diversity and inclusion. The department is committed to eliminating unlawful discrimination, workplace bullying, sexual harassment and victimisation through modelling inclusive leadership, and promoting an inclusive and respectful workplace culture. The Diversity and Inclusion policy outlines requirements for all employees, as well as additional requirements

for Principals in order to ensure all employees are able to participate to the best they can and to ensure all employees are treated fairly and with respect.

Evaluator Ratings

Met

Evaluator Reason for Rating

Discussions with staff representatives confirmed that a positive school climate permeates BSHS evidenced by strong staff retention. There is a high level of confidence in the long-standing Executive Principal and the administration team fostered by their approachability that has contributed to the positive working and learning environment. Staff display a strong sense of staff camaraderie and collegiality and work collaboratively to realise the guiding statements. Transparent recruitment and employment practices based on merit and equity principles are followed in line with the CIS Code of Ethics and government and DoE requirements that have a strong ethical basis. It was strongly evident during the visit through conversations with staff and the administration team that the school values all employees and treats them with integrity in the spirit of inclusion, respect and diversity and in accordance with the DoE Diversity and Inclusion Policy. There is a clearly structured organisational framework with clear lines of accountability.

All staff receive an employment contract and a job description that together with the Week One Booklet, and Code of Conduct for the Queensland Public Service explicitly state staff behaviour expectations. The school is advised to include information about the school's safeguarding measures and mandatory reporting procedures in the Week One booklet in the interest of student safety and well-being. All, staff, volunteers and contractors acknowledge that they have read the Code of Conduct and to abide by it. Queensland State School Certified Agreements for teachers and teacher aides that are publicly available clearly outline conditions of employment, rates of pay and special benefits that provides clarity of employment conditions and assurance to staff that they will be treated professionally and fairly. Staff voice and agency are provided in the form of the Local Consultative Committee that includes staff representatives as well as staff opinion surveys. Staff representatives stated during the visit that they had no reservations expressing their opinions and ideas directly to members of the leadership team. A staff induction program

assists with the transition of staff into the school that can be strengthened with the development of a guide to the cultural context of the school to assist staff to understand the cultural diversity of the school community.

Commendations

Domain F Standard 5 (Major) – The Executive Principal and administration team for their openness, approachability and support of staff that has created a professional and trusting working environment.

Domain F Standard 5 (Major) – The staff for their strong sense of collegiality and camaraderie based on mutual respect that has resulted in constructive working relationships and a positive school culture in line with the school values that support student learning and well-being.

Recommendations

Domain F Standard 5 (Major) – The administration team include information about child protection and reporting suspicions of child abuse in the Week One booklet so all staff are aware of their responsibilities and the school's expectations and procedures in the interest of safeguarding students.

Domain F Standard 5 – The administration team develop a guide to the cultural context of the school to support staff understanding of the cultural diversity of the school community.

Domain F: Staffing - Planned Actions - Preparatory Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

There are no planned actions at this stage.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

While the school has not identified any planned actions in Domain F, the school should act upon the recommendations contained in this report with those related to core standards and student safeguarding being a priority.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain G: Premises, facilities, technology systems, and auxiliary services - Evaluative Commentary - Preparatory Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

Benowa State High School prides itself on the ability to engage students with broad curriculum offerings and as such, facilities planning and renewal critical to support student learning outcomes. Key initiatives include the air conditioning installation to all classrooms that commenced in 2013 and was completed in 2019 with the financial support of the Parent & Citizens Association (P & C). All teaching and learning spaces have been air-conditioned to improve learning environments. Teaching staff provide input into classroom design to ensure tailored options meet student needs and maximise outcomes.

In 2017, the school refurbished a facility to establish a central student-focused support centre. Students are able to seek direction from specialised staff including Guidance Officers, Heads of Social Justice, Chaplain and external agencies who support student well-being.

The School's Strategic Infrastructure Plan (SSIP) identifies future significant infrastructure priorities within the school. Over the last year, the school has been successful in obtaining funding from the Department of Education to replace the main covered walkway (including transferring all services underground), replacing the Administration roof and replacing existing shade sails with a hard shade shelter. The school has implemented a program to upgrade and provide additional outdoor seating and shade in high traffic areas such as the canteen, senior area and outdoor amphitheatre. As a sloped and aged site with many areas

of erosion, the school has actively invested in landscaping improvements through significant drainage infrastructure, installation of new turf, wet pour rubber and synthetic turf. These measures have not only enhanced the site aesthetically but have also considerably reduced ongoing maintenance and safety issues.

Safety is a high priority at Benowa State High School and the Health, Safety and Wellbeing (HSW) Committee rigorously focuses on safety procedures and improvements to benefit students, staff and community members. All visitors, including parents, volunteers and contractors, are required to sign in at the Administration building where they must complete the Department of Education's Mandatory All-staff Training Program and provide any supporting documentation such as Blue Card Working with Children Checks. New staff are inducted on the school's evacuation and lockdown procedures and the Emergency Response Procedures (ERP) are reviewed annually with all staff. CCTV is positioned strategically across the site to allow for safe monitoring of students, educational resources and facilities. All visitors to the school site currently complete a COVID19 entry survey.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

BSHS is well prepared for the self-study in Domain G. The school is situated on one large campus with ample internal and external facilities and teaching and learning spaces including specialist areas to accommodate the number of enrolled students and deliver the curriculum and programs in line with the guiding statements although staff workspace is limited in some areas. The school grounds and buildings are well maintained despite the age of some of the buildings. The extensive grassed areas and outdoor courts support the school physical education and sports programs. Student artwork adds colour and vibrancy to classrooms, the interior and exterior of buildings creating an attractive and welcoming learning environment. The maintenance and cleaning staff ensure that the school facilities are maintained in a clean and good working condition that supports student learning and the health and well-being of students and staff. While windows and glass panels indoors help to safeguard students, there are a small number of rooms that lack visibility. An IT infrastructure plan ensures the provision of necessary technology and infrastructure and

equipment to support student learning and school operations. The IT needs of students, staff and parents are well met by the dedicated staff of the IT department.

Commendations

Please refer to commendations under individual standards for this domain.

Commendations for non-core standards for this domain include:

Domain G Standard 3 (Major) – The staff of the IT department for their dedicated efforts to support the IT needs of students, staff and parents that supports learning and teaching, and school operations.

Recommendations

Please refer to recommendations under individual core standards for this domain.

Domain G: Premises, facilities, technology systems, and auxiliary services - G1 - Preparatory Evaluation

The school maintains premises and facilities, with supporting systems and services, to enable it to fulfil the school's stated purpose and direction, deliver the curriculum, and contribute to the well-being of students.

Ratings Rubric

G1i. The school monitors, evaluates, and reviews use of the facilities in relation to the number of students enrolled, the occupancy of classes, the programmes on offer, and the nature of learning expected, and has a well-developed facility planning process to enhance learning and well-being.

Self Ratings

Exceeded

Response

At Benowa State High School, all facilities and grounds are maintained in accordance with the Department of Education (DoE) guidelines and standards to ensure a quality, safe and contemporary learning environment. In the event of upgrade or refurbishment of facilities and grounds, DoE design guidelines are followed and concept designs are developed in compliance with regulations.

The facilities at Benowa State High School provide a high level of functionality to ensure all areas of curriculum are delivered in a purposeful environment. Specialised facilities include science laboratories, kitchens, manual arts facilities, media rooms, performing arts theatre and library. The creative arts staff and students have well-appointed soundproof practice rooms, music classrooms and dance studios. The facilities within the school serve purpose in meeting the educational needs of students.

The School Strategic Infrastructure Plan (SSIP) identifies significant infrastructure priorities over a four year rolling cycle to ensure student needs are met and to facilitate their learning and well-being. The school reviews the priorities on an annual basis. Recently, the school

has received a \$1.8 million grant for the main covered walkway, the Administration roof replacement and amphitheatre shade shelter to enhance the safety, security, clean and healthy environment for students and staff. Furthermore, DoE's initiative to reduce all Queensland state school omission's footprint has resulted in the installation of a 92kw solar PV system. In collaboration with the Parents and Citizens Association (P & C), a canteen refurbishment process will begin in 2020 to improve services and facilities for students and staff at the school.

For planned and unplanned maintenance, the school receives an annual budget from the Department of Education as targeted funds. In 2020, \$145,441 was received to service the repairs and any foreseeable maintenance including painting, carpet replacement and gutter cleaning within the school.

The school has identified the need to establish an advisory committee to cultivate a master plan for future growth and development. This committee will focus on facilities, grounds and IT infrastructure future needs and what is required to reach our desired goals and encourage positive teaching and learning outcomes.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

The evaluators confirmed by virtual school tour, review of evidence and discussion with school representatives that BSHS has sufficient physical facilities including purpose built internal and external teaching and learning spaces, specialist facilities and equipment to deliver the curriculum, programs and activities. The School Council and administration team place great importance on ensuring the learning environment is safe, secure and in good condition closely aligned with the guiding statements. A planned and coordinated approach is taken as evidenced in the School's Strategic Infrastructure Plan (SSIP) and this will be strengthened by the school's plans to establish an advisory committee to develop a long-term whole school master plan. Significant upgrades and developments have been completed recently informed by teacher feedback and supported by funding from the government and the P&C. These have included a student focused support centre, the

installation of air conditioning and additional external seating, and improved shades, walkways and landscaping that support student learning and well-being and help to enhance the aesthetic appeal of the school campus. All works are conducted in accordance with DoE guidelines and standards with which BSHS complies that ensures a safe and healthy learning environment. The annual budget includes recurrent funding to maintain school infrastructure. The school facilities and campus developments are greatly appreciated by students and staff.

Commendations

Domain G Standard 1 - The School Council and administration team for their ongoing commitment to improving the school campus so the facilities can support the effective implementation of the curriculum and complementary programs, and student learning and well-being.

Recommendations

None at this time.

Domain G: Premises, facilities, technology systems, and auxiliary services - G2 - Preparatory Evaluation

The premises have high standards of cleanliness, health, safety, and security, which are supported by written policies and effective procedures, and which exceed, where necessary, local regulatory requirements.

Ratings Rubric

G2i. The school has a system of monitoring and maintenance that ensures the premises and equipment are healthy, safe, and secure. G2ii. Due regard is given to building and facility design, layout, designation, and use to ensure effective practice in child safeguarding and protection. G2iii. Effective procedures that comply with or exceed local regulations are in place for emergency situations that require evacuation, lockdown, and medical emergency or in response to natural disasters such as, for example, earthquake or flooding. G2iv. Provision is made to meet the health, safety, and freedom of access needs of all students and staff.

Self Ratings

Exceeded

Response

Benowa State High School is committed to the health and safety of all students, staff and visitors. The school's maintenance program allows all staff to log any service requests via an electronic link to the school's Sharepoint site. The requests are reviewed daily by the Facilities Manager and School's Officer to prioritise and identify works that can be repaired locally. For repairs and maintenance work that require a qualified tradesperson, a contractor is contacted, a work area access permit is raised, and relevant licences are sighted for currency. Benowa State High School maintains its own register of qualified tradespeople to ensure compliance with DoE's licensing requirements such as public liability insurance, work cover insurance, electrical licenses, and Queensland Building and Construction Commission (QBCC). All contractors are required to sign into the school prior to commencement of work and show evidence that they have completed the annual mandatory all staff training program for contractors, volunteers and visitors. Information is recorded in a register and is

signed off by the Business Manager, Operations Manager or Facilities Manager.

Routine checks are conducted regularly to ensure a safe environment for all students, staff and visitors. The Business Manager routinely inspects the school ground with the Facilities Officer and School Officer to proactively ensure that the facilities and grounds comply with safety standards. In conjunction with QBuild, and as per the Service Maintenance Plant Equipment Reference Guide summary, service maintenance is completed periodically to inspect fire services, lift operations, Residual Current Devices (RCD), ducted air-conditioning, grease traps, gas services and backflow, kiln, manual arts plant and equipment and emergency exit lighting, alarms. Any works that are identified as critical or non-critical defects are actioned promptly by the school.

Asbestos was used in a wide range of products, manufactured between the 1940s and 1980s. Benowa State High School opened in 1980 and as a result, some buildings contain asbestos materials. All forms of asbestos were banned from use since December 2003. However, the ban does not mean all asbestos installed prior to his date needs to be removed. It is only when these materials are being replaced or present a health risk, that non-asbestos materials must be used. For health, safety and well-being of all staff and students, DoE commits to ensuring that any asbestos-containing-material is managed in such a way as to minimise the risk to students, staff, service providers, parents and caregivers, and other visitors to the site. An effective strategy for the management of asbestos related matters, and any associated potential risk to health and safety, is to minimise the risk through the development of an Asbestos Management Plan. There is regular monitoring of areas that are confirmed or assumed asbestos, including working with DoE for removal.

Benowa State High School employs a team of 13 cleaners to ensure that classrooms, amenities and staffrooms are clean. The school day cleaner checks all student amenities throughout the day to make sure they are clean, free of graffiti and have enough supplies. A full time groundsman is employed to maintain the school grounds and gardens.

Benowa State High School's Health, Safety and Wellbeing (HSW) Committee ensures that the workplace is safe and that hazards and risks are identified proactively. Two members of the committee are trained health and safety advisors. The committee provides a forum for improving health, safety and wellbeing within the school workplace and support the

requirement for consultation under Work Health and Safety legislation.

The school's Emergency Response Plan provides clear processes and procedures in response to evacuations and lock downs. There is an evacuation route map in every classroom and every staffroom which identifies safety routes. The evacuation map meets emergency services fire regulations and is clear and concise. Evacuation and lockdown drills are conducted and reviewed each term. The HSW committee reviews the feedback and actions any necessary changes to the procedures. Any changes made are immediately communicated to all staff.

To ensure student and staff safety, Benowa State High School has alarms remotely monitored by protective services including providing advice about any potential tampering with alarms. The school engages with external security companies to complete random onsite patrols and check security of buildings and grounds. CCTV has been installed across various areas of the school for the safety of students, educational resources and facilities. There is a strong room and safe onsite for housing of student records and cashier tills. The Facilities Manager works on offsite archiving with a DoE approved company.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

The administration team makes concerted efforts to monitor standards and ensure all facilities are in good working order. Due consideration is given to providing a comfortable learning environment including cooling in all classrooms. Sufficient staff are employed to maintain the buildings and equipment resulting in a safe and healthy environment for all students, staff and visitors. Suitably qualified external contractors are employed as required to conduct specialised repairs or maintenance work. BSHS maintains high standards by adhering to government requirements to ensure student health and well-being. Physical facilities are overseen by the Facilities Manager who reports to the Business Manager. Regular walkthroughs of the campus are conducted by the Business Manager, Facilities Officer and Support Officer to monitor the physical condition of the school.

An electronic recording system allows staff to log any concerns that are reviewed daily and addressed promptly. Regular preventative maintenance checks of equipment and facilities are conducted to ensure that equipment is maintained in good working order and incidents and issues are tracked using an online system. An Asbestos Management Plan that includes regular monitoring is in place that mitigates any risks associated with deterioration or movement of asbestos. The evaluators noted the lack of visibility in some spaces used by students including offices where meetings of staff and students are held that needs to be addressed. Some staff expressed concerns about the limited staff workspace and storage facilities leading to cramped staff offices.

The school's Health Safety and Well-being Committee includes two trained health and safety advisors and meets regularly to monitor conditions at the school ensuring that BSHS complies with work health safety legislation. There is perimeter fencing around the campus with several entry points into the school. A visitor sign in system at the front office supports the security, safety and well-being of students and staff. Emergency evacuation and lock down drills are practised and reviewed regularly to ensure students and staff are aware of the appropriate responses in accordance with the school's Emergency Response Plan. All contractors are required to have completed the annual mandatory all staff training program for contractors, volunteers and visitors that supports the safety, and well-being of students.

Commendations

Domain G Standard 2 - The School Council, Executive Principal and Business Manager for their commitment to the maintenance and improvement of the BSHS campus and facilities to ensure the provision of a safe and secure learning environment that supports student learning and well-being.

Recommendations

Domain G Standard 2 (Major) – The administration team reviews all learning spaces and staff offices that are used by students and takes appropriate action to ensure visibility into all areas in the interest of safeguarding students.

Domain G Standard 2 – The administration team reviews the allocation of staff workspaces and storage facilities to ensure that all staff

have an effective and safe working environment.

Domain G: Premises, facilities, technology systems, and auxiliary services - Planned Actions - Preparatory Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

Standard G1: The Executive Principal and Business Manager establish an advisory committee to develop a whole-school infrastructure plan to ensure all facilities and grounds meet student learning needs.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school's planned actions are appropriate. They should be acted upon with those related to core standards being a priority and including the recommendations contained in this report particularly related to safeguarding students.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain H: Community and home partnerships - Evaluative Commentary - Preparatory Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

Benowa State High School values strong school community partnerships and utilises a range of communication tools to maximise engagement with parents and students. The Parents and Citizens Association (P & C) and School Council act as a consultative forum to inform the strategic direction of the school. Multiple surveys are conducted on an annual basis to allow staff, students and parents to provide feedback to enhance student learning and outcomes. Online learning platforms such as OneNote and Sharepoint are used to engage student learning and facilitate productive home-school partnerships. Regular communication with parents around student progress occurs with a goal to increase partnerships around learning. Feedback on student learning is communicated to parents through reports cards and regular formal and informal parent-teacher interaction.

Benowa State High School's digital platforms ensure that parents and caregivers are kept informed of current events and information in a timely manner. Important notifications, the publicising of events, and the communication of critical information, is relayed through a range of different platforms to ensure access for all parents and caregivers.

Benowa State High School has a well-established network of local, national and global partnerships that afford students with a range of opportunities that support their development as global citizens and supports the school's vision of "Many Pathways ~ No Limits". Strong collegial relationships with feeder schools allow for collaboration in the

community between students, parents and teachers to enhance the educational opportunities for students. The school has established global partnerships with other schools, such as the Notre Dame du Mont Roland in France,;Youkosuka Kenritsu Koukou in Japan and Convitto Nazionale Sate Vittorio Emanuele II Cagliari and Convitto Nazionale Paolo Diacono Cividale del Friuli in Italy to enrich in their cultural understanding and immerse students in their language studies.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

School-home-community partnerships are valued and fostered by BSHS. There is evidence of effective communications between home and school, at the class level and whole school level using online platforms and a variety of media as well as personal contact. There are appropriate and clear channels of communication for parents including the School Council and P&C that invite parental involvement and discussion. The school actively seeks parent feedback through regular department and school surveys with information gained used to inform school programs to support student learning and well-being. Parents receive regular updates on student progress and staff are responsive to parent communications that is facilitated by the school organisational structure. BSHS has developed partnerships with local, national and international schools and organisations that provide additional opportunities to support and enrich learning. Students are involved in numerous community service activities that build external partnerships and support the local and wider community while developing in students the skills and dispositions of global citizens.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain H: Community and home partnerships - H1 - Preparatory Evaluation

Effective communications foster a productive home-school partnership and a positive learning community.

Ratings Rubric

H1i. In addition to high-quality communications, the school actively seeks out parent/guardian views and gathers feedback on the education it provides for their child. Consideration of these views is given to improve the school. H1ii. Parents have opportunities to be involved in the life of the school in ways that benefit the students and their learning.

Self Ratings

Met

Response

As an outward-looking school, Benowa State High School aims to build and foster valuable school community partnerships. By encouraging close cooperation between parents of students attending the school, members of the community, staff and students, the school builds a positive learning community. Benowa State High School actively seeks advice and recommendations on issues relating to students and the general operation and management of the school.

The Benowa State High School Parents & Citizens Association (P & C) promotes the interest and facilitates the development and further improvement of the school. The school actively seeks out applications for membership through the school's website and newsletters. The P & C meet monthly to guide and strategically fund the maintenance and develop Benowa State High School's educational outcomes. Parents provide valuable feedback on school programs, activities and funding resources to enhance student learning.

The School Council plays an important role in setting directions for the school and assists in the setting of performance targets and monitoring of the school's performance. A fundamental principle of the School Council is that the Executive Principal and School

Council Chair operate in partnership with parents and the school community. The relationship is consultative and cooperative in serving the learning needs of students at the school.

Benowa State High School annually conducts the parent and student school opinion survey as mandated by the Department of Education. Data is collected from Queensland state schools and the scope and coverage is dependent on the size and composition of the individual school. The target population for 2019 was a sample of students in grade 8 and grade 11. All parents receive invitations to encourage participation in the school opinion survey. The Administration Team analyses the data generated through the surveys which informs the annual strategic direction of the school. In 2019, 96.2% of surveyed parents were in total agreement that “their child feels safe at this school” and 94% of parents were in total agreement that their “child is getting a good education” at the school.

Whilst the Department of Education’s school opinion survey provides valuable data, Benowa State High School recognises its limitations. In 2020, the school identified the need to seek further feedback from staff, parents and students to inform the Annual Improvement Plan’s focus of school community. An annual pastoral care review has been established with the purpose of collating information around students’ health and wellbeing, academic care, resilience and social capital.

To inform the school community about the educational programs, pathways and expectations, Benowa State High School hosts numerous information evenings and actively uses the school website to provide information to parents. These enable students and their parents to choose the pathway that best suits their learning needs. Important and relevant information around the variety of learning programs offered at Benowa State High School is presented to prospective students and parents at information evenings. Senior information evenings include subject and career expositions and are targeted to grade 9 and 10 students and parents. The Senior Education and Training Plan (SETP) interview is compulsory for all grade 10 students and their parents to support them in selecting the appropriate senior subjects that will enable students to be successful at and beyond school. The Industry Liaison Officer and Guidance Officers create careers newsletters specifically targeted to senior students to inform students and their parents about employment opportunities, school-based apprentices and traineeships, university admission and

scholarship information.

To ensure that learning is a shared responsibility between staff, students and parents, the school actively seek parental engagement regarding student learning. The Department of Education mandates that all Queensland schools offer parents the opportunity to discuss the student's effort and behaviour twice yearly. Benowa State High School conducts parent-teacher interviews in term two and term three to afford parents the opportunity to discuss the educational progress of their child. Semester report cards for all students are emailed twice a year.

Benowa State High School applauds and celebrates student achievement, and parents are welcomed within the school to attend events that celebrate and showcase these accomplishments. Events include grade 12 formal and graduation, academic awards night, sports awards night, junior and senior investiture, school musical, music and dance performances, the Fusions art exhibition, IB visual lexicon and Waldorf night. Communication with parents, students and the community has been strengthened through a variety of platforms such as phone calls, emails, text messages, the school website, Facebook and fortnightly newsletters. While the school's use of social media is effective in informing parents and the school community about upcoming events, the school recognises the need to use additionally social media platforms to celebrate student success.

Evaluator Ratings

Met

Evaluator Reason for Rating

Conversations with school and parent representatives confirmed that BSHS places great importance on school-home partnerships and engages in regular and responsive communication with parents. These include the school website, newsletters, online platforms such as OneNote and Sharepoint, student reports, and formal and informal communication with teachers via phone and email. New parents receive information about the school in the Year 7 booklet although the induction of new parents into the school is an area with scope for further development. Parents shared during the visit that they

appreciated the proactive and open communication channels between the school and home and value the honesty of staff and their prompt response to any questions or concerns. Parent information sessions are held so that parents are informed and can support their children's learning. Written reports consisting of achievement grades provide parents with information about student progress. Parent representatives commented that written comments also would be helpful; however, these are available on request. Parent-teacher interviews provide personalised feedback about student progress.

Opportunities for parent involvement in school life include the School Council and the P&C although parent interest tends to be low. This may be exacerbated by lack of awareness of the role of the School Council as well as the requirement for a Blue Card. The P&C plays a valuable role in the school by providing financial support through funds raised in the canteen and the uniform shop. Parent voice is supported through regular parent opinion surveys that are used by the School Council and administration team to identify areas for improvement and inform decision-making.

Commendations

Domain H Standard 1 - The P&C for supporting the school by providing funding to improve school facilities and school programs that and support student learning, and health and well-being.

Recommendations

Domain H Standard 1 - The administration team develop and implement strategies to raise awareness among parents of opportunities for parent involvement in the school.

Domain H: Community and home partnerships - Planned Actions - Preparatory Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

Standard H1: The Administration Team enhances the celebration of student success through the use of social media platforms to strengthen relationships with parents and the community.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school's planned action is appropriate. It should be acted upon and including the recommendation contained in this report.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain I: Residential services – boarding and/or homestay - Evaluative Commentary - Preparatory Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

Benowa State High School is committed to providing a safe and inclusive learning environment for all students. The school believes that by promoting the values of integrity, diligence, compassion and respect, staff and homestay students are encouraged to reach their personal best.

The school has staffed the International Student Program (ISP) to ensure ongoing high quality in its delivery and compliance. Routine professional development of all ISP staff maintains and implements current knowledge of legislation, policies and procedures to ensure the safety of homestay students. As required compliance by Education Queensland International (EQI), the school effectively manages student and homestay records as well as the the mandatory collection and storage of sensitive data to efficiently administrate the program.

As required by EQI guidelines, homestays are screened and selected based on their suitability for working with children, friendliness, open-mindedness, care and respect they have towards international students. Homestay families are expected to have accepting views on religion, race and ethnicity without prejudice. With attention to policies, procedures and risk management strategies such as health insurance, 24-hour emergency assistance, travel forms and Sport, Leisure and Recreation (SLR) register, the school is well placed to provide a safe and supportive learning environment.

At Benowa State High school, international students have access to a varied and engaging curriculum and are supported to achieve their individual goals. By living in a safe, caring and supportive homestay environment, students can immerse themselves in their studies as well as enjoy family life in Australia. During their stay in Queensland, international students integrate comfortably and have the opportunity to share their culture and experiences with their friends, their peers at school and their homestay families. The vast opportunities that are available to international students during their stay contribute to the broad balanced and purposeful education beyond the classroom.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

BSHS has had international students in homestay for over 30 years and is committed to delivering high quality education programs for overseas students. It is noted that the school has an excellent reputation and many family members of previous international students enrol in the school due to the positive experience. Past alumni of BSHS regularly return to visit staff due to their positive experiences while students at the school. There is an excellent staff student ratio in the International Student Program (ISP) to ensure that students are well looked after in all aspects of their life at school and beyond the school day. The ISP is managed by experienced and long-standing staff who are very knowledgeable about all legislative and compliance requirements with Educational Queensland International (EQI) and the Commonwealth Register of Institutions and Courses for International Students (CRICOS). The staff effectively manage the program and students and provide genuine and caring support for all students in the ISP. The facilities for ISP, while small, are a hub of inclusion and care where students feel safe.

All international students have access to the varied BSHS curriculum and can be both extended and receive support. Language entry requirements are managed by EQI. BSHS received a high standard rating during their 2019 EQI review, a creditable achievement.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain I: Residential services – boarding and/or homestay - I1 - Preparatory Evaluation

Student well-being and learning, in line with the school’s purpose and direction, is systematically enhanced by the boarding and/or homestay services provided.

Ratings Rubric

Ii. The guiding statements of the school embrace the needs of boarding and/or homestay students and are regularly reviewed and modified considering the well-being of these students. Iiii. The guidance programme is planned and reviewed, to take into account the specific needs of boarding and/or homestay students.

Self Ratings

Exceeded

Response

Benowa State High School’s mission aims to prepare students to live and work in more than one country. The Charter states that the “world is our classroom through information and communication technologies, international languages and cultural exchanges.” Benowa State High School has an accredited International Student Program (ISP), which was established in 1990 as the flagship for international programs on the Gold Coast. The school welcomes students from around the world to engage in study-abroad and graduate programs. Benowa State High School’s international students have the option to participate in a homestay program. This increases the accessibility for students who may not have a legal guardian in the country.

As the school’s Charter is guided by the beliefs and values expressed in the United Nations Declaration of Human Rights, the ISP is dedicated to the well-being of all homestay students, families and staff. To maintain the well-being of homestay students, the school employs two full-time administration officers in the capacity of an International Student Program Coordinator and Homestay Coordinator. By upholding and ensuring the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) and Education Queensland International (EQI) legislation, and policies and procedures, the school is best placed to guarantee the safety and well-being of international students in the

homestay program.

Through a varied and engaging curriculum, Benowa State High School draws students from around the world. Each year, students from approximately 15 different countries partake in the homestay program and are part of the 75 international enrolments that the school is accredited to accept. Benowa State High School has the highest accredited enrolment capacity within the Gold Coast Alliance. Due to the success of the program, the school has increased capacity to accommodate the demand of international enrolments. True to the school's vision of "Many Pathways ~ No Limits", every student has an opportunity to individualise their pathway through subject selection including placement across grade levels and extension programs.

Both students and homestay families receive extensive orientation from the school and are provided with relevant student or homestay family handbooks. These handbooks contain the relevant codes of conducts, complaints and appeals processes, risk management, emergency and student support services and standard terms and conditions. To retain status of as an approved provider, homestay families are required to participate in induction programs prior to the students' arrival, and then every six months attend a mandatory refresher information evening. These measures ensure that the status of the homestay families remain compliant in relation to the policies, procedures and school expectations around the student safety and well-being for the duration of the program.

On students' first two days of school, students in homestay participate in a thorough two-day age appropriate induction program. This includes detailed explanation of information contained in the student handbook (provided to students) including; Australian law, personal and online safety, Australian customs, living in homestay, school expectations and water/beach safety. As well as the student handbook, students receive maps of the school, student support services access information and critical incident procedures. This hastens social and academic assimilation in school and allows students in homestay to be prepared for life in the wider community.

In line with the school's commitment to global citizenship, international students are celebrated for the cultural diversity they bring to the school. Deliberate efforts are made to promote engagement between international students and their domestic peers. This is visible through the ongoing professional development of staff on intercultural

understanding, welcome ceremonies for students, buddy system and orientation programs.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

International staff uphold all policies and procedures as required by EQI and CRICOS in ensuring the well-being, safety and successful outcomes for students in the ISP.

The school charter encompasses this cohort of students who are welcomed into the school's inclusive environment. All staff are aware of who the international students are through communication channels and they are regularly introduced and share information about their culture at assemblies. The ISP team has responsibility for the international students who also are well supported through the existing pastoral system and staff in the support centre.

The school provides an outstanding program to help assimilate students through the two-day induction program. The international student handbooks and information they receive are comprehensive and detailed. The handbooks contain all the information an international student would require to be safe, secure and gain the most out of their studies at BSHS. In line with the EQI requirements, the host families also attend an induction to ensure they understand all that is required of them and the students in their care. They must also attend a mandatory refresher course every six months.

The school has an enduring commitment to global citizenship as set out in the school charter, the ISP students are welcomed and celebrated and this contributes to their well-being and acceptance and the stability they feel at BSHS.

Commendations

Domain I Standard 1 - The Executive
Principal and staff for achieving a high

Recommendations

None at this time.

standard for the Education Queensland International review that recognised the outstanding service provided by the school for international students.

Domain I: Residential services – boarding and/or homestay - I2 - Preparatory Evaluation

The school's policies and procedures in relation to child safeguarding are appropriate and/or adapted and effectively implemented to meet the needs of boarding and/or homestay students, staff, and facilities. These are: child protection including expectations for healthy relationships, both physical and virtual; complaints; behaviour management including anti-bullying and restraint; security; and health and safety reporting and record-keeping; and these exceed, where necessary, local regulations.

Ratings Rubric

I2i. The school effectively implements all policies and procedures for the health, welfare, and security of residential students, which are in line with local regulations, as a minimum.

I2ii. Record keeping, incident management, and review is thorough and efficiently organised, in line with local regulations. Records are kept securely and shared only in accordance with written policy.

Self Ratings

Exceeded

Response

Benowa State High School fosters an inclusive environment that supports the cognitive, emotional, social and physical well-being of all students. The school, in alignment with Education Queensland International (EQI), implements policies and procedures that ensures the health, safety and well-being of all international students. Upon confirmation of enrolment, EQI issues the student with a Confirmation of Appropriate Accommodation/Welfare Arrangements (CAAW) letter that states the Executive Principal becomes the nominated guardian and assumes responsibility for student welfare throughout the duration of the homestay program.

The school actively sources homestay families within a three-kilometre radius of the school. Candidate homestay families are thoroughly screened against a range of legal requirements and policies before the application as homestay provider is progressed.

Requirements include a Blue Card Working with Children Check (Blue Card), including associated organisation linking documents, specific home insurances and comprehensive family profiles. This profile is provided to expected students prior to their departure and includes information such as family dynamic, household rules and expectations, family interests, pets, allergies, smoking/non-smoking and photographs of the home. Families are carefully selected based on an appropriate match with the student profile.

EQI has set terms, conditions, and other specific requirements that apply to both homestay providers and students. Student's terms and conditions are centred around academic progress, attendance and behavioural expectations. A breach of these conditions can result in possible cancellation of the student's Virtual Important Stamp Authorisation (VISA). Homestay terms and conditions include rules around household provisions, other residents, meals, travel, activities, school attendance and water activities. A breach of any of these conditions will result in intervention, mediation and possible removal of the student from the homestay.

Careful selection, regular communication with, and monitoring of the homestay providers, with attention to EQI policies and procedures, ensures the safest and most appropriate accommodation to support the wellbeing of overseas students in homestay. Each homestay is inspected to ensure it maintains EQI requirements. Photographs of the residence are taken and documented as evidence. Inspections are conducted twice a year and homestay students are interviewed regularly. If there is cause for concern immediate action is taken to safeguard the well-being of the student.

Other measures to ensure student safety include an after-hours emergency service. The 1800 QSTUDY program works on a triage system that provides support to students and homestay families. The level of support can vary from assistance from the call centre, EQI staff, and a regional on-call coordinator who attends the site when necessary. The 1800 QSTUDY program is provided to students prior to their arrival. Students have access to immediate support on arrival and receive a wallet-sized emergency card listing identity, address, and emergency contact numbers. The 1800 QSTUDY information is included in the homestay handbook, student handbook, and fridge magnets. The school maintains a database of student and homestay records including a Blue Card register, health insurance, VISA and passport information, birthdates, and emergency contacts. All interventions and

contacts are recorded in the school's management system OneSchool, which is accessible to 1800 QSTUDY first responders.

Benowa State High School's Student Code of Conduct applies to all enrolled students including international students. Disciplinary actions for international students align with both the school's and EQI's student code of conduct. All disciplinary actions are reported, via the agent, to the student's biological parents and EQI. The school provides effective support and intervention strategies that are available to all students. Students have access to Guidance Officers, a Chaplain, School-Based Youth Health Nurse, and mentoring programs.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

BSHS is a school which focuses on the well-being of all students and is notably inclusive. The international homestay students are supported within the school's excellent pastoral system as well as by the ISP team. The school, through the ISP staff, adheres to all policies and procedures as set out by CRICOS and EQI to ensure a positive and safe experience. The Executive Principal is the guardian for all homestay students and has ultimate responsibility for them while they are enrolled at the school and is part of the ISP team. The school engages in a thorough screening process to ensure homestays are suitable and can meet the required standards and provide a home environment for the student that is safe and secure.

EQI has a thorough screening process against a range of legal requirements before the application to be a homestay family is approved. All homestay family members or adults living in the house over 18 must have a Blue Card Working with Children Check and providers must supply documentation such as insurances and family profiles are required. EQI has set terms and conditions which specify student academic requirements while studying such as attendance and behaviour. Homestay providers understand the terms around homestay provision and school attendance and are required to contact the school about breaches of rules, changes to the home situation or concerns about the student. Any

breaches of terms and conditions by a student could result in the student's VISA being cancelled. Breaches by the homestay providers could result in the student being removed from the home. The school Homestay Coordinator conducts biannual checks of the homestay residence to ensure compliance and the ISP team oversees the academic progress and welfare of students.

Student and home stay families have access to a 24-hour emergency number 1800 QSTUDY. All contacts and interventions with international students are recorded on the OneSchool database and are accessible to staff on the emergency number 1800 QSTUDY. There is good communication about any issues with parents via the student's agent.

Commendations

Domain I Standard 2 - The ISP team for the provision of high level care and concern which supports the safety and well-being of international students so they can have a positive educational experience.

Recommendations

None at this time.

Domain I: Residential services – boarding and/or homestay - I3 - Preparatory Evaluation

The school provides health and well-being support to residential students, including first aid, medical care, the management of personal and social well-being, crisis and emergency management, and age-appropriate health and well-being education

Ratings Rubric

I3i. Policies are implemented effectively to support residential students' mental and physical health and well-being. Provision of responsive care is effective and supplemented by health and well-being education specifically for residential students. I3ii. There is adequate 24-hour health-care provision to meet the comfort and needs of residential students who are sick or injured, and the facilities include the capacity for appropriate isolation if necessary, including separated toilets and showers.

Self Ratings

Exceeded

Response

Benowa State High School prioritises health and well-being support to students in homestay. International staff engage in communication with the student prior to their arrival, building a nurturing relationship and addressing any questions or areas of concern. Students are provided with all necessary arrival information and emergency contact numbers. Overseas student health cover is a condition of student overseas enrolment and ensures adequate health care is available.

Prior to students departing their home country, they are provided with a homestay profile of prospective families which allows them to have some input into their placement. This minimises anxiety, promotes confidence and gives some sense of familiarity to the student about their destination.

Only homestay families deemed able to provide safe, secure and appropriate facilities are accepted into the program. In selecting appropriate homestay families, the international

staff meet with the homestay parents and inspect the homestay facilities to ensure that they meet the required standards. The families are required to understand and comply with the expectations of the program. Throughout the duration of homestay placement, the school's international team stay in constant and open communication with homestay families by phone calls, SMS, face-to-face meetings and routine monthly newsletters.

Other measures to ensure student safety include an after-hours emergency service. The 1800 QSTUDY program works on a triage system that provides support to students and homestay families. The level of support can vary from assistance from the call centre, EQI staff, and a regional on-call coordinator who attends the site when necessary. The 1800 QSTUDY program is provided to students prior to their arrival. Students have access to immediate support on arrival and receive a wallet-sized emergency card listing identity, address, and emergency contact numbers. The 1800 QSTUDY information is included in the homestay handbook, student handbook, and fridge magnets. The school maintains a database of student and homestay records including a Blue Card register, health insurance, VISA and passport information, birthdates, and emergency contacts. All interventions and contacts are recorded in the school's management system OneSchool, which is accessible to 1800 QSTUDY first responders.

In relation to personal student safety, further mechanisms are in place to monitor and manage student movement, for example, permission from school, homestay and natural parents is required for students travel. Travel applications are considered based on the appropriateness and safety of the plans by the Executive Principal. Approvals are documented and monitored to ensure adherence to the terms of travel.

Students and homestay providers are also required to comply with age-appropriate curfews. Students sign an acknowledgement of behaviour expectations during induction including out of bounds areas, travel terms, banned substances and clearly stated curfews. These conditions are monitored by the international staff with support of the homestay family and strictly enforced. A breach of any of the stated expectations including curfew will incur a behaviour warning to the student.

After students initial inductions, the school's International team continue to support students in homestay. An additional water-safety testing program undertaken to establish

the appropriateness of certain travel and activity permissions. In addition, international staff meet regularly with students to monitor their satisfaction with their homestay and social/emotional well-being. Homestay students have documented six-monthly review sessions with the International team, in addition to their informal communication with the staff.

The management of these practises instil confidence in the natural parents that their child is safe and supported and allow the International students to operate within safe guidelines. In turn, students are more positive with a heightened sense of well-being. They are more likely to enjoy their exchange whilst their parents are relaxed knowing that risk is minimised.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

The ISP team work effectively to ensure all homestay students have a positive experience in their accommodation and in the classroom.

Student confidence is first established in the Australian international experience by initial communication while the students are still in their home country. The homestay matches are carefully selected and as student receive their homestay's profiles before arrival, they can have some say in the allocation. Communication with ISP staff also occurs before arrival and this helps to build a trusting relationship between staff and students. Staff met with homestay hosts and visit the residence to check that standards are met. Students are well prepared with information before arriving and are required to have health cover giving them access to the Australian Health Care system. All homestay students have their own bedroom and appropriate facilities to use in the homestay.

Student well-being and safety when in Australia is paramount. There are robust communication channels between ISP staff and the homestay families through SMS, face to face and newsletters.

A 24hour emergency help line 1800QSTUDY set up by EQI is accessible to all students and

host families in the case of a crisis or emergency. BSHS has a database where important documents including emergency contacts are stored and accessible by 1880QSTUDY staff. Student travel is closely monitored and approved by the Executive Principal for the safety of students who must comply with appropriate curfews and a set of behaviour expectations. The induction program for international homestay students is highly informative. ISP staff meet regularly with students to check on their well-being and inquire about how they are going in their homestay. If there are any concerns, staff investigate immediately. There is also a formal mandatory review every six months.

Commendations

Domain I Standard 3 - The ISP team for the ensuring the health and safety of all homestay students while studying in Australia.

Recommendations

None at this time.

Domain I: Residential services – boarding and/or homestay - I4 - Preparatory Evaluation

The number, quality, and suitability of residential leaders and staff are appropriate to supervise and meet the needs of the students and also provide appropriate and effective education in the context of boarding and/or homestay.

Ratings Rubric

I4i. Any staff member, spouse or partner in residence, or volunteer working with students has a role description reflecting their duties and has signed a code of conduct related to the expectations of the school. They have read and understood safeguarding and child protection policies and have been involved in induction in boarding/homestay work including safeguarding and child protection training. I4ii. All those involved in the care of boarding and/or homestay students, whether directly or indirectly employed by the school or volunteers (living in the residences as spouses, partners, or other adults present) have been subject to screening and full police and background checks. I4iii. Students are kept aware of who to contact and where to go for help or support when needed, including confidential disclosure.

Self Ratings

Exceeded

Response

The International team comprises the Head of Department (HOD) of Languages and International, International Student Coordinator, International Homestay Coordinator, and the Executive Principal. The Executive Principal acts as the guardian and holds the welfare of the international students.

The Head of Department of Languages and International is an experienced senior teacher with 15 year's involvement in International and Languages Education. The HOD has participated in the Professional International Education Resources (PIER) Diploma program and has been instrumental in the implementation of International Student Program (ISP) on the Gold Coast. Time allocation for the line management of the ISP includes weekly

meetings with International staff to oversee the operations, compliance of the program and delivery of whole staff mandatory training and orientation of the ISP for beginning teachers.

Both coordinators are employed full-time as level three administration officers. The International coordinator has twelve years experience in the international program supported by a Diploma of Management, Certificate IV Education Support and mental health, first-aid training. The Homestay Coordinator has five years experience in supporting international education and administration. All International staff participate in ongoing mandatory training and professional development to maintain current knowledge and implementation of legislation, policies and procedures.

Based on our ability to staff the program Benowa SHS is approved to enrol 75 International students at any one time. This approval is achieved through an extensive accreditation process by Education Queensland International (EQI) to ensure compliance of Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). The approved number of international enrolments is assessed based on the appropriateness of staffing, roles and capabilities.

2019 CRICOS feedback evidenced that the International Team has extensive experience in managing the International Student Program – and in particular the areas of: Standard 5 - Younger overseas students (homestay and student welfare); Standard 6 - Overseas student support services and Standard 8 - Overseas student visa requirements (Attendance and Course progress). It noted that the school is compliant across all of the dimensions measured and stated that the ISP at Benowa SHS is of a high standard. Benowa SHS were commended on the resourcing of the ISP.

To monitor attendance of International Students in homestay, the International Coordinator is registered as a priority contact and receives notification by SMS immediately a student is marked absent or presents late on any day. If the coordinator has not received prior notice of the absence, the host parent is contacted immediately by phone to confirm the status of the student. Two consecutive absent days require a medical certificate to justify, and any regular days or regular subject absences are recorded and monitored. Students who have recorded 90% attendance receive a verbal warning, students who are at 85% receive a written warning from the school under Education Queensland International policy, and

students who are at 80% attendance are reported to EQI for a decision to be made as to whether their continued enrolment is appropriate, safe and in the best interests of the student. Student absence is calculated as a percentage of days attended to days expected to attend (enrolled). Where there are compassionate grounds, a student may suspend their studies with no penalty for a maximum of ten weeks. OneSchool record of attendance is the point of truth for student absence records.

In the case where a student is inexplicably missing from school, or from the homestay, emergency contacts are accessed through OneSchool records. These contacts include the host family, student coordinators, as well as known acquaintances of the student. If the student is unaccounted for after office hours, the 1800QSTUDY emergency system is employed. Every international student is issued with a 1800QSTUDY identification and emergency contact card to carry on their person in the case of being found unresponsive. 1800 QSTUDY staff have access to OneSchool records for all international students. Every student has an emergency contact recorded for their education agent and natural parents who will be called if there is serious concern about the student's whereabouts. Any calls to the 1800QSTUDY emergency line are recorded in OneSchool and referred to the International Coordinator. Review of these policies and procedures are conducted at least twice a year in professional development and conference days. International Student Program newsletters are also sent out monthly to inform schools of any policy updates.

Evaluator Ratings

Met

Evaluator Reason for Rating

Despite the school rating indicated, the evidence suggests that the school does not yet exceed the preparatory evaluation criteria and should continue to work on this during the self-study period.

International homestay students are managed by a long standing, high functioning and caring ISP team. All students are monitored, and the student experience is enhanced by the team. All ISP have extensive knowledge and training in dealing with international student requirements and well-being. The HoD overseeing the international program meets

regularly with the ISP staff which includes the Executive Principal. All ISP staff participate in mandatory training and professional development in order to keep up to date and current and to help with implementation of legislation, policies and procedures. All beginning teachers receive training on teaching international students by the ISP team.

The homestay providers receive a handbook, induction program and refresher training every six months where rules are set out about safeguarding children. This could be strengthened by including targeted safeguarding training for the homestay environment.

Based on staffing and resources BSHS is approved to host 75 students. Sound processes are set up within the school to oversee students for example in monitoring attendance and if a student is missing after the end of the school day an emergency procedure is enacted.

Candidate homestay providers are thoroughly screened with a range of legal policies and requirements before being accepted as homestay providers. BSHS resourcing for the ISP program is commendable.

Commendations

Domain I Standard 4 – The administration team for their commitment to having a professional and experienced team oversee the welfare of international students.

Recommendations

Domain I Standard 4 (Major) - The ISP team implement targeted safeguarding training for homestay providers to further strengthen the school's protection for students in homestay.

Domain I: Residential services – boarding and/or homestay - I5 - Preparatory Evaluation

Residential accommodation and the facilities available to boarding and/or homestay students are suitable and secure for the number, gender, age, and needs of the enrolled students and the staff providing care/supervision.

Ratings Rubric

I5i. Accommodation is suitably furnished and of sufficient size for the number, needs, and ages of residential students accommodated, with appropriate protection and separation between genders, age groups, and accommodation for adults. I5ii. Bathroom facilities and bedding are clean and suitable for the climatic conditions. I5iii. In addition to cleaning and maintenance, there is a regular programme of refurbishment of residential accommodation. I5iv. Suitable accommodations are made for any students with temporary or permanently restricted mobility.

Self Ratings

Exceeded

Response

The International Homestay Coordinator manages a database of homestay provider attributes and preferences. This documents the capacity in each home, the family dynamics and/or preference in regards to age or gender to the incoming students. This could be in relation to compatibility with other children in the family or in a single parent family. The homestay database also includes a blue card register, record of insurance, driver's licence and car registration details. Homestay providers are required to purchase insurance including 20 million legal liability cover.

A comprehensive homestay provider family profile is compiled containing family member's details including; occupations; interests, ages, pets, allergies, dietary requirements and house rules. As well, the facilities provided in the home and the bedroom where the student would be residing are listed. This document together with photographs of the home and family are sent to the student for consideration as a suitable placement.

No more than two students are placed in any one home and they must have their own private bedroom. Where two students are placed in one family, they must be of the same gender and speak different languages.

Homestays are recruited from within a three kilometre radius of the school. Where there can not be at least one homestay parent at home to provide supervision, alternative arrangements must be approved and documented.

Upon arrival, students are provided with a key to the house and the homestay is required to provide the student with instructions for securing the home. The student is permitted to socialise independently with attention to the mandated curfews, which vary depending on age and the day of the week. Homestay families are required to monitor and report any knowledge of breaches to the student code of conduct.

Regular homestay inspections, students and homestay feedback forms as well as regular communication with students and homestays ensures provision of a suitable and secure living environment and appropriate supervision.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

The homestay residential facilities approved by the school are strictly chosen for compliance and suitability and closely monitored during the students stay. The International Homestay Coordinator has a database of all approved providers with each homestay provider profile which includes information such as interests, family members and house rules. Photos of the room the student will occupy, and other house facilities as well as family members are also kept on a homestay profile which gives an overview of the environment where the student will be living. These profiles enable a more complete picture and targeted match and are then sent to the student to accept the placement. All students are required to have a private room which makes isolation for any medical reason simple if required. The maximum number of students in one homestay is 2 and they must

be of the same gender. The compliance and protocols that support the home stay program and staff oversight safeguards students in the provision of acceptable, well maintained and secure living environment

Commendations

Domain I Standard 5 – The professionalism of the Homestay Coordinator in maintaining a high standard of homestays.

Recommendations

None at this time.

Domain I: Residential services – boarding and/or homestay - Planned Actions - Preparatory Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Ratings Rubric

There is no rubric for this response.

Self Ratings

No Rating

Response

There are no planned actions at this stage.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

While the school has not identified any planned actions in Domain I, the school should act upon the recommendations contained in this report.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Part 3: Conclusions - Preparatory Evaluation

An opportunity for the school to summarise the self-reflection and self-evaluation process.

Ratings Rubric

There is no Rubric for this response.

Self Ratings

No Rating

Response

Benowa State High School believes the self-study process has been valuable in the encouragement of objective self-reflection, continuous self-improvement and responsive planning. Upon reflection of the school's purpose and direction, student learning, student well-being and global citizenship, the school has encouraged all staff to identify and validate the school's strengths, identify areas of improvement, and initiate actions to address improvement. The value of the CIS accreditation process aligns with the school's mission in encouraging excellence, applauding achievement and challenging students and staff in reaching their best.

Preparation and planning for the preliminary evaluation began in October 2019. Whilst the preliminary report only required responses for CORE standards, the school found it essential and valuable that each standard for all domains were addressed. All educators, teachers and administrators were involved in writing a draft response for each of the standards. Staff organised themselves into domain groups and were led by a domain chair and co-chair. The chairs of each domain had various professional development sessions to lead their members in writing a draft response. Templates were provided for each individual standard in order to scaffold the requirements of each response. Even though the CIS International Accreditation Framework has changed since the school's last team evaluation in 2016, relevant evidence from this report was included for each individual template to allow staff to reflect on the school's progress to date. Once all draft responses were finalised, the Executive Principal, a Deputy Principal and the Head of International Studies edited each response with the relevant domain chairs, in order to ensure accuracy and

consistency in communicating the self-study. By involving all teaching and administration staff, the school was able to draw on its collective knowledge and experiences in order to embrace ideas and gain new insights in improving the school. Staff have recognised the value of continuous self-improvement, and were receptive and engaged with the process.

The process was affirming in understanding how the school's guiding statements inform all actions of the school. Benowa State High School continues to provide a world-class education to students, offering multiple pathways and academic, cultural and sporting programs to align with its vision of "Many Pathways ~ No Limits". Through the CIS accreditation process, the school implements an explicit improvement agenda that ensures systematic curriculum delivery, effective pedagogical practices and ensures differentiated teaching and learning is available to all students. The continued improvements in learning outcomes, as identified in the school's Annual Improvement Plan support the notion that the guiding statements are successfully implemented in practice. Whilst the guiding statements are effective in meeting the needs of all constituent groups, the self-reflection process enabled the school to identify the need to develop a more structured and focused approach in reviewing the school's guiding statements.

Reflecting upon student learning has informed the school's strategic direction. Guided by the New Art and Science of Teaching (NASOT), the school's pedagogical framework is implemented effectively to provide a consistent and recognisable language to encourage intentional collaboration and improve student learning outcomes. The precision used in identifying and improving pedagogical practices each year through the Performance Development and Mentoring Plan, ensures that teachers develop learning activities that incorporate differentiated teaching strategies to meet the specific learning needs of students across the full range of abilities. Teaching is aligned to the Australian Curriculum and Reporting Authority, the Queensland Curriculum and Reporting Authority, and the International Baccalaureate Diploma Programme ensuring all students are appropriately challenged which encourages them to reach their personal best.

Benowa State High School has a strong commitment to student well-being and recognises the moral obligation for its students, faculty and staff to be treated with respect and to be offered a safe environment both physically and psychologically. As a result, a comprehensive and inclusive pastoral care survey has been introduced in 2020 to support

the cognitive, emotional, social, physical and spiritual wellbeing of staff and students. The school's pastoral care program focuses on the whole student (personal, social and academic) and engages all members of the school community as providers of pastoral care. 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. Through the school's restorative practices framework, a focus is placed on accountability of actions with a specific emphasis on empathy and addressing underlying issues of misbehaviour for reintegration into the school and classroom community.

An awareness of commonalities and differences, and being able to adapt behaviours and perceptions in order to bridge those differences, is a skill that Benowa State High School continually aims to instil in its students. Becoming a global citizen and a contributing member to society has driven the development of inclusive practices, including the introduction of the International Baccalaureate Diploma Program and the embedment of the International Dimensions Matrix within the school curriculum. In reviewing standards beyond the CORE standards within the curriculum, and teaching and assessing for learning domains, the school will continue to strive to ensure that the school's International Perspectives Matrix is meaningful and valuable in creating global citizens.

The CIS preliminary report process has engaged the school community in a review and reflective process, identifying strengths and areas for improvement. Whilst this preliminary report has only addressed the CORE standards, Benowa State High School is well-positioned to continue the self-study process across all domains and standards in order to celebrate and strengthen areas, and to ensure continued accreditation with CIS.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

This preparatory evaluation was conducted during the Covid-19 pandemic and many schools had enacted on-line learning and teaching, maintaining contact with their students and continuing their education. CIS offered schools an opportunity to conduct a virtual

preparatory visit to maintain the journey towards accreditation. CIS agreed that Benowa State High School was appropriately placed for this process and the visit took place successfully in October 2020. Discussions held with all stakeholders and observations of recorded lessons and live-streaming of classes allowed the evaluators to gain a very broad perspective of the school.

CIS is pleased to inform you that Benowa State High School has been granted candidate status for CIS Re-Accreditation. Congratulations go to you and your school community on this achievement.

The preparatory report submitted by the school was thorough, involved all staff, and showed a high level of critical reflection. The report addressed well the criteria at the preparatory evaluation stage with relevant supporting evidence. Conversations with school representatives during the visit indicated that there is strong support for CIS membership and school accreditation among the school community. It is regarded as a lever for school improvement aligned with the school's commitment to excellence.

There is much evidence that BSHS is committed to high standards and providing all students with successful pathways that meet their needs, interests and abilities while developing the qualities, skills and dispositions of global citizens who show respect and compassion and can be 'agents of their own change'. Drawing together the various school documents of learning and global citizenship into explicit contextually appropriate statements of high-quality learning and global citizenship will consolidate and strengthen the school's efforts in these areas.

A strength of the school is its clear articulation of its vision and values within the school charter that provides clarity for all members of the school community. It is timely for the school to review the school guiding statements using a consultative approach that involves all constituent groups. The school also should establish a regular cycle of review of the guiding statements. The introduction of a formal means of monitoring and evaluating the school's success in implementing its guiding statements that draws on current data review practices will help to ensure that they are achieved.

BSHS is characterised by happy, friendly and engaged students who value their learning

and are highly appreciative of the teachers and the opportunities provided by the school. The evaluators noted the positive relationships evident between all members of the school community that has resulted in a school climate conducive to student learning. A strong culture of care is evident within the school that supports student well-being as well as academic achievement. Students and parents hold the teachers and staff in high regard and the school makes concerted efforts to keep parents informed.

There is strong evidence of purposeful teaching and learning led by dedicated, caring and supportive staff within a culture of collaboration. This is supported by the school's whole school approach to learning and teaching based on the NASOT pedagogical framework. The school has a deep understanding of what good teaching and learning practice should look like. There is sufficient evidence of the immeasurable work and commitment to producing high-quality curriculum documents to ensure the school's vision. However, addressing consistency and accessibility by having a designated staff member with oversight of the complexity of curriculum offerings and creating a teaching and learning policy would ensure standards are maintained and built upon.

A sense of pride in the school is evident in the students, staff and parents and a strong community spirit permeates the school. One staff representative described BSHS as 'a kind and compassionate community'. BSHS provides a warm, welcoming, inclusive and supportive environment with attractive learning facilities that support teaching and learning. The highly supportive School Council and P&C work closely with the school to help realise the school's guiding statements. The dedication and strong leadership of the Executive Principal and administration team ensures the school is well led and well managed. BSHS places great importance on the health, safety and well-being of students by providing an attractive and well-maintained learning environment supported by policies and procedures that help to safeguard students.

BSHS should now proceed with the next stages of the accreditation process, following the timeline negotiated with the evaluators as shown below.

During the Self-Study period, the school should take into account all the recommendations listed in the report, the most important of which are identified as 'Major' Recommendations.

As soon as possible:

-Set up all committees and begin the Self-Study.

-Put an early emphasis on Part 1 and Domain A of Part 2.

-9 February 2021: Submit Part 1 and Domain A of Part 2 of the Self-Study Report to CIS.

-9 August 2021: Complete and submit the Self-Study Report to CIS.

-9 October to 15 October 2021: Host the Team Evaluation.

The school will be using the CIS International Accreditation protocol. Further practical help can be found in materials that will be sent to you by the School Support & Evaluation Services staff. Should you need further assistance in accessing the materials, please contact accreditation@cois.org.

The differentiated approach of the CIS International Accreditation protocol allows schools to put a greater focus on their own identified and planned priorities in relation to Standards where they have already demonstrated they are operating beyond the Preparatory Evaluation Criteria. Accordingly, the school will have the option to answer to Future Aspirations in the Rubric for all the Standards where the following three conditions apply:

-the school was rated by the Preparatory Evaluators as having 'Exceeded' any Standard in the Preparatory Evaluation Report;

-the Preparatory Evaluators have given no recommendations for the Standard; and

-the school rates itself again as 'Exceeded' on the same Standard while working on the Self-Study Report.

If the school rates itself as 'Exceeded' in the following Standards, then please comment on the Future Aspirations rather than on the Criteria expected at the Team Evaluation stage using relevant domains listed below.

- A. Purpose and Direction: [A2]
- B. Governance, Ownership & Leadership: [not applicable]
- C. The Curriculum: [not applicable]
- D. Teaching & Assessing for Learning: [D1, D2]
- E. Well-Being: [not applicable]
- F. Staffing: [F1, F2, F3, F4]
- G. Premises, Facilities, Technology Systems & Auxiliary Services: [G1, G2]
- H. Community & Home Partnerships: [not applicable]
- I. Residential Services - Boarding and/or Homestay [I1, I2, I3, I5]

CIS would like to thank the Executive Principal Mark Rickard and Head of International Studies, Adrian Hays, for ensuring the visit went smoothly and efficiently and offer further thanks to the students, staff and parents who were generous in their time and honest in their answers to the many questions posed. CIS also wishes the school well as it prepares for this exciting next step in the accreditation process.

Please do not hesitate to contact Helena Sobulis, the CIS School Support & Evaluation Officer responsible for your school (helenasobulis@cois.org) or Chris Durbin, the Director of International Accreditation (chrisdurbin@cois.org) if they can be of further help.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.