Principal’s foreword

Introduction

The school Annual Report provides an overview of the 2011 school year, our successes and achievements. The Annual Report is one significant way in which our school meets its accountability obligations for development undertaken during the 2011 school year.

School progress towards its goals in 2011

The 2011 Annual Report also provides an introduction to the Boonah SHS Strategic Plan; a strategic planning document for the period of three years 2009-2011. 2011 see the school draw to the end of the three year cycle. The key directions for the Strategic Plan are:

Provide a flexible and inclusive curriculum.

Develop technologies for teaching and learning.

Maintain community and culture building

Build a learning community

The Staff at Boonah SHS are committed to creating an inclusive learning community where active engagement in classroom activities and explicit teaching is core business. Our commitment to an inclusive community is underpinned by a program of ongoing targeted professional development and curriculum review.

Boonah SHS has a commitment to the development of the whole child and to providing opportunities for young people to lead and showcase their talents. Our PROP program provides the scaffold to actively teach social skills and expectations.

Future outlook

Boonah’s focus for 2012 will be on curriculum and communication. 2012 will be a challenging year with the introduction of the National Curriculum. The subject areas of English, Maths and Science will need to develop and deliver new units in line with the new curriculum. The department of education will provide schools with curriculum resources and time will be spent of unpacking these documents and adopting suggested strategies. While significant work will be carried out on the curriculum important communication will need to take place. The school will focus on communicating internally to ensure consistency and externally to inform parents of the changes ahead.
Our school at a glance

**School Profile**

**Coeducational or single sex:** Coeducational  
**Year levels offered:** Year 8 - Year 12  
**Total student enrolments for this school:**

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>567</td>
<td>282</td>
<td>285</td>
<td>94%</td>
</tr>
</tbody>
</table>

**Characteristics of the student body:**

The school draws students from twelve partner primary school covering an area from the Ipswich local government boundary to the Queensland boarder ranges. The largest proportion of our 598 students’ travel by bus as the community is primarily rural in nature. However, a growing number of people are choosing to reside within the broader Fassifern community for the lifestyle and commute to neighbouring localities for employment. This factor continues to have a steady impact on student enrolments. The school demographic while still primarily rural is facing the challenges of social and economic changes. The school P&C has worked with the school to meet the needs of families by reducing the uniform range and financially supporting school projects such and camps.

**Class sizes – Proportion of school classes achieving class size targets in 2011**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24.4</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>16.1</td>
</tr>
<tr>
<td>All Classes</td>
<td>20.6</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>47</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>3</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>1</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

The middle school curriculum supports learning experiences for Years 8 and 9 students through the delivery of a foundation study program. The Year 8/9 foundation curriculum is informed by the Key Learning Area Curriculum agenda. An integrated approach to literacy, numeracy and ICT is adopted. All Year 8 students study a common core of subjects: Humanities (English and Study of Society and Environment), Mathematics, Science, Health and Physical Education, German, Art, Drama, Business for Life, Manual Arts, Graphics and Home Economics.

All Year 9 students study four core subjects for two semesters each and two elective subjects in each of semesters 1 and 2 (a total of four different elective subjects). The core subjects are:

- Health and Physical Education
- English
- Study of Society and Environment
- Mathematics
- Science

The elective subjects from which students make their choice include:

- Agricultural Science
- German
- Metal Technology
- Timber Technology
- Art
- Graphics
- Multimedia on Web
- Law & Order
- Business is Fun
- Home Economics (Food)
- Speech and Drama
- Business Culture and Computing
- Fashion Design
- Junior Construction
- Junior Engineering
- Money Dot Com
- German

The senior phase of learning offers a broad and rich curriculum experience for the diverse needs of our students. All Year 10 students’ study core subjects for two semesters each and three elective subjects in each semester (a total of six different elective subjects). The core subjects are:

- English
- Study of Society and Environment
- Mathematics (Core or Extension)
- Science

The elective subjects from which students make their choice include:

- Agricultural Science
- Celebrating Food
- Graphics
- Junior Furnishing
- Computer Graphics
- Art (2D/3D)
- Drama
- Junior Construction
- Money Dot Com
- Physical Education

The Year 11 and 12 curriculum comprises Queensland Studies Authority and Non-Authority subjects along with registered vocational subjects. The school offers 30 subjects in Year 11 and 12. The curriculum allows students to pursue multiple pathways including a rigorous academic program or a skills based vocational program. Additionally a Career Education Program is offered at Year 10 and Work Experience Programs across Year 10 to Year 12. Students also have access to School Based Apprenticeships/Traineeships, Virtual School and School of Distance Education studies. The Year 8/9 curriculum structure underwent modification in preparation for the delivery of distinct Literacy and Numeracy skills, this curriculum design is still in place.
Extra curricula activities

Extra curricula activities In addition to this formal curriculum approach students have achieved significant outcomes from involvement in a variety of extra-curricular activities such as:

<table>
<thead>
<tr>
<th>Academic Competitions</th>
<th>Inter-school sport</th>
<th>Junior Show Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debating</td>
<td>Instrumental Music</td>
<td>Senior Leadership Activities</td>
</tr>
<tr>
<td>Talent Quest</td>
<td>Interact</td>
<td>School Socials</td>
</tr>
<tr>
<td>School Magazine</td>
<td>Student Council</td>
<td>Excursion &amp; Outdoor Activities</td>
</tr>
<tr>
<td>Youth Council</td>
<td>Youth Parliament</td>
<td>Transition Programs varying levels</td>
</tr>
<tr>
<td>Annual Vacation Trips</td>
<td>Pedal Prix</td>
<td></td>
</tr>
</tbody>
</table>

School Opinion Survey data indicates that 68% of parents/caregivers are satisfied with the variety of activities available.

How Information and Communication Technologies are used to assist learning

Students are presented with a variety of opportunities to utilize computers to assist their learning. Pods of computers have been placed around the school to maximise access for all. Specific focused computers are also placed in ITD to allow for the inclusion of programming, computing assisted drafting and multimedia editing to be included in a variety of courses. No parents were dissatisfied with their student's online access to information. The adoption of technology to enhance teaching, learning and management compares favourably with state benchmarks.

The school commenced the 1:1 journey, and has seen a significant uptake of lap tops. Students in year 9 to 12 have been offered the opportunity to work with a lap top.

Social climate

Parent and student School Opinion Survey data indicates that 90% of parents are satisfied regarding feeling safe at school. There is a strong culture of support to ensure that students grow in a safe and caring environment where students can strive to attain a broad educational foundation for life and achieve their individual potential.

The School atmosphere is pleasant for a variety of reasons. Students are cheerful, polite and friendly towards each other, enjoy learning, feel safe and are happy to go to school. There is an absence of graffiti around the school, a clear indication that students respect their school environment.

Our broad focus lies with the development of the whole person. As a result, strategies employed are designed to assist individual and groups of students develop in a range of social contexts both in and out of the school environment. Strategies may include all or part of the following:

Human Relationship Education program with a broad and flexible philosophy to meet specific individual and whole group needs in Years 11 and 12.

Continued timetable support for the ongoing appointment of a year level coordinator to each of the five year levels. These roles have specific focus on pastoral care and are supported by form teachers.

Days of excellence for our Primary feeder schools to help with the transition to high school.

Student individual and collective support outside the classroom is available through a range of school based personnel and outside agencies such as:

Guidance Counsellor
School Based Nurse
School Based Behaviour Management Teacher support
School Based Chaplain financed through the school and broader community
Our school at a glance

District Youth Support Coordinator supported through the ETRF agenda
Community based Mentoring Program with a specific focus on youth at risk of disengaging from learning
Support in general form a caring, stable staff
Broader community support for distinctive programs for the benefit of students

Parent, student and teacher satisfaction with the school

Staff, students and parents all agree that Boonah is a good school. All are happy to come to school. Boonah State High School is a community school with strong ownership by Staff, Students and Parents. All agree that Boonah is a good school. With strong ownership comes high expectations and our community continues to challenge us to provide high quality education. We are pleased to see another 12% increase in Parent satisfaction that their child is getting a good education and a 13% increase in student satisfaction with their education. Overall Parents, Students and Staff believe that students receive a good education and this is evidenced by many generations enjoying their education at Boonah High.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>52%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>70%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parents/Caregivers are actively encouraged to participate in the education of their children. Our community actively participates and supports our school and students in a variety of forums such as:
Parents and Citizens meetings
Specific parent forums aligned to student, curriculum and reporting outcomes
Staff involvement in school cluster meetings
Staff involvement in broader community groups e.g. service and sporting clubs
Community support of Year 10 Career Education and Work Experience Programs
HRE Program, SAT’s and Mentoring Program
Volunteers to support Community Mentoring Program
Community support for distinctive programs that support student development
Community Partnerships to deliver educational opportunities to students

Parent attendance and involvement takes place at a range of school functions and activities such as:
Cultural events
Camps
Award ceremonies
Sporting occasions
Specific parent/teacher meetings strengthen the partnership in the endeavours of individual students.

Timely communications include:
- Newsletters
- Regular articles in the local paper
- Current website publications

The annual external survey of parents/caregivers satisfaction indicates acceptance of school performance across a range of areas:
- Student outcomes
- School climate
- Resources

Partnerships with our parent body and broader community continue to be open and timely. Benefits of such an approach not only impact positively on the individual student, but build overall school capacity and positive community relationships.

### Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Boonah High is committed to reducing its impact on the environment. The school finalised the connection of solar panels in 2011 and this has had a positive impact on electricity usage. The school is work with students on a switch off, pick up close strategy.

<table>
<thead>
<tr>
<th>Environmental footprint indicators, 2010-2011</th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>118,514</td>
<td>3,670</td>
</tr>
<tr>
<td>2010</td>
<td>298,005</td>
<td>2,245</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-60%</td>
<td>63%</td>
</tr>
</tbody>
</table>
Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>50</td>
<td>27</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>45</td>
<td>18</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>33</td>
</tr>
<tr>
<td>Diploma</td>
<td>14</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $25,772.46.

The major professional development initiatives are as follows:

- Curriculum development and assessment
- ICT
- Literacy

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 school year.

## School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our income details, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92%</td>
<td>91%</td>
<td>89%</td>
<td>91%</td>
<td>89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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Daily roll marking occurs during form period. This information is recorded in SMS. Any students who arrive late or leave early are required to supply sufficient documentation and report to the Student Services desk. Once a student has three unexplained absences on the system a letter is sent home (this is a weekly process), senior students also lose SSA points, all letters are followed up with a phone call. All absences are monitored by a Year Level Deputy Principal and departmental T letters are sent for persistent absenteeism. Senior students with significant absenteeism could face cancellation.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.
Performance of our students

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the *Terms of Use* and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

Boonah is making significant progress to closing the gap between indigenous and non-indigenous education. We have seen an improvement in attendance over the last year. We are very proud of our indigenous students and celebrate their educational attainment. In 2011 100% of indigenous students successfully completed senior and went on to further study.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 66%

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>81</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>1</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>35</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>24</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>64</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>46</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>75</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.</td>
<td>99%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>96%</td>
</tr>
</tbody>
</table>

Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>9</td>
<td>16</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>
Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>46</td>
<td>1</td>
</tr>
</tbody>
</table>

Students at Boonah High undertook certificate courses in Agriculture, Business, IT and Hospitality. In addition students worked through a variety of certificates as they engaged in school based traineeships and apprenticeships.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students are encouraged to remain in fulltime education, however if a student does leave early every effort is made to transition them into the workforce. The majority of early leavers from Boonah State High School enter the workforce as Trainees and apprentices or transfer to another learning provider.