



Boonah State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

Boonah State High School is a positive and vibrant school community with around 670 students and 90 staff. At the heart of our success is our school culture which is woven around our school motto 'Conare est Florere - to Strive is to Grow'. Our school vision "Every Student Succeeding" reflects our aim of nurturing and inspiring students to take advantage of the wide range of academic, creative, cultural, sporting, citizenship and extra curricular opportunities available to them and highlights the importance of our staff working in partnership with students, parents and the local community to provide purposeful learning opportunities. We nurture and assist students to grow as individuals and strive for excellence. Academic rigor, inclusive practices and quality teaching are priorities and a large team of committed and very experienced teaching and non-teaching staff work conscientiously to assist our students to maximise their learning. Equally important is our commitment to working with parents, students and our wider community to ensure each student leaves us with a clear understanding of the concept of responsibility. The partnership that has been forged between school, family and community is a key component of our success and is reflected in our values – 'We are Respectful. We are Responsible. We are Learners.' Research studies highlight that when parents and families are involved in their children's education, engagement in learning and academic, social and emotional outcomes noticeably improve. Our curriculum framework embeds the P-12 Curriculum, Assessment and Reporting Framework across the school and provides a wide range of program offerings. In the senior school, these are focussed on connecting every student to their preferred post schooling pathway and features comprehensive curriculum offerings that include OP/ATAR, school based and vocational educational courses.

School overview

Boonah State High School opened its doors in 1965 and over the years has forged a reputation built on tradition coupled with forward thinking. Boonah State High school has an excellent reputation where students are provided with opportunities to achieve their personal best across the areas of academic, sporting, cultural and citizenship development. It is a high performing school with a proven record of excellence. With approximately 670 students in 2018, the school was staffed with 59 teaching and 31 non-teaching staff. The leadership of the school consisted of Principal, 2 Deputy Principals, 9 Heads of Department, a Guidance Officer and a Business Services Manager.

The school also provided extensive support and wellbeing services for all students. This included 6 Year Level Coordinators, a School Based Youth Health Nurse, a Chaplain, an Industry Liaison Officer, a Youth Support Coordinator, an Attendance Officer, a Head of Student Inclusion, a Head of Student Achievement and a Head of Student Wellbeing. This strong culture of support and inclusion ensured that students grew in a safe, caring environment where they were able to 'strive and grow' and reach their potential. Our focus was the development of the whole person and our strategies were designed to assist individuals and groups of students in a range of contexts both in and out of the school environment. A parent's/caregiver's role was valued and each was actively encouraged to participate in the education of their child. Our community actively supported our school and its students in a wide variety of forums.

The achievements of Boonah State High School students were many and were supported by the professional and dedicated staff as well as our Parents' and Citizens' Association. There was a strong focus on high quality teaching and instructional practices with reading, writing, numeracy and critical and creative thinking underpinning all learning. Quality programs and a flexible, broad and coherently organised curriculum continued to produce excellent results for our students.

Our Responsible Behaviour Plan for Students clearly articulated school, student and parent expectations in providing a safe and supportive learning environment. The plan clearly articulated our stance against all forms of bullying, including cyber-bullying. These expectations permeated the school climate and reinforced our school values.

This report documents the school's achievements and progress on a range of outcome measures for the 2018 school year, including:

- Progress towards 2018 goals;
- Future outlook for 2019;
- School profile;
- Curriculum offerings;
- Social climate;
- Satisfaction levels;
- Parent involvement;
- Environmental footprint;
- Staff profile;
- Student attendance;
- NAPLAN results;
- Closing the Gap data;
- Year 12 achievement data;
- Post school destination and early leaver information.

School Progress towards its goals in 2018

Our School Improvement Agenda 2018 - Priority Areas for Development		
PRIORITY and ACTIONS	TARGETS	STATUS
<p>Rigor in Curriculum and Pedagogy</p> <ul style="list-style-type: none"> Continue to develop our Explicit Curriculum Plan incorporating all Learning Areas and ensuring alignment between : <ul style="list-style-type: none"> Australian Curriculum P-10 Senior Curriculum 11-12 Embed the revised Pedagogical Framework and ensure: <ul style="list-style-type: none"> explicit instruction is embedded across the school teachers differentiate for student learning; 21st Century Skills are taught in all Learning Areas; quality two way feedback processes for students around their learning Continue to use Literacy, Numeracy, Thinking Skills as a platform to improve academic rigor and improve student outcomes (esp U2Bs). Strengthen STEM and Language offerings in the curriculum. 	<p>Whole school curriculum plan written Unit plans mapped with cognitive verbs.</p> <p>Explicit Instruction embedded</p> <p>A-C data – 95%</p> <p>QCE – 100%</p> <p>Year 7&9 reading, writing, numeracy U2B – 25%</p>	<p>Completed Partial</p> <p>Partial</p> <p>Partial</p> <p>Completed</p> <p>Partial</p>
<p>Evidence Based Teaching and Learning – Purposeful Use of Data</p> <ul style="list-style-type: none"> Strengthen our culture of Moderation Support Professional Learning Teams to advance our Explicit Improvement Agenda Continue to develop Data Literacy skills to ensure that staff can use data to evaluate teaching and plan for and enact differentiation Continue our processes for data to promote higher levels of student motivation and achievement Continue the use of Personal Learning Plans on Oneschool 	<p>Attendance – 95%</p> <p>Effort A-C – 95%</p> <p>Behaviour A-C – 95%</p> <p>QCE – 100%</p> <p>100% staff engaged with classroom dashboard</p> <p>5 weekly tracking meetings engaging all staff</p>	<p>Partial Partial Completed Completed</p> <p>Completed</p> <p>Completed</p>
<p>Educational Access for All Students</p> <ul style="list-style-type: none"> Provide support provisions (including extension) for all diverse learners: <ul style="list-style-type: none"> diagnostic testing short cycle intervention ICPS and differentiated strategies and programs support and training for teachers of students with disabilities Implement an integrated support model of teaching for diverse learners Develop and nurture a culture of teaching and learning that is inclusive of indigenous perspectives and supports attendance, engagement, achievement and transitions for indigenous students Develop opportunities to extend high achieving and gifted/talented students 	<p>Integrated inclusion support model across the school</p> <p>ICPs for all who need them</p> <p>100% staff differentiate for students</p> <p>Close the Gap for Indigenous students</p>	<p>Partial</p> <p>Partial</p> <p>Partial</p> <p>Completed</p>

<p>Staff Capability and Capacity</p> <ul style="list-style-type: none"> • Continue to develop instructional leadership capabilities and capacity in all staff with an unrelenting focus on improvement through: <ul style="list-style-type: none"> ○ Ensuring APDPs are aligned to AITSL Standards and inform the school's Professional Learning Plan ○ Developing staff ability/confidence to engage in instructional professional feedback cycles: <ul style="list-style-type: none"> ▪ peer to peer mentoring/coaching, profiling; ▪ supervisory feedback ○ utilising PLTs, professional readings/research, higher duties opportunities • Continue to develop leadership density, growth and cohesion 	<p>100% APDP completion</p> <p>80% teaching staff involved in professional feedback cycles (coaching, mentoring, profiling)</p> <p>Leadership- and decision making framework remains current</p>	<p>Completed</p> <p>Partial</p> <p>Completed</p>
<p>Dynamic Boonah – Good to Great</p> <ul style="list-style-type: none"> • Develop and promote the 'Boonah Brand' – position the school as: <ul style="list-style-type: none"> ○ a Centre of Academic, Sporting and Cultural Excellence; and ○ a leading educational institution where every student's journey is valued and supported. • Expand School – Community Partnerships and Engagement – parents, community and Fassifern cluster of schools 	<p>A strong 'Boonah Brand' with consistent promotional materials</p> <p>Positive staff wellbeing</p> <p>Enrolment maintenance or growth</p> <p>High retention rates</p> <p>Strong school community partnerships.</p>	<p>Completed</p> <p>Partial</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>

Future outlook

Future Outlook - Our School Improvement Agenda 2019 - Priority Areas for Development

PRIORITY	ACTIONS	TARGETS
<p>Academic Rigor in Curriculum and Pedagogy</p>	<ul style="list-style-type: none"> • Maintain the Explicit Curriculum Plan incorporating all Learning Areas and embedding P-12 Curriculum, Assessment and Reporting Framework. • Implement new QCE - new Senior Syllabuses and assessment practices as indicated by QCAA. • Ensure explicit instruction is embedded. • Embed Thinking Skills across the curriculum (through mapping of Cognitive Verbs). • Develop and utilise digital pedagogy. • Embed quality two way feedback processes to students around student learning. • Continue Literacy and Numeracy Programs. Introduce a school wide writing improvement strategy. • Increase STEM opportunities. Expand the teaching of Language (German) through development of a Culture strand. 	<ul style="list-style-type: none"> • Whole school plan written • Unit plans mapped with cognitive verbs • Explicit instruction embedded • A-C data 95% • Year 7 NAPLAN (all strands) – 95% • Year 9 Numeracy – 95% • Year 9 Reading – 90% • Year 9 Writing 80% • QCE 100% • 100% Year 8 engaged in study of German

<p>Evidence Based Teaching and Learning through Purposeful Use of Data</p>	<ul style="list-style-type: none"> • Revisit Explicit Improvement Agenda (EIA) to ensure currency/alignment with State Priorities (New QCE, PBL, Collegial Engagement) and support Professional Learning Teams to advance EIA. • Enhance Data Literacy skills to ensure staff are able to use data to evaluate teaching and learning and plan for and enact differentiation. • Develop processes for the use of data to improve student motivation, engagement, attendance and academic achievement. • Refine monitoring/case management - ensure early intervention for success for every Year 12 student. • Use data to inform development of roles and lines of accountability. • Use data in the implementation of Positive Behaviour for Learning. • Use Learning Curve resource to ensure the Wellbeing Program is delivered across the school. • Continue to develop a culture of Moderation. • Utilise the student planner and oneschool to develop Personal Learning Plans for students. 	<ul style="list-style-type: none"> • EIA is understood and foregrounded in all school operations. • Targets are visible across school • Attendance 95% • Behaviour A-C – 95% • Effort A-C – 95% • Reduction in Student Disciplinary Absences • 100% staff engaged in data analysis (eg dashboard) • 5 weekly tracking meetings with all staff
<p>Educational Access for all Students</p>	<ul style="list-style-type: none"> • Provide support provisions for all diverse learners (including for extension) through the use of diagnostic testing, short cycle intervention, ICPS and differentiation. • Develop and maintain a culture of teaching and learning that is inclusive of indigenous perspectives and supports attendance, engagement, achievement and transitions of indigenous students. • Develop opportunities to extend high achieving and gifted/talented students. 	<ul style="list-style-type: none"> • Inclusive model across the school • Expanded case management model • ICPS for those indicated by data • 100% staff differentiate for students • A 'closed gap' for indigenous students
<p>Staff and Leadership Capability/ Capacity</p>	<ul style="list-style-type: none"> • Develop staff ability/confidence to engage in instructional professional feedback cycles – peer-peer mentoring/coaching, profiling, supervisory and networking. • Develop instructional leadership capabilities in all staff with an unrelenting focus on improvement. • Develop leadership density, growth and cohesion and staff capability and capacity through PLTs, professional readings/research and higher duties opportunities. • Continue the Mentor Beginning Teacher Program. • Ensure APDPs are aligned to AITSL Standards and they inform the school's Professional Learning Plan. 	<ul style="list-style-type: none"> • 100% APDP completion • 80% staff active in feedback cycles (coaching, mentoring, profiling) • Leadership and Decision Making Framework remains current
<p>Strong Boonah Brand - from Good to Great</p>	<ul style="list-style-type: none"> • Expand School – Community Engagement including positive parent/caregiver partnerships. • Position the School as a Centre of Academic, Sporting and Cultural Excellence. • Develop Boonah Identity/Distinctiveness and create a balance between innovation and tradition. • Deliver a thorough transition Engagement Program - academic, sporting, cultural. 	<ul style="list-style-type: none"> • Strong Community Partnerships and School Opinion Survey • Enrolment maintenance/growth • High retention rates. • 100% cluster schools value Transition

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	661	674	657
Girls	332	319	311
Boys	329	355	346
Indigenous	34	32	38
Enrolment continuity (Feb. – Nov.)	96%	94%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The school draws students from eleven partner primary schools covering an area from the Ipswich local government boundary to the Queensland Border Ranges. The largest proportion of our students travel by bus as the community is primarily rural in nature. However, a growing number of families are choosing to reside within the broader Fassifern community for the lifestyle and the ability to commute to neighbouring localities for employment. While the school demographic is still predominately rural, we face the challenges of social and economic change. Our indigenous student population is around 5% of the student body. The remaining enrolments are mainly of Caucasian extraction with <5 students identifying having English as a Second Language. In 2018, 45 students with disabilities were enrolled in the school. These disabilities ranged from intellectual, hearing, speech language and physical impairment to autistic spectrum disorder.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	23	24
Year 11 – Year 12	17	16	15

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

As the only state secondary school in Boonah, we offer a comprehensive curriculum which prepares our students for a diverse range of pathways beyond school, including higher education, apprenticeships and traineeships and the workforce.

The P-12 curriculum, assessment and reporting framework (P-12 CARF) specifies the curriculum, assessment and reporting requirements for all Queensland state schools in delivering the curriculum. This curriculum delivery is also supported by strengthening student wellbeing and building a positive learning culture to optimise learning as well as working with parents/carers and the community. The school ensures that students are provided with the required curriculum, receive differentiated teaching, are assessed and moderated using standards and their learning/achievement is reported to parents.

Senior Secondary

In 2018 our Year 11 and 12 students had a choice of:

- 17 Authority subjects,
- 8 Authority Registered subjects,
- 4 Vocational Education and Training (VET) Certificates delivered at school and
- Several VET Certificates delivered at TAFE Queensland South West.

Co-curricular activities

In 2018 the school offered an extensive range of extra and co-curricular activities across all year levels, including:

- Debating and public speaking
- Extension Maths and science programs
- Australian and state academic competitions
- Sporting – swimming, cross country, athletics as well as summer and winter competitions
- Talent Quest
- School Magazine
- Student Representative Council
- Duke of Edinburgh
- Instrumental Music program
- Band
- Youth Parliament
- Get Active Day
- Senior Leadership activities (including camps)
- Junior Leadership activities (including camps)
- School Socials and Formal
- Junior Show Society
- Interact Club
- School vacation trips (including overseas)
- School musicals
- Transition Programs
- Breakfast Club

How information and communication technologies are used to assist learning

The school has a Head of Department, Science and Information Technology (IT) and employs a Computer Assistant to ensure the school fleet of computers are optimized for learning across the school. There are PODs of computers across the school, and in 2017 the school launched the Bring Your Own Device (BYOX) for every cohort. The take-up of this program continues to be promoted so that all students and teachers have immediate access to ICTs in every classroom. Every learning area is serviced by wi-fi coverage. OnePortal and OneSchool are used extensively by staff as tools for school planning and management. In addition the school offers a Robotics program, an industry standard Computer Aided Design program (including 3D printing capability) as well as a range of opportunities for students to integrate specialized scientific testing and logging equipment within their classes. The library has a comprehensive catalogue and access to online multimedia content including v-library, e-books, audiobooks and other institutions' databases.

Social climate

Overview

Our social climate is based around our school values:

We Are:
Respectful

We Are:
Responsible

We Are:
Learners

There is a strong culture of support to ensure that students grow in a safe and caring environment where they can strive to achieve their individual potential. The school has a strong sense of community. Students are happy, polite, friendly, caring, enjoy learning, feel safe and are happy to come to school. There is an absence of any graffiti around the school, which indicates that students respect their school environment. With our focus of developing the whole person, the school endeavors to assist students and groups of students to develop in a range of social contexts both in and out of the school environment.

The school has a wellbeing program which includes students reporting each morning to a Form Class where their Form teacher forges strong relationships with them. In addition, each cohort has a Year Level Coordinator (YLC) who works with Form teachers and members of Student Support and Student Wellbeing Teams to ensure all students and parents have good communication and connections with our school. There is a strong bond between co-ordinators and their year groups. They support students in terms of proactive and reactive behavior support programs and provide case management for students experiencing difficulty. Members of the Senior Leadership Team work with specific year levels to provide additional support to students.

In addition to YLC support, our Student Wellbeing and Student Support Services teams operate a case management model in supporting students. This team comprises department and outside agency personnel (Fassifern Community Centre, headspace, visiting specialists) and includes school nurse, chaplain, Industry Liaison Officer/Youth Support Coordinator, Head of Student Inclusion, Head of Student Achievement, Head of Student Wellbeing and Guidance Officer. A member of the Executive Leadership Team manages and supports these staff and the programs/services they offer. Throughout the year, all students have the opportunity to participate in a variety of school and community service events as well as programs which support the development and wellbeing of all students. Activities in 2018 included:

- NAIDOC Celebrations
- Harmony Day Celebrations
- Year level camps
- Duke of Edinburgh program
- Say No To Bullying Day
- Reconciliation Week
- RUOK Day
- Days of Excellence for cluster primary schools
- Love bites (a program for senior students)
- Rocky Horror Roadshow
- Anti-bullying programs (including Cyberia)
- Term Socials
- Senior Formal and Graduation events
- Student Representative Council
- Organized sports
- Production of the school magazine
- Rewards Trips
- Breakfast Club

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	84%	88%	92%
• this is a good school (S2035)	86%	86%	91%
• their child likes being at this school* (S2001)	89%	89%	91%
• their child feels safe at this school* (S2002)	90%	92%	92%
• their child's learning needs are being met at this school* (S2003)	80%	84%	86%
• their child is making good progress at this school* (S2004)	86%	91%	91%
• teachers at this school expect their child to do his or her best* (S2005)	94%	96%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	85%	91%
• teachers at this school motivate their child to learn* (S2007)	84%	77%	91%
• teachers at this school treat students fairly* (S2008)	79%	73%	82%
• they can talk to their child's teachers about their concerns* (S2009)	97%	90%	94%
• this school works with them to support their child's learning* (S2010)	89%	78%	89%
• this school takes parents' opinions seriously* (S2011)	84%	76%	81%
• student behaviour is well managed at this school* (S2012)	76%	68%	71%
• this school looks for ways to improve* (S2013)	87%	86%	87%
• this school is well maintained* (S2014)	95%	85%	91%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	93%	94%
• they like being at their school* (S2036)	83%	83%	86%
• they feel safe at their school* (S2037)	89%	90%	90%
• their teachers motivate them to learn* (S2038)	85%	90%	87%
• their teachers expect them to do their best* (S2039)	95%	95%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	90%	90%
• teachers treat students fairly at their school* (S2041)	71%	78%	83%
• they can talk to their teachers about their concerns* (S2042)	76%	72%	74%
• their school takes students' opinions seriously* (S2043)	74%	78%	78%
• student behaviour is well managed at their school* (S2044)	74%	67%	67%
• their school looks for ways to improve* (S2045)	89%	86%	88%
• their school is well maintained* (S2046)	92%	86%	81%
• their school gives them opportunities to do interesting things* (S2047)	87%	88%	89%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	86%	94%
• they feel that their school is a safe place in which to work (S2070)	98%	93%	99%
• they receive useful feedback about their work at their school (S2071)	93%	71%	75%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	82%	75%
• students are encouraged to do their best at their school (S2072)	97%	84%	88%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	97%	85%	89%
• student behaviour is well managed at their school (S2074)	93%	65%	68%
• staff are well supported at their school (S2075)	95%	71%	76%
• their school takes staff opinions seriously (S2076)	93%	68%	73%
• their school looks for ways to improve (S2077)	98%	76%	87%
• their school is well maintained (S2078)	100%	84%	90%
• their school gives them opportunities to do interesting things (S2079)	91%	84%	81%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents and caregivers are key players in their children's learning partnership with the school. Our P&C Association is a supportive organization that not only provides a forum for parents across the school, but also has an effective business arm. The canteen and uniform shop has contributed substantial funds to the school to support programs.

The school encourages involvement of parents in shaping, delivering and celebrating their children's education. This is done using a range of strategies including:

- Active P&C
- Parent canteen volunteers
- Parent teacher meetings (formal and informal)
- Families attending school events (musical, expos, debating, sporting events)
- Parent information evenings
- Awards ceremonies
- Transition activities for our Year 7 parents
- Staff phoning, emailing and meeting with parents to discuss students' educational programs and progress
- Messages in student planners
- Stakeholders' meetings for students with diverse learning needs and/or complex case management needs.
 - BSHS has implemented Fletcher and Vaughn's (2009) Response to Intervention (RTI) approach to support.
 - Communication and consultation with all stakeholders is an essential practice in identification and intervention with support processes.
 - Education Support Teachers (EST) (Case Managers) review whole cohort caseloads each term, meet with stakeholders and implement personalised learning plans.
 - EST's monitor and consult with the student, parents, community and education support specialists and review each tier level of adjustments to ensure the students' access and success is consistently positive.
 - This consultation assures all parties that the instruction and interventions used are effectively implemented in: (Tier 3) minimum interventions; (Tier 2) targeted interventions; and (Tier 1) intensive interventions.

The school also enjoys a productive relationship with community groups and organizations. This includes:

- Rotary Clubs
- Chamber of Commerce
- Scenic Rim Council
- Boonah Art Society
- Boonah Show Society
- Fassifern Community Centre
- Partner primary schools

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

These are structured around our Responsible Behaviour Plan for Students, our Positive Behaviour for Learning Framework and our School Values:

We are Respectful; We are Responsible; We are Learners.

These values are taught explicitly in Wellbeing and Positive Behaviour for Learning lessons and are reinforced at every opportunity. Our extensive support and student wellbeing staff and programs (described in School Climate) evidence our stance on Respectful Relationships. Our Code of Responsible Behaviour clearly outlines the rights and responsibilities of students, parents, and staff and this is also included in the Student Planner. The planner also outlines the school's beliefs around 'respectful relationships' and addresses bullying, harassment and the supports available to students who are feeling at risk. Respectful Relationships units are also delivered to all students through the Health and Physical Education curriculum.

Strategies which deal with bullying include:

- Positive Behaviour for Learning Framework (and the behaviour level system rewards for positive behaviours)
- Anti-bullying program as part of Wellbeing Program
- All computers have the cyber safety button which has links to anti-bullying websites
- All student planners have inserts on anti-bullying and form teachers regularly workshop the contents with students
- Year 7 Mentor program
- Mediation by Senior Leadership team and Wellbeing team
- Special programs (Shine, Inner Goddess, Rock and Water, Cyberia, Love Bites)
- Individual behaviour plans and playground plans
- Responsible Behaviour Plan on website
- External agencies conduct special programs – Verbal Combat, Hurting Game, Cyber Bullying
- Blocking of social media websites on school network during school hours,
- Curriculum units (English, Humanities and HPE) have social skilling aspects
- Student Wellbeing Team provide intervention
- Year Level coordinators track and support each cohort.
- Say No To Bullying Day and RUOK Day – celebrated
- Police presentations on Year Level and whole school assemblies.
- Stymie portal for anonymous reporting of bullying or harm or risk of harm.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	104	107	103
Long suspensions – 11 to 20 days	2	4	1
Exclusions	1	0	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Boonah State High School is committed to reducing its impact on the environment. We have connected solar panels and this has had a positive impact on power usage. The school has 7 water tanks that are utilized across the school. The school has an Environmental Committee which looks to identify local issues and seek feasible solutions to reduce our environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	316,511	315,369	315,846
Water (kL)	4,572	4,881	837

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

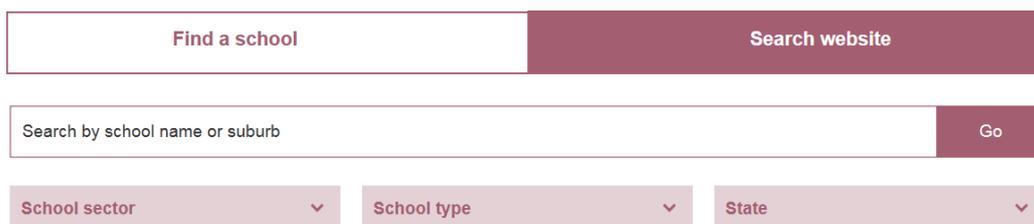
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	59	31	5
Full-time equivalents	57	21	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	7
Graduate Diploma etc.*	13
Bachelor degree	35
Diploma	4
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$52,000.

The major professional development initiatives are as follows:

- Curriculum – faculty based
- Tactical Teaching of Writing
- Literacy
- Numeracy
- Cognitive Verbs
- Senior Schooling – new QCE
- Industry currency for VET teachers
- Student Wellbeing
- Students With Disabilities
- Oneschool training
- System Priorities
- Collegial Engagement
- Positive Behaviour For Learning
- Mentoring Beginning Teachers
- Pedagogical Practices
- Leadership Development

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	90%
Attendance rate for Indigenous** students at this school	90%	90%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

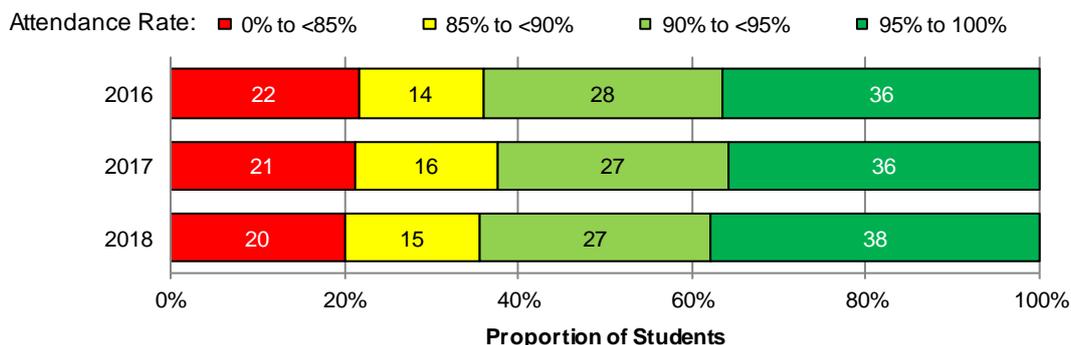
Year level	2016	2017	2018
Year 7	92%	90%	94%
Year 8	91%	93%	88%
Year 9	89%	88%	89%
Year 10	90%	89%	90%
Year 11	87%	89%	90%
Year 12	89%	89%	89%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing, recording student attendance and absenteeism.

The school uses an electronic attendance management system called IDAttend. Rolls are marked each lesson via teacher laptops, with students recorded as being absent from classes manually traced by an Attendance Officer. Students arriving late, or leaving school at any time during the school day must also sign out via Student Services window with these details being recorded on IDAttend. Students are then issued with a thermal pass with their photo on it, which must be displayed to staff or the Police when out of the school grounds. SMS are sent each day to all parents who have students recorded as being absent for the whole day and parents are invited to reply by SMS, phone or send a note explaining the reason for absence. Several times each term, individual letters are sent home to parents who have still not explained student absences thus far, further requesting reasons for absences.

Students with erratic patterns of absence are then tracked by a member of the Administration team. These absences are addressed using a number of strategies which may include: phone calls to parents, student support within the school, modified timetables, referral to external agencies, parent meetings, police intervention, up to and including formal warnings of non-attendance and non-participation.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about types of outcomes for students who finish Year 12 are in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	91	107	97
Number of students awarded a QCIA	0	2	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	89	105	97
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	67%	100%
Number of students who received an OP	39	49	45
Percentage of Indigenous students who received an OP	0%	67%	60%
Number of students awarded one or more VET qualifications (including SAT)	67	71	65
Number of students awarded a VET Certificate II or above	62	58	60
Number of students who were completing/continuing a SAT	13	22	17
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	77%	76%	78%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	94%	92%	100%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	6	6	9
6-10	9	17	15
11-15	15	14	11
16-20	9	12	10
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	36	21	21
Certificate II	61	55	57
Certificate III or above	6	5	7

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Students at Boonah High undertook certificate courses in Agriculture, Tourism and Hospitality. Certificate courses in Health, Logistics and Horticulture were undertaken using outside service providers. In addition, students worked through a variety of certificates as they engaged in school based traineeships and apprenticeships.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	85%	89%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	200%	150%	75%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

Destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Students are encouraged to remain in full time education until the end of year 12. However, in some situations students will leave early. In these instances, students are counselled by the Guidance Officer and members of the Senior Schooling team and are usually transitioning to the workforce, converting a school based to a full time apprenticeship or traineeship or transferring to another learning provider.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019. To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.boonahshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>