Boonah State High School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This Annual report documents the schools achievements on a range of outcome measures for the 2015 school year. The report is one significant way in which our school meets its accountability obligations for development undertaken during the 2015 school year. This report also celebrates the strong connection that Boonah SHS shares with parents and the community. Boonah SHS 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 academic and cultural excellence. The School experiences very high enrolment demand with students enrolling from across the Scenic Rim. The school offers a comprehensive learning environment led by passionate and engaging teachers working together to deliver outstanding achievements. There is a clear vision with strong values which are embedded in all aspects of the school culture founded on high expectations in learning, behaviour and presentation. Boonah SHS seeks to provide a supportive environment where students, staff and parents respect the roles that each contributes to the holistic development of all students. Students are well motivated with a positive attitude towards their education. Boonah SHS is regarded as a traditional school; the highest standards of personal presentation, behaviour, and academic performance are expected. The School is noted for its programs of Academic Excellence. There is a definite focus on high quality teaching and instructional practices with a strong emphasis on reading, writing and the integration of ICT into both the curriculum and learning activities. Boonah High School's vision of '*to Strive is to Grow'* exemplifies the school as a culturally rich, inclusive and supportive learning environment built on mutual respect. A passionate commitment to high standards cultivates achievement and the development of individual talents for every student.

School progress towards its goals in 2015

Boonah students held positions of office in Interact (Rotary youth program), won Junior District Apex debating competition, lead local ANZAC services and performed in the annual IGA Arts Festival. Community is at the heart of our core values of respecting ourselves, others and the community, Acting Ethically and Responsibly, Valuing effort. Our strong connection to community allows our students to excel. The graduating class of 2015 boasts 100% of students leaving with a qualification including 1 University course completed, 10 Certificate 1's, 48 Certificate II's, 8 Certificate III's in Vocational Education and Training (VET) certificates and 13 School Based Apprenticeships and Traineeships (SATs). Of the 90 Year 12, students 98% exited with a QCE, 80% a QCS pass and 70.7% OP 1-15. Our holistic approach to education lays a solid foundation for future productive members of society. This foundation begins in Year 7 where we encourage adventure, foster curiosity and nurture personal growth. At Boonah High we are always educating and learning with a focussed Improvement Agenda centred around

- Implementation of the Pedagogical Framework based on Blooms (the Thinking Skills framework) and Symphony of Teaching and Learning
- Further development of a self-reflective teaching culture
- Ensuring there is a shared understanding of differentiation and that it is a feature of every teacher's classroom practice
- A culture and confidence by staff and students where every student, everyday can learn and achieve - leading to continuous improvement and continue the positive reputation of the school to deliver the best student outcomes.
- Working from the classroom out, central to this continuous improvement culture is an understanding that the key to improving student performance is to improve classroom teaching.
- Further development of teachers' skills in the routine use of data so that they are self-reflective of their efforts in improving their teaching and in meeting school-wide targets.
- Ensuring the implementation of rigorous literacy and numeracy intervention strategies across all faculties and/or key learning areas, which is clearly evident in planning and classroom practice.
- Building upon the learning environment characterized by the engagement of students in challenging, meaningful learning in every classroom through the consistent implementation of policy, procedures and high expectations around student management.

The scoreboard that follows gives a snapshot of the school targets over time (from 2014 to whole school targets set for 2016)

Boonah SHS *improving the achievements of every student*
2016 Target **(SEM 2 2014 – Reporting Period <u>Yr 8-11 only</u>), 2015 data**
(SEM 1 2015 – Reporting Period) (….) – 2014 data

Our Scoreboard 2016

PARENT & STUDENT SATISFACTION	CLOSING THE GAP – ATSI SUCCESS	NAPLAN (Years 7 and 9)

• 95% **93.4%** (94.7) parents satisfied that their child is getting a good education at this school
• 98% **96.7%** (97.4) parents satisfied with the school
• 98% **97%** (94.6) students satisfied they are getting a good education at this school
 	
(2014 School Opinion Survey)
	• 70% **85.8%** of ATSI students achieving a "C" or better
	• 15% **20.5%** of ATSI students achieving an "A"
	• 1.5% **3.1%** of ATSI students awarded an "N" rating
	• 88% **90.2%** ATSI student attendance
		• Improvements in % above NMS:
		  - 92% 91.8% (89.1%) Reading
		  - 83% 77.7% (77%) Writing
		  - 90% 87.5% (89%) Spelling
		  - 88% 83.6% (83%) Gram & Punctuation
		  - 95% 98.6% (98%) Numeracy
		• >10% in upper 2 bands in all domains NAPLAN (4 domains 13% +, Writing 8%)
		• > 5+ point improvement in distance from Australian Mean Scale Score

STAFF SATISFACTION	STUDENT & STAFF SUCCESS	YR 12 OUTCOMES
• 90% **98.2%** 66.1% staff satisfaction with morale • 86% **90.9% 86%** staff satisfied with PD opportunities **(2014 School Opinion Survey)**	• 88% **89.5% 88.1%** of students achieving a "C" or better • 18% **19.9% 15.9%** of students achieving an "A" • 1.0% **1.1% 1.3%** of students awarded an "N" rating • 92% **91.1% 90.8%**	• 95% 97.8% 96% awarded a QCE • 75% 70% 78% awarded OP 1-15 • 100% 100% 100% of Year 12 students completing/completed a SAT or awarded — QCE, IBD, VET qual.

Queensland Government

	student attendance	

To Strive Is To Grow – Learning Life Together

Future outlook

Priority Areas of Development - Continuation of 2015 priorities:

- Reading
- Writing
- Literacy
- Numeracy
- Upper 2 Bands improvemen

Effective pedagogical practices

- Review the implementation of the school's pedagogical framework, Thinking Skills, to develop consistency of practice in driving the school's improvement agenda.
- Ensure all teaching staff members receive formal feedback regarding their classroom practice.
- Develop a lesson observation protocol that supports the improvement of reading.
- Ensure quality feedback is provided to students.
- Develop ways for students to provide meaningful feedback to teachers regarding where they are in their learning.
- Refine the number of ways to use the whole-school reading program and reading strategies to improve student learning.

Analysis and discussion of data

- Refine data plan to include timelines, targets, roles, and responsibilities
- Ensure data plan is enacted and monitored by school leaders.
- Develop data literacy skills to ensure staff members can use data to evaluate teaching and plan for explicit differentiation.
- Increase PAT-R analysis for reading across all subject areas in Year 7.
- Develop teachers' data literacy and differentiation skills by using the fuctionality of the classroom dashboard to support teachers to differentiate effectively for student learning

An expert teaching team

- Implement mentoring and coaching programs that include supervisory, instructional and peer-to-peer coaching and walkthroughs.
- Implement measures to ensure performance plans submitted in the Annual Performance Development Plan align closely with the school's EIA, targeted professional development and recommendations.
- Develop and implement a school-wide program to assist teachers in the development and sharing of a deep understanding of how students learn.
- Develop and implement a program for professional networking by school leaders that will support leadership growth.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	543	276	267	10	94%
2014	553	285	268	14	95%
2015	617	306	311	23	95%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

The school draws students from eleven partner primary schools covering an area from the Ipswich local government boundary to the Queensland boarder ranges. The largest proportion of our 665 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 financially supporting school projects and continually improving the physical learning environment of the school.

Average class sizes

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	23	22
Year 11 – Year 12	17	18	17

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	46	39	50
Long Suspensions - 6 to 20 days	7	0	1
Exclusions	1	0	0
Cancellations of Enrolment	3	3	1

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Implementation of STAR – Spend Time And Read – 10 minutes per day 5 days per week underpins the improvement agenda of Boonah SHS's curriculum program. Each faculty area undertakes specific strategies to improve the literacy and numeracy skills of all students as outlined in the whole school literacy and numeracy plan.

The junior school curriculum supports learning experiences for Years 7, 8 and 9 students through the delivery of a foundation study program. The Year 7/8/9 foundation curriculum is informed by the Key Learning Area Curriculum agenda. An integrated approach to literacy, numeracy and ICT is adopted. All Year 7/8 students study a common core of subjects: English, Humanities, Mathematics, Science, Health and Physical Education, German, Art, Drama, Manual Arts, Graphics and Home Economics.

All Year 9 students study five 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, Humanities , Mathematics , Science.

The elective subjects from which students make their choice include:

Agricultural Science	Art	Business is Fun
German	Graphics	Food Studies
Metal Technology	Multimedia on Web	Speech and Drama
Timber Technology	Textiles	Performance Sport & Recreation

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 for two semesters. The core subjects are: English, Humanities , Mathematics (Core or Extension) , Science , Health and Physical Education.

The elective subjects from which students make their choice include:

Certificate I in Agrifoods	Art	Bits of Business
Celebrating Food	Drama	Textiles & Fashion Design
Graphics	Junior Construction	Junior Engineering
Junior Furnishing	E-Ventures	Robots, Programming and Games
Computer Graphics	German	Performance Sport & Recreation

The Year 11 and 12 curriculum comprises Queensland Curriculum and Aassessment Authority and Subject Area Specification 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 Work Experience Program operates across Year 10 to Year 11. Students also have access to School Based Apprenticeships/Traineeships, Virtual School and School of Distance Education studies. The Year 7/8/9 curriculum structure continues to be modified to support the delivery of distinct Literacy and Numeracy skills.

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:

Academic Competitions	Inter-school Sport	Junior Show Society
Debating	Instrumental Music	Senior Leadership Activities
Talent Quest	Interact	Junior Leadership Activities
School Magazine	Student Council	Excursion & Outdoor Activities
Youth Council	Youth Parliament	Transition Programs (varying levels)
Duke of Edinburgh	School Musical	School Socials
Annual Vacation Trips	Get Active Day	

How Information and Communication Technologies are used to improve 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, Computer Aided Drawing and multimedia editing to be included in a variety of courses. The adoption of technology to enhance teaching, learning and management compares favourably with state benchmarks.
The school has entered the BYOD (Bring Your Own Device) journey and there has been a significant uptake of lap tops and iPads.

Social Climate

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 Opinion Survey rates:- "This school has a strong sense of community"," I would recommend this school to others", "Teachers at this school are interested in my child's wellbeing" and "This is a good school" at 97.4%

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 individuals and groups of students to 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 six year levels. These roles have specific focus on pastoral care and are supported by form teachers and Heads of Department.
- Days of excellence for our primary cluster 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 Chaplain financed through the school and broader community
- District Youth Support Coordinator /Industry Liason Officer
- Close working relationship with the Fassifern Community Centre with a specific focus on youth at risk of disengaging from learning
- Support in general from a caring, stable staff
- Broader community support for distinctive programs for the benefit of students.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	95%	93%
this is a good school (S2035)	100%	97%	97%
their child likes being at this school (S2001)	82%	95%	89%
their child feels safe at this school (S2002)	91%	100%	95%
their child's learning needs are being met at this school (S2003)	91%	89%	90%
their child is making good progress at this school (S2004)	91%	95%	89%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	89%	92%
teachers at this school motivate their child to learn (S2007)	82%	97%	93%
teachers at this school treat students fairly (S2008)	73%	92%	83%
they can talk to their child's teachers about their concerns (S2009)	91%	94%	98%
this school works with them to support their child's learning (S2010)	82%	91%	93%
this school takes parents' opinions seriously (S2011)	82%	91%	95%
student behaviour is well managed at this school (S2012)	91%	89%	93%
this school looks for ways to improve (S2013)	100%	92%	97%
this school is well maintained (S2014)	100%	95%	98%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	95%	97%
they like being at their school (S2036)	96%	90%	93%
they feel safe at their school (S2037)	94%	93%	97%
their teachers motivate them to learn (S2038)	90%	91%	92%
their teachers expect them to do their best (S2039)	96%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	93%	91%	89%
teachers treat students fairly at their school (S2041)	79%	83%	90%
they can talk to their teachers about their concerns (S2042)	83%	79%	83%
their school takes students' opinions seriously (S2043)	86%	78%	88%
student behaviour is well managed at their school (S2044)	82%	81%	89%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
their school looks for ways to improve (S2045)	93%	90%	95%
their school is well maintained (S2046)	96%	91%	95%
their school gives them opportunities to do interesting things (S2047)	90%	83%	92%

Performance measure			
Percentage of school staff who agree[#] that:	2013	2014	2015
they enjoy working at their school (S2069)	89%	100%	100%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	84%	82%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	83%	87%
students are encouraged to do their best at their school (S2072)	93%	100%	100%
students are treated fairly at their school (S2073)	95%	98%	100%
student behaviour is well managed at their school (S2074)	84%	91%	98%
staff are well supported at their school (S2075)	80%	84%	98%
their school takes staff opinions seriously (S2076)	77%	80%	96%
their school looks for ways to improve (S2077)	90%	98%	100%
their school is well maintained (S2078)	97%	89%	98%
their school gives them opportunities to do interesting things (S2079)	87%	85%	96%

# '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

As significant partners in each student's education, parents are encouraged to participate in their child's education. Communication between home and school is a vital strategy in building the relationship between parents and school staff. Parents are invited to use the Student Planner to contact each subject teacher for information or assistance. The school holds both formal and informal interviews where parents and teachers get the opportunity to meet each other and discuss the progress and performance of a student. Parent/Teacher interviews are held at least twice each year. However, a parent does not have to wait until Parent/Teacher evening to talk with teachers - any mutually convenient time will do. Please do not hesitate to contact the school as soon as you feel there is a need. Parent and caregiver support and the nurturing of positive caring and connected relationships at home, with clear rules and boundaries being established, can be one of the most important contributing factors to a child's success at school. Parents, in partnership with teachers, play a vital role in shaping our young people to become active, positive and productive citizens, who take responsibility for their own learning and behaviour, in their ever-changing life roles as family, community and workforce members. Teachers may also be contacted by phone or email.

Parents are encouraged to take part in the many areas of the school. Parent volunteers are encouraged to participate in school life,eg, Music, Debating, Sport Program

Through the *Parents' & Citizens'* Association, we encourage active parent involvement in our decision-making processes. We strive to develop positive and caring interpersonal relationships between students, teachers and the community. The Parents' and Citizens' Association meets on the fourth Thursday of each month at 5:00 pm in the school's Administration Block.

The *Parents' & Citizens'* Association serves: (a) as a forum for discussion and feedback about the school and its operations and (b) to provide students/school with resources not supplied by Education Queensland. It is vital that parents make the *Parents & Citizens'* Association their own … it is a great opportunity to get directly involved in the school and a great way to get to know the Leadership team and teachers of the school. The Parents and Citizen's Association manages the school canteen and uniform shop.

Reducing the school's environmental footprint

Data is sourced from the 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 working with students on a switch off, pick up and close strategy.
Additionally, the school has 7 water tanks that are used for various purposes throughout the school. Students have introduced an Environmental Committee to identify local actions they can take to reduce the school's environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	296,886	5,288
2013-2014	300,672	2,259
2014-2015	307,649	8,433

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

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	54	28	<5
Full-time equivalents	50	18	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.**	9
Masters	5
Doctorate	0
Total	**54**
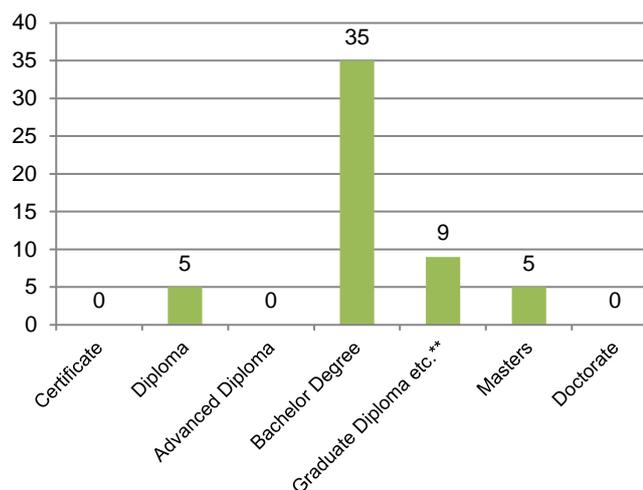
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $57,530.

The major professional development initiatives are as follows:

All staff have continued to participate in Thinking Skills workshops. Additionally groups of teachers have attended subject specific workshops, Tactical Teaching of Reading, Essential Skills for Classroom Management and Critical Thinking. The school has also worked to deliver industry relevant professional learning for Vocational teachers.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%. At Boonah State High School we have a strong commitment to teaching and learning for the whole school community.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2015 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/.

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.**

Find a school

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	95%	91%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

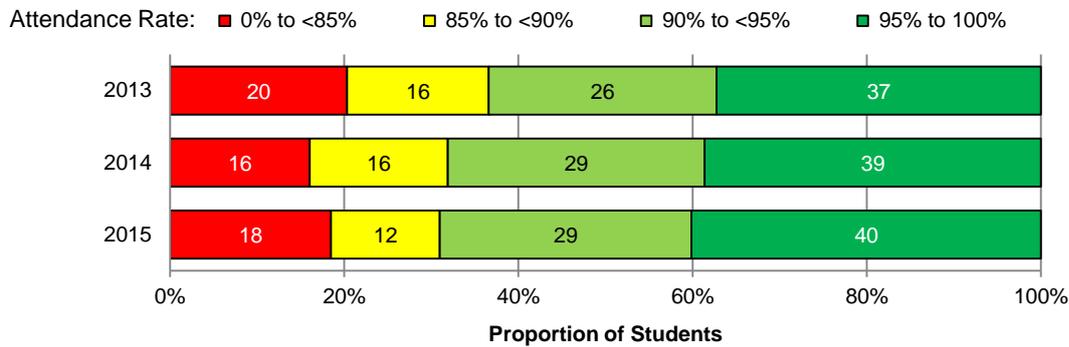The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

Student attendance rate for each year level (shown as a percentage)												
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									92%	89%	89%	90%	89%
2014									93%	91%	89%	91%	89%
2015								93%	93%	91%	90%	90%	90%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	20	16	26	37
2014	16	16	29	39
2015	18	12	29	40

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Daily roll marking occurs during form period and for each lesson through the school's ID Attend program. This information is then uploaded into OneSchool each day. Any students who arrive late or leave early are required to supply sufficient documentation and report to the Student Services desk where they are supplied with an entry into class slip via ID Attend. In addition to the DETE requirements the school sends daily SMS messages to contacts for all absent students to provide immediate communication to parents/guardians. All absences are monitored by a Year Level Deputy Principal and departmental letters are sent for persistent absenteeism. Students with significant absenteeism are referred to regional support services for intervention.

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.

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/.

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.**

Find a school

School name [GO]

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

[SEARCH]

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	81%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	50%	50%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	88	101	90
Number of students awarded a Queensland Certificate of Individual Achievement.	3	0	0
Number of students receiving an Overall Position (OP)	41	54	47
Percentage of Indigenous students receiving an Overall Position (OP)			50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	13	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	85	55	53
Number of students awarded an Australian Qualification Framework Certificate II or above.	39	34	48
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	82	92	88
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	78%	72%	70%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	90%	96%	94%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Years	Number of students in each Band for OP 1 to 25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	7	12	13	9	0
2014	2	21	16	10	5
2015	3	9	21	12	2

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Years	Certificate I	Certificate II	Certificate III or above
Number of students completing qualifications under Australian Qualification Framework (AQF)			
2013	77	37	5
2014	39	32	5
2015	8	44	7

As at 16 February 2016. The above values exclude VISA students.

Students at Boonah High undertook certificate courses in Agriculture, Tourism and Hospitality. Certificates courses in Health, Logistics Horticulture and Information and Digital Media were undertaken using outside service providers. 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 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school 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 or other learning provider. The majority of early leavers from Boonah State High School enter the workforce as Trainees and apprentices or transfer to another learning provider.

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