



# Boonah State High School

## ANNUAL REPORT

2016

### Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

*Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training*

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# School Overview

Boonah State High School is a positive and vibrant school community with around 700 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 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 - 'Respect ourselves, others and the community. Value effort. Act responsibly and ethically'. 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, school based and vocational educational courses.

## Principal's Forward

### Introduction

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 700 students, the school is staffed with 56 teaching and 30 non-teaching staff. The leadership of the school consists of Principal, 2 Deputy Principals, 9 Heads of Department, a Head of Special Education Services, a Master Teacher, a Guidance Officer and a Business Services Manager.

The school also provides extensive support and wellbeing services for all students. This includes 6 Year Level Coordinators, a School Based Youth Health Nurse, a Chaplain, an Industry Liaison Officer, a Youth Support Coordinator, an Attendance Officer, a Senior Secondary Head of Department, a Head of Special Education Services, and a Learning Enhancement and Student Engagement Head of Department. This strong culture of support ensures that students grow in a safe, caring environment where they are able to 'strive and grow' and reach their potential. Our focus is the development of the whole person and our strategies are designed to assist individuals and groups of students in a range of contexts both in and out of the school environment. A parents/caregiver's role is valued and each is actively encouraged to participate in the education of their child. Our community actively supports our school and its students in a wide variety of forums.

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

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

This report documents the school's achievements and progress on a range of outcome measures for the 2016 school year, including:

- Progress towards 2016 goals;
- Future outlook for 2017;
- 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 2016

## School Improvement Priorities 2016

### Improvement priority: Reading

Strategy		
Actions	Targets	Status
<ul style="list-style-type: none"> <li>Complete staff &amp; teacher aides PD for TTR including BK 3</li> </ul>	All staff	Completed
<ul style="list-style-type: none"> <li>Continue to offer further Literacy PD for new staff &amp; revisit for current staff</li> </ul>	All Trained staff	Completed
<ul style="list-style-type: none"> <li>Further develop the BSHS reading culture.</li> <li>Continue to liaise with teacher librarian in order to promote reading through RISE/RIBIT/GRIN &amp; STAR</li> </ul>	All Staff and students	Completed
<ul style="list-style-type: none"> <li>Identify U2B and use "eagle" and "wolf" view for deconstructing texts</li> </ul>	50% increase	Completed
<ul style="list-style-type: none"> <li>Continue reading plan with a focus on Year 7/8/9 students and goal setting.</li> <li>Targeted testing and intervention by StLaN &amp; Teacher Aides</li> <li>Ongoing support of MultiLit.</li> <li>MultiLit program extended to include extension students</li> </ul>	Access doubled	Completed
<ul style="list-style-type: none"> <li>PAT R online testing &amp; feedback to staff and online intervention resources for teachers to access. To set reading goal for each Junior School student</li> </ul>	NMS 100%	Ongoing
<ul style="list-style-type: none"> <li>Continue to make all faculties aware of their undertakings to explicitly <b>teach signature strategies</b> through meetings/PD/emails as part of the Aust Curriculum</li> </ul>	All Teaching Staff	Completed
<ul style="list-style-type: none"> <li>Provide whole school support for all faculties for TTR.</li> </ul>	100% All Faculties	Completed

### Improvement priority: Writing

Strategy		
Actions	Targets	Status
<ul style="list-style-type: none"> <li>Explicit teaching of writing skills to students initially targeted at years 7, 8 &amp; 9.</li> <li>Individuals and groups targeted for intensive intervention strategies.</li> <li>Continue using school developed programs in literacy and numeracy</li> </ul>	10% increase improvement in NAPALN Writing	Ongoing
<ul style="list-style-type: none"> <li>Develop and implement a whole school approach to teaching writing (aligned to and including engagement with the <i>TTR and Give Your Writing a Hand</i>).</li> <li>Allocate TRS to support year level moderation and cross-year moderation working groups, once a term, to ensure consistency.</li> </ul>	Increase % of students achieving a 'C' standard or above in English from 85%	Ongoing
<ul style="list-style-type: none"> <li>Provide professional development and coaching to develop teachers' understandings of the language model that underpins the Australian Curriculum: English and the general capability: Literacy in order to develop disciplinary literacies in the middle years of secondary schooling</li> <li>Develop teacher capability with respect to designing curriculum-aligned monitoring tasks (for short-term data cycles)</li> </ul>	All Staff	Ongoing
<ul style="list-style-type: none"> <li>Improve writing in the Junior school building on Seven Steps for Writing Success in consultation with English HOD: To improve NAPLAN writing scores</li> </ul>	10 % Improvement in NAPLAN results	Completed
<ul style="list-style-type: none"> <li>Seven Steps for Writing Success for Persuasion in Year 8, Narrative in Year 7</li> </ul>	100% of Yr7 and 8	Completed
<ul style="list-style-type: none"> <li>Increase teachers' repertoire of effective strategies for teaching text processing and comprehension across learning areas or subjects.</li> <li>Utilise selected strategies from BSHS Teacher's Brief: Key Theoretical Frameworks &amp; Teaching strategies for Literacy: Functional Grammar, Marzano's 6 steps, TEEL/C &amp; Hamburger, Exemplar/TTR School, Show Me, Seven Steps to writing success</li> </ul>	increase % of students able to compose and record short, meaningful sentences	Ongoing
<ul style="list-style-type: none"> <li>Provide PD utilising internal and external knowledge and skills to help teachers to plan methods to overcome barriers to writing as well as overcoming difficulties with the 'mechanical' aspects of writing.</li> <li>Build confidence in students so that they will be successful as writers.</li> <li>Teachers plan for students to experience success with writing by providing clear models and scaffolds, explicit feedback and guidance as well as opportunities for success in order for students to become independent writers.</li> </ul>	Remove anxiety and build confidence, and will benefit the student who needs additional support when writing.	Ongoing



## Improvement priority: Numeracy

Strategy		
Actions	Targets	Status
<ul style="list-style-type: none"> <li>Revise school wide numeracy policy to reflect the Australian Curriculum Numeracy standards and provide structure and guidance for teachers to embed numeracy across the curriculum in a meaningful, purposeful manner.</li> <li>Complete a school-wide numeracy audit to identify the key numeracies required across the KLAs to facilitate this.</li> </ul>	Policy complete and available for all teachers on numeracy one-note	Ongoing
<ul style="list-style-type: none"> <li>Provide school-wide teacher PD focused on embedding numeracy into all KLA curriculum/work programs and assessment items.</li> <li>Focus on contextual and strategic numeracy.</li> </ul>	Numeracy evidently embedded assessment	Ongoing
<ul style="list-style-type: none"> <li>Establish a 'Numeracy Committee' to support and provide guidance to non-mathematic teachers in embedding numeracy into curriculum and assessment items and provide explicit teaching instruction to their students to address these numeracy requirements.</li> <li>Consult with 'Count on Numeracy' throughout the year for guidance.</li> </ul>	Committee Established	Completed
<ul style="list-style-type: none"> <li>Continue to focus on the teaching of mathematical numeracy in mathematics classes through the refinement of Year 7-12 work programs.</li> <li>Continue to focus on QAR as a literacy strategy to improve student success in problem solving.</li> <li>Mathletics used to reinforce learnt content.</li> <li>Use of faculty meetings to monitor and develop strategies as identified.</li> </ul>	Allocated time in each maths faculty meeting to discuss progress	Ongoing
<ul style="list-style-type: none"> <li>Development of ICPs for students working more than a year level below their grade level in mathematics. These students will then work in small groups with a learning support teacher at the appropriate year level to target the gaps in their mathematical numeracy knowledge.</li> </ul>	Identification and up-to-date ICPs for all relevant students	Ongoing
<ul style="list-style-type: none"> <li>PD for mathematics teachers focused on embedding higher order thinking skills into every day lessons.</li> <li>Consultation with external provider 'Count on Numeracy' throughout the year for guidance.</li> </ul>	PD session at start of year	Completed
<ul style="list-style-type: none"> <li>Collection and analysis of PAT-M data at the start of the year to identify numeracy strengths and weaknesses of students/classes/cohorts.</li> <li>Dissemination of this data to class teachers (through one school) in a timely manner to assist with 'knowing your students', ICPs and differentiation planners.</li> </ul>	100% collection	Completed
<ul style="list-style-type: none"> <li>Use of PAT-M, NAPLAN and report card data to drive the revision and development of 'Numeracy Studies' program for Year 7, 8 and 9 students.</li> <li>Focus will be on the explicit teaching of mathematical and strategic numeracy. Programs including 'Elementary Maths Mastery', 'IXL' and 'Mathletics' will be incorporated to provide this explicit instruction.</li> <li>Resources and teacher guidance to be provided on Numeracy One-Note.</li> </ul>	Program outline and resources on Numeracy one-note	Ongoing
<ul style="list-style-type: none"> <li>Target the U2B via differentiation and extension activities in Numeracy Studies lessons and participation in extra-curricular activities such as Mathematical Olympiads and Maths Competitions.</li> </ul>	Year 7 & 8 Olympiad teams	Ongoing

## Future Outlook - Improvement Agenda - 2017

### Improvement Priority 1. Academic Rigor in Curriculum and Pedagogy

Targets	
<p>Australian Curriculum in all applicable learning areas.</p> <p>New Senior Programs accessed by all learning areas (as they become available).</p> <p>Refreshed Pedagogical Framework (Explicit Instruction embedded).</p> <p>Improved outcomes in NAPLAN domains, A – E and Year 12 Pathways.</p>	
<b>Strategy:</b>	Develop an explicit Curriculum Plan incorporating all Learning Areas and embedding P-12 Curriculum, Assessment and Reporting Framework across the school.
<b>Strategy:</b>	Prepare for and implement new Senior Syllabuses and assessment practices as indicated by QCAA.
<b>Strategy:</b>	Revise Pedagogical Framework. Ensure explicit instruction is embedded consistently across the school. Embed Thinking Skills and digital pedagogies across the curriculum. Ensure quality two way feedback processes around student learning.
<b>Strategy:</b>	Continue to use Literacy, Numeracy and Thinking Skills as a platform to improve academic rigor to improve student outcomes.

## Improvement Priority 2. Evidence Based Teaching and Learning – Purposeful Use of Data

Targets	
An active, purposeful Data Plan.	
A revised Explicit Improvement Agenda articulated and adopted by all staff.	
Roles and responsibilities are clear and aligned with needs.	
Moderation is active across all learning area.	
All staff are data literate and use data in decision making.	
<b>Strategy:</b>	Revisit the Explicit Improvement Agenda (EIA) to ensure currency/alignment with state/regional priorities.
<b>Strategy:</b>	Refine Data Plan to include timelines, targets, roles, EIA
<b>Strategy:</b>	Use data to inform roles and responsibilities
<b>Strategy:</b>	Develop a culture of moderation across the school
<b>Strategy:</b>	Use data to create meaningful Professional Learning Teams
<b>Strategy:</b>	Continue to improve data literacy skills to ensure that staff can confidently use data effectively to evaluate teaching and learning and plan for and enact differentiation.
<b>Strategy:</b>	Develop processes for the use of data to promote higher levels of student motivation/engagement, attendance and academic achievement, leading to expanded pathways.

## Improvement Priority 3. Educational Access for All Students

Targets	
Curriculum targeted to the needs of students.	
Integrated support model of inclusion.	
ICPs developed for all students who need them.	
Differentiated teaching practices embedded into the curriculum	
<b>Strategy:</b>	Provide support provisions (including extension programs) for all diverse learners through the use of diagnostic testing, short cycle intervention, Individual Curriculum Plans and differentiated strategies and programs
<b>Strategy:</b>	Redefine roles and responsibilities for case management by the Student Support Services Team and Wellbeing Team
<b>Strategy:</b>	Develop an integrated support model and plan for co-teaching of diverse learners.
<b>Strategy:</b>	Develop and maintain a culture of teaching and learning that is inclusive of indigenous perspectives and support attendance, engagement, achievement and transitions for indigenous students.
<b>Strategy:</b>	Develop opportunities to extend high achieving and gifted/talented students.

#### Improvement Priority 4. Staff Capability and Capacity

Targets	
100% APDP completion.	
2 – 4 Mentors trained in MBT program.	
Leadership and Decision Making Framework developed and includes role statements	
All staff involved in professional feedback cycles (coaching and mentoring)	
<b>Strategy:</b>	Refine roles and responsibilities across the leadership team.
<b>Strategy:</b>	Continue the Mentor Beginning Teacher Program.
<b>Strategy:</b>	Continue Master Teacher Program.
<b>Strategy:</b>	Ensure Annual Performance Development Plans are aligned to AITSL Standards and inform the school's Professional Learning Plan
<b>Strategy:</b>	Develop staff ability and confidence to engage in instructional professional feedback cycles through peer to peer mentoring/coaching, profiling and networking.
<b>Strategy:</b>	Develop leadership growth, density and cohesion.

#### Improvement Priority 5. Dynamic Boonah – From Good to Great

Targets	
A strong 'Boonah Brand'.	
Maintained or increased enrolments. High retention rates.	
Robust staff wellbeing	
Strong school community partnerships.	
<b>Strategy:</b>	Develop and promote the Boonah Brand – promote the school as a leading educational institution – 'From Good to Great – Every Student's Journey Valued and Supported.'
<b>Strategy:</b>	Support and engage in the 'high performing' Fassifern Cluster of schools'.
<b>Strategy:</b>	Create and support High Performance Professional Learning Teams to progress school priorities.
<b>Strategy:</b>	Continue to develop and nurture innovative community partnerships.
<b>Strategy:</b>	Continue to develop positive parent/caregiver partnerships.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	553	285	268	14	95%
<b>2015*</b>	617	306	311	23	95%
<b>2016</b>	661	332	329	34	96%

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.

## 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 commune to neighbouring localities for employment. This is contributing to a steady increase in enrolments. 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 2016, 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	22	22
Year 11 – Year 12	18	17	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.

## 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.

### Senior Secondary

In 2016 our Year 11 and 12 students had a choice of 17 Authority subjects, 8 Authority Registered, 6 Vocational Education and Training (VET) Certificates delivered at school and several delivered at TAFE Queensland South West. School-based apprenticeships and traineeships were also available to students. Students in Year 10 studied the compulsory subjects of English, Maths, Science and Social Science and chose 3 elective subjects from a range of 15 options. All Year 11 and 12 students are consistently monitored and supported in the attainment of their Queensland Certificate of Education (QCE). Students also participated in an Extras Program which assisted in transitioning students to the next phase of learning or life experience:



- Year 12 students focus on a transition to life after school, be it work or study or a combination of both. This also included QCS preparation.
- Year 11 students focus on transition to the world of senior study (including understanding QCE).
- Year 10 students focus on their Senior Education and Training Plan (SETPlan) and making the most appropriate subject selections for Years 11 and 12.
- All programs also include units which foster personal development in students and understanding the modern social environment.

### Junior Secondary

All Year 9 students studied five compulsory subjects (English, Maths, Humanities, Science and HPE) and two elective subjects in each of semester 1 and 2.

Year 7 and 8 students studied a common core of subjects (English, Maths, Science, Humanities, HPE, German, Art, Drama, Manual Arts, Graphics and Home Economics) and received an integrated approach to Literacy, Numeracy and ICT.

### Co-curricular Activities

In 2016 the school offered an extensive range of extra and co-curricular activities across all year levels. These have included:

- 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

### How Information and Communication Technologies are used to Assist Learning

The school has a Head of Department, Science and Information Technology (IT) and employs an IT Technician to ensure the school fleet of computers are optimized for learning across the school. There are PODs of computers across the school, and in 2016 the school committed to the Bring Your Own Device (BYOX) platform across the school. 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:

Respect ourselves, others and the community  
Act responsibly and ethically  
Value Effort

Be Prepared  
Be Responsible  
Be On Task  
Be Polite

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 cheerful, 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 on 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 pastoral care 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 who works with Form teachers and members of Support and 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 behaviour 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 program, our Student Wellbeing team operates 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 Special Education Services, Head of Learning Enhancement and Student Engagement, 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 2016 included:

- NAIDOC celebrations
- Year level camps
- Say No To Bullying Day
- Reconciliation Week
- Harmony Day
- RUOK Day
- Days of Excellence for cluster primary schools
- Love Bites (a program for senior students)
- Rocky Horror Roadshow
- Anti-bullying programs
- Term socials
- Senior Formal and Graduation
- Student Representative Council
- Organized sports
- Production of the school magazine
- Rewards trips

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	93%	84%
this is a good school (S2035)	97%	97%	86%
their child likes being at this school* (S2001)	95%	89%	89%
their child feels safe at this school* (S2002)	100%	95%	90%
their child's learning needs are being met at this school* (S2003)	89%	90%	80%
their child is making good progress at this school* (S2004)	95%	89%	86%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	92%	86%
teachers at this school motivate their child to learn* (S2007)	97%	93%	84%
teachers at this school treat students fairly* (S2008)	92%	83%	79%
they can talk to their child's teachers about their concerns* (S2009)	94%	98%	97%
this school works with them to support their child's learning* (S2010)	91%	93%	89%
this school takes parents' opinions seriously* (S2011)	91%	95%	84%
student behaviour is well managed at this school* (S2012)	89%	93%	76%
this school looks for ways to improve* (S2013)	92%	97%	87%
this school is well maintained* (S2014)	95%	98%	95%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	97%	90%
they like being at their school* (S2036)	90%	93%	83%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they feel safe at their school* (S2037)	93%	97%	89%
their teachers motivate them to learn* (S2038)	91%	92%	85%
their teachers expect them to do their best* (S2039)	98%	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	91%	89%	86%
teachers treat students fairly at their school* (S2041)	83%	90%	71%
they can talk to their teachers about their concerns* (S2042)	79%	83%	76%
their school takes students' opinions seriously* (S2043)	78%	88%	74%
student behaviour is well managed at their school* (S2044)	81%	89%	74%
their school looks for ways to improve* (S2045)	90%	95%	89%
their school is well maintained* (S2046)	91%	95%	92%
their school gives them opportunities to do interesting things* (S2047)	83%	92%	87%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
they receive useful feedback about their work at their school (S2071)	82%	93%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	87%	76%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	98%	100%	97%
student behaviour is well managed at their school (S2074)	91%	98%	93%
staff are well supported at their school (S2075)	84%	98%	95%
their school takes staff opinions seriously (S2076)	80%	96%	93%
their school looks for ways to improve (S2077)	98%	100%	98%
their school is well maintained (S2078)	89%	98%	100%
their school gives them opportunities to do interesting things (S2079)	85%	96%	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.

### 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 the shaping, delivery and celebration of 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.

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
- External agencies providing support for our students with special needs or diverse learning needs.

## Respectful relationships 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 and our School Values:

Respect ourselves, others and the community  
Act responsibly and ethically  
Value Effort

Be Prepared  
Be Responsible  
Be On Task  
Be Polite  
(PROP)

These values are taught explicitly in PROP lessons and are reinforced at every opportunity. Our extensive support and student wellbeing staff and programs (described in Social 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 discusses bullying, harassment and the supports available to students who are feeling at risk.

Strategies which deal with bullying include:

- A behaviour level system which provides rewards for positive behaviours
- Anti-bullying program as part of PROP
- 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)
- Individual behavior 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 and Heads of Department support each cohort
- Say No To Bullying Day and RUOK Day – celebrated
- Police presentations on year level and whole school assemblies

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	39	50	104
Long Suspensions – 6 to 20 days	0	1	2
Exclusions	0	0	1
Cancellations of Enrolment	3	1	0

\* 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.

## Environmental Footprint

### Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	300,672	2,259
2014-2015	307,649	8,433
2015-2016	316,511	4,572

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.

## 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 <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

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Sector:

Government

Non-government

Where it states '**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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	56	30	<5
Full-time Equivalents	53	20	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	16
Bachelor degree	31
Diploma	4
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2016 were \$34 848.

The major professional development initiatives are as follows:

- Curriculum – faculty based
- Tactical Teaching of Reading
- Literacy
- Numeracy
- Critical Thinking
- Senior Schooling – new SATE agenda
- Industry currency for VET teachers
- Student Wellbeing
- Students With Disabilities
- Oneschool training
- System Priorities

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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 was retained by the school for the entire 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	91%	90%

\*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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

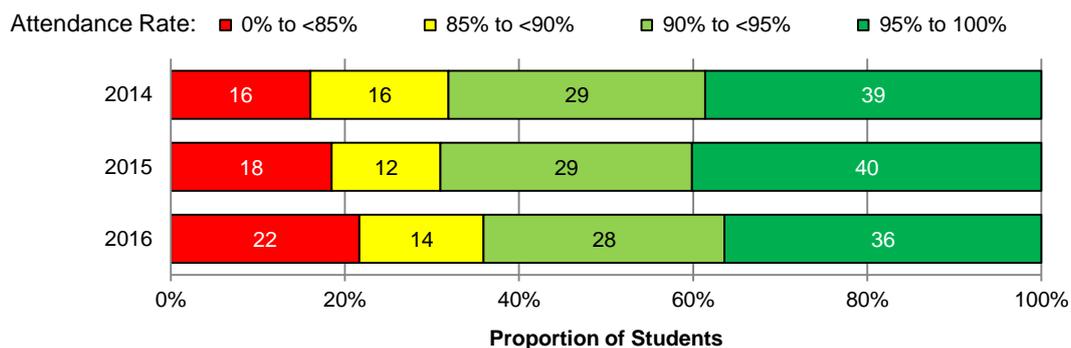
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									93%	91%	89%	91%	89%
2015								93%	93%	91%	90%	90%	90%
2016								92%	91%	89%	90%	87%	89%

\*Attendance rates effectively count 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:



#### 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.

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 tracked 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 more than 3 days 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 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

Where it states '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.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	101	90	91
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	54	47	39
Percentage of Indigenous students receiving an Overall Position (OP)		50%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	13	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	55	53	67
Number of students awarded an Australian Qualification Framework Certificate II or above.	34	48	62
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	92	88	89
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		100%	100%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
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.	72%	70%	77%
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%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	94%	94%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	2	21	16	10	5
2015	3	9	21	12	2
2016	6	9	15	9	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	39	32	5
2015	8	44	8
2016	36	61	6

As at 3rd February 2017. The above values exclude VISA students.

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

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	90%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	50%	200%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to 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 are usually transitioning to the workforce, converting a school based to a full time apprenticeship or traineeship or transferring to another learning provider.



