School Improvement Unit
Report

Boonah State High School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Boonah State High School from 11 to 13 April 2016. It provides an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	Macquarie Street, Boonah
Education region:	South East Region
The school opened in:	1965
Year levels:	Year 7 to Year 12
Current school enrolment:	650
Indigenous enrolments:	4.9 per cent
Students with disability enrolments:	6.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	975
Year principal appointed:	2016 (acting)
Number of teachers:	52 (full-time equivalent)
Nearby schools:	All Saints Primary, Aratula SS, Boonah SS, Kalbar SS, Harrisville SS, Maroon SS, Mt Alford SS, Mudapilly SS, Peak Crossing SS, Roadvale SS, Warrill View SS.
Significant community partnerships:	Fassifern Cluster of Schools, Fassifern Community Centre.
Unique school programs:	nil

1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

    o Principal (acting) and two deputy principals

    o Six Heads of Department (HODs), Head of Special Education Services (HOSES), guidance officer, learning support teacher and master teacher

    o 23 teachers and seven teacher aides

    o 36 students

    o Business Services Manager (BSM), three administration officers and four ancillary staff

    o Parents and Citizens' Association (P&C) President,

    o Tuckshop convenor and four parents

    o Principal of partner primary school

    o Three community partner representatives

1.4 Review team

Karyn Hart   Internal reviewer, SIU (review chair)

Anne McLaughlin   Internal reviewer, SIU

Mel Phillips   External reviewer

2. Executive summary

2.1 Key findings

- The school leadership team understands the need for reliable school data to drive the school's improvement agenda.

  A recently established data team is working with the regional data coach. The data plan has considered and specific areas in the junior and senior school. A timeline is to be gradually introduced and implemented during 2016.

- The school's improvement agenda is sharp and narrow with the selection of four priorities for 2016.

  Staff members articulate one of the 2016 priorities that have a specific whole-school target. Without specific and measurable targets aligned to priorities, capabilities are necessary to measure success and devolve accountability for achievement levels throughout the school. Formal Faculty Improvement Plans where departments have set faculty goals are yet to be developed.

- The school's learning environment is safe, respectful, tolerant and inclusive.

  While there is some evidence of the promotion of academic rigour there is limited evidence of the use of data to promote higher levels of student motivation and academic achievement.

- The school has many long-term staff members.

  Teachers take active roles beyond the classroom. There appear to be gaps in the school's approach to the achievement of student learning and success, the pursuit of continuous improvement, including classroom-based learning, and mentoring and coaching.

- The school has curriculum programs in place.

  The curriculum shows evidence of being responsive to local needs with subjects such as agriculture and animal husbandry. The curriculum plan is shared with parents, families and the wider community.

- The school is in the early phases of the development of a data culture that will inform school-wide differentiation.

  Teachers are using student data to modify their teaching practice to address individual student's learning needs.

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2.2 Key improvement strategies

- Develop specific and measurable targets to support the improvement agenda with clear baseline data to enable the school to measure achievement and communicate the agenda to the wider community.

- Refine the data plan to include timelines, targets, roles and responsibilities.

- Develop processes to strengthen the use of data to promote higher levels of student motivation and academic achievement.

- Implement mentoring and coaching programs that include supervisory, instructional and peer-to-peer coaching and walkthroughs.

- Develop an explicit, coherent and sequenced whole-school curriculum plan.

- Develop teachers' data literacy and differentiation skills by using a centralised platform, such as classroom dashboard, to support teachers to effectively differentiate for student learning

- Review the implementation of the school's pedagogical framework, Thinking Skills to develop consistency of practice in driving the school's improvement agenda.