

Boonah SHS - Key Priorities 2020



Our Moral Purpose

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-curricula 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. 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.

Our vision

To Strive is to Grow – Every Student Succeeding



Improvement Agenda - Every Student Succeeding

Intentional Collaboration

Alignment

Precision

Our Priority Areas for Development

1. Academic Rigor in Curriculum and Pedagogy
2. Evidence Based Teaching and Learning – Purposeful Use of Data
3. Educational Access for All Students
4. Staff Capability and Capacity
5. Dynamic Boonah – From Good to Great

Our Explicit Improvement Agenda

1. New QCE & 7 – 12 CARF alignment
2. PBL
3. Collegial Engagement

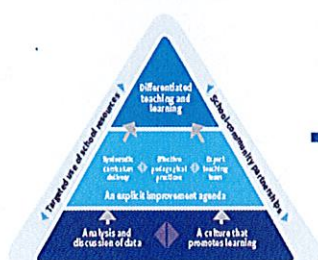
Our Values

1. We are Respectful
2. We are Responsible
3. We are Learners

School Improvement Model

School Improvement Hierarchy

Where we are



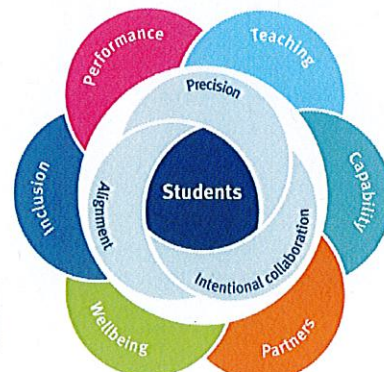
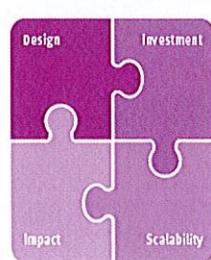
Inquiry Cycle

How we learn



Standards of Evidence

What impact we have





Boonah SHS improving the achievements of every student, in every lesson, every day

Our Scoreboard 2019 for 2020

STUDENT ACHIEVEMENT

	2018-Target	2018-Actual	2019-Target	2019-Actual	2020-Target
Students achieving a 'C' or better	95.0	90.4/89.8	95.0	88.6	90.0
Students achieving an 'A'	25.0	18.5/20.6	25.0	16.4	20.0
Students achieving an 'N' rating	1.0	0.9/1.2	1.0	1.0	1.0

NAPLAN (Years 7 and 9)

*Improvements in % above NMS

	2018-Target	2018-Actual	2019-Target	2019-Actual	2020-Target
Yr 7 Reading	95.0	97.6	95.0	92.2	90.0
Yr 7 Writing	95.0	88.9	95.0	86.4	90.0
Yr 7 Spelling	95.0	93.7	95.0	90.4	90.0
Yr 7 Grammar & Punctuation	90.0	95.2	95.0	88.5	90.0
Yr 7 Numeracy	95.0	99.2	95.0	96.0	90.0
Yr 9 Reading	90.0	91.9	90.0	83.5	90.0
Yr 9 Writing	80.0	66.7	80.0	76.0	80.0
Yr 9 Spelling	90.0	89.0	90.0	87.5	90.0
Yr 9 Grammar & Punctuation	88.0	92.0	90.0	83.7	90.0
Yr 9 Numeracy	95.0	97.1	95.0	96.3	90.0

Improvements in % in U2B

Yr 7 Reading	25.0	17.7	25.0	15.5	20.0
Yr 7 Writing	25.0	7.1	20.0	7.8	20.0
Yr 7 Numeracy	25.0	20.2	25.0	14.0	20.0
Yr 9 Reading	25.0	29.3	25.0	13.8	20.0
Yr 9 Writing	25.0	8.1	20.0	0.0	20.0
Yr 9 Numeracy	25.0	20.6	25.0	14.8	20.0

YR 12 OUTCOMES

	2018-Target	2018-Actual	2019-Target	2019-Actual	2020-Target
QCE	100.0	100.0	100.0	100	90.0
OP 1-15 and equivalent ATAR in 2020	75.0	77.8	75.0	87.0	75.0
Yr 12 - SAT, OP, QCE, QCIA, IBD or VET	100.0	100.0	100.0	100	100.0

CLOSING THE GAP

	2018-Target	2018-Actual	2019-Target	2019-Actual	2020-Target
Attendance	95.0	89.3	95.0	89.8%	95.0
NAPLAN (R,W,N)	No Gap	Yr7 W=19	No Gap	(7) R=10 N= 29 (9) R= 32 W=4 N=32	No Gap
Students achieving 'C' or better	95.0	89.2	95.0	88.4	90.0
Students achieving 'A'	25.0	26.0	25.0	24.2	20.0

CONFIDENCE

	2018-Target	2018-Actual	2019-Target	2019-Actual	2020-Target
Parents satisfied child getting good education	90.0	91.6	90.0	91.7	90.0
Parents satisfied with school	90.0	90.6	90.0	86.6	90.0
Students satisfied getting good education	95.0	93.6	95.0	92.1	95.0
Staff satisfied with morale	85.0	58.5	85.0	46.5	85.0
Staff satisfied with PD opportunities	85.0	75.3	85.0	72.9	85.0
Staff satisfied with school	85.0	90.2	85.0	74.3	85.0

ENGAGEMENT

	2018-Target	2018-Actual	2019-Target	2019-Actual	2020-Target
Attendance	95.0	89.3	95.0	89.2	95.0
Effort "A - C"	95.0	88.0	95.0	89.3	95.0
Behaviour "A - C"	95.0	95.3	95.0	95.3	95.0

BOONAH STATE HIGH SCHOOL – AIP - 2020			
PRIORITY	ACTIONS	TARGETS	RESPONSIBLE OFFICER
Academic Rigor in Curriculum Engaging Pedagogy	• Ensure currency of the Whole School Curriculum Plan (using P-12 CARF) with full implementation of the Australian Curriculum and new QCE (EIA). • Continue to implement new QCE (syllabuses and assessment) as indicated by QCAA. • Ensure explicit instruction is embedded across the school. • Develop and utilise digital pedagogy across the school. • Ensure quality two way feedback processes to students around student learning. • Continue Literacy and Numeracy Programs.	• Whole school plan (incorporating 3 levels of planning) • Units mapped with cognitive verbs • Explicit instruction embedded • A-C data 90% • Year 7 & 9 NAPLAN (all) – 90% except • Year 9 Writing 80% • QCE 90%	Principal, DP HoDs Curriculum HoD Student Services HoD Student Inclusion
Evidence Based Teaching and Learning Purposeful Use of Data	• Ensure Explicit Improvement Agenda (EIA) aligns with State Priorities (New QCE, PBL, Collegial Engagement) and support Professional Learning Teams to advance EIA. • Continue to support Data Literacy skills to ensure that staff can use data to evaluate teaching and learning and plan for and enact differentiation. • Continue processes for using data to promote higher levels of student wellbeing, motivation, engagement, attendance and academic achievement. • Continue to use data in Positive Behaviour For Learning (EIA). • Embed the culture of Moderation across all Learning Areas.	• EIA is understood & foregrounded in school operation • Attendance 95% • Behaviour Levels (positive green 1 to 3) – 100% • Effort A-C – 95% • Reduction in SDAs • School Opinion Survey results – students satisfied – 90% • 100% staff engaged in data analysis (eg dashboard)	Principal (Senior Leadership level) HOD Student Services (PBL and Wellbeing) Wellbeing Team Curriculum HODs (moderation)
Educational Access for all students Inclusion and Wellbeing	• Provide support provisions (incl extension) for all diverse learners through the use of expanded Case Management (CM) Framework, diagnostic testing, short cycle intervention, ICPs, differentiation and Student Wellbeing Framework • Develop/maintain a culture of teaching/learning inclusive of indigenous perspectives supporting attendance, engagement, achievement, transitions of indigenous students. • Continue to extend high achieving and gifted/talented students.	• Inclusive model across the school • Expanded CM model • Student Wellbeing Framework • ICPs for those indicated by data • 100% staff differentiate • A 'closed gap' for indigenous students	Senior Leadership Team Wellbeing Team
Capacity and Capacity Staff and Leadership	• Support staff to engage in instructional professional feedback cycles - Collegial Engagement (EIA) – peer-peer mentoring/coaching, profiling. • Develop instructional capabilities in all staff with an unrelenting improvement focus. • Support leadership density, growth and cohesion. • Develop leadership capability/capacity through PLTs, readings, research, higher duties. • Ensure APDPs are aligned to AITSL Standards and inform school Professional Learning Plan.	• 100% APDP completion • 80% staff active in feedback cycles (coaching, mentoring, profiling) • School Opinion Survey results – staff satisfied – 90% • Leadership and Decision Making Framework currency	Senior Leadership Team
Strong and Engaging Boonah Brand	• Maintain School – Community Engagement including positive parent/caregiver partnerships and active membership of Fassifern cluster. • Protect a balanced future – innovation enhances tradition. • Position the School as a Centre of Academic, Sporting and Cultural Excellence. • Celebrate Boonah Identity/Distinctiveness.	• Strong Community Partnerships • School Opinion Survey results –parents satisfied – 90% • Enrolment maintenance/growth • High retention rates. • 100% cluster schools value Transition	Principal DP HODs Year 7 Coordinator

Principal (Cheryl Bullion) Lead Principal (Tony Makoud) P&C President (Paul Kerr)   