

# Boonah SHS - Key Priorities 2022



## 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-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. 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 ATAR, 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

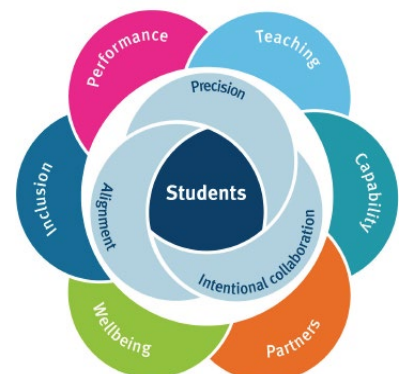
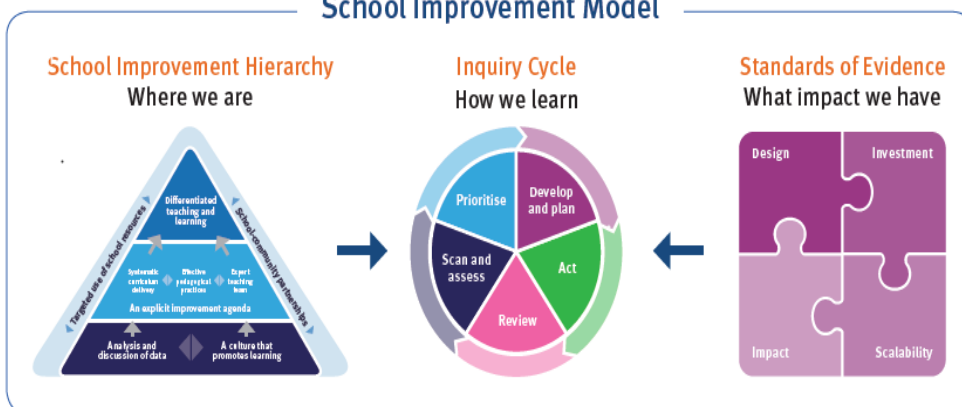
#### Our Explicit Improvement Agenda

1. Positive School Culture
2. Capable and Collaborative Workforce
3. Curriculum, Teaching and Learning

#### Our Values

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

### School Improvement Model





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

## Our Scoreboard 2021 for 2022

### STUDENT ACHIEVEMENT

	2020-Target	2020-Actual	2021-Target	2021-Actual	2022-Target
Students achieving a 'C' or better	90.0	86.2	90.0	84.9	85.0
Students achieving a 'B' or better	N/a	35.3	40.0	33.2	40.0
Students achieving an 'A'	20.0	15.7	20.0	15.3	15.0
Students achieving an 'N' rating	1.0	1.0	1.0	1.8	1.0

### NAPLAN (Years 7 and 9)

#### \*Improvements in % above NMS

	2020-Target	2020-Actual	2021-Target	2021-Actual	2022-Target
Yr 7 Reading	90.0	N/a	90.0	94.1	90.0
Yr 7 Writing	90.0	N/a	90.0	84.8	90.0
Yr 7 Spelling	90.0	N/a	90.0	90.1	90.0
Yr 7 Grammar & Punctuation	90.0	N/a	90.0	88.1	90.0
Yr 7 Numeracy	90.0	N/a	90.0	98.0	90.0
Yr 9 Reading	90.0	N/a	90.0	83.9	90.0
Yr 9 Writing	80.0	N/a	80.0	75.3	80.0
Yr 9 Spelling	90.0	N/a	90.0	83.7	90.0
Yr 9 Grammar & Punctuation	90.0	N/a	90.0	86.0	90.0
Yr 9 Numeracy	90.0	N/a	90.0	91.9	90.0

#### Improvements in % in U2B

Yr 7 Reading	20.0	N/a	20.0	15.7	20.0
Yr 7 Writing	20.0	N/a	20.0	8.1	20.0
Yr 7 Numeracy	20.0	N/a	20.0	16.0	20.0
Yr 9 Reading	20.0	N/a	20.0	16.1	20.0
Yr 9 Writing	20.0	N/a	20.0	4.7	20.0
Yr 9 Numeracy	20.0	N/a	20.0	3.5	20.0

### YR 12 OUTCOMES

	2020-Target	2020-Actual	2021-Target	2021-Actual	2022-Target
QCE	90.0	96.0	90.0	100	90.0
OP 1-15 (equivalent ATAR in 2020 & 2021)	75.0	85.7	90.0	Invalid info	n/a
Yr 12 - SAT, OP, QCE, QCIA, IBD or VET	100.0	100	100.0	100	100.0

### CLOSING THE GAP

	2020-Target	2020-Actual	2021-Target	2021-Actual	2022-Target
Attendance	95.0	88.6	95	83.8	95
NAPLAN (R,W,N)	No Gap	N/a	No Gap	No Gap	No Gap
Students achieving 'C' or better	90.0	87.2	90.0	80	85.0
Students achieving 'A'	20.0	17.8	20.0	15.3	15.0
Students achieving a 'B'	N/a	36.0	40.0	24.3	40.0

### CONFIDENCE

	2020-Target	2020-Actual	2021-Target	2021-Actual	2022-Target
Parents satisfied child getting good education	90.0	N/a	90.0	83.1	90.0
Parents satisfied with school	90.0	N/a	90.0	83.2	90.0
Students satisfied getting good education	95.0	N/a	95.0	86.3	90.0
Staff satisfied with morale	85.0	N/a	85.0	28.8	85.0
Staff satisfied with PD opportunities	85.0	N/a	85.0	71.2	85.0
Staff satisfied with school	85.0	N/a	85.0	74.0	85.0

### ENGAGEMENT

	2020-Target	2020-Actual	2021-Target	2021-Actual	2022-Target
Attendance	95.0	90.0	95.0	87.2	95.0
Effort "A – C"	95.0	88.5	95.0	89.7	95.0
Behaviour "A – C"	95.0	95.3	95.0	96.1	95.0



## BOONAH STATE HIGH SCHOOL – AIP – 2022



PRIORITY	ACTIONS	TARGETS	RESPONSIBLE OFFICER(S)
Positive School Culture	<b>PSC 1: An environment that promotes learning:</b> <ul style="list-style-type: none"> <li>Systematically monitor and evaluate human and financial resource allocations.</li> <li>Evaluate/survey the effectiveness of communication media, eg, G drive, website, newsletter, Facebook, email protocols, SharePoint, OneNote, meetings.</li> </ul>	<ul style="list-style-type: none"> <li>'Self-managed' internal audit.</li> <li>Effective processes and plans for: workforce, budget, ICTs, maintenance and infrastructure.</li> <li>Effective communication media.</li> </ul>	Principal and BM  Senior Leadership Team (SLT)
	<b>PSC 2: Sustained community confidence:</b> <ul style="list-style-type: none"> <li>Explore further partnerships to enhance learning opportunities for students.</li> <li>Continue processes for meaningfully engaging all parents in the learning and wellbeing of their students (email, phone, reports, interviews, meetings, events).</li> <li>Develop a Parent and Community Engagement Framework.</li> <li>Maintain active membership of the Fassifern Cluster.</li> </ul>	<ul style="list-style-type: none"> <li>Parent and Community Engagement Framework.</li> <li>School Opinion Survey (SOS) 'parents satisfied' -90%</li> <li>Enrolment maintenance.</li> <li>High retention rates.</li> <li>Cluster schools value Transition Program 100%.</li> </ul>	Deputy Principal/s (DP) SLT
	<b>PSC 3: A safe, supportive and disciplined learning environment:</b> <ul style="list-style-type: none"> <li>Embed Positive Behaviour for Learning (PBL).</li> <li>Implement the Student Code of Conduct (CoC).</li> <li>Monitor CoC to ensure ongoing relevance and alignment with articulated high expectations.</li> </ul>	<ul style="list-style-type: none"> <li>A-C effort and behaviour on Progress Reports 95%.</li> <li>PBL – School-wide Evaluation Tool – 95%.</li> </ul>	DP HoD Student Services (SS)
	<b>PSC 4: High levels of attendance:</b> <ul style="list-style-type: none"> <li>Monitor and review attendance patterns ensuring implementation of the Every Day Counts Policy with fidelity.</li> </ul>	<ul style="list-style-type: none"> <li>Student attendance 95%.</li> </ul>	DPS
	<b>PSC 5: Student engagement and wellbeing:</b> <ul style="list-style-type: none"> <li>Review and embed the Learning and Wellbeing Framework.</li> <li>Continue to refine the Wellbeing curriculum.</li> <li>Monitor and evaluate student wellbeing through survey and consultation.</li> </ul>	<ul style="list-style-type: none"> <li>Improved measures of student wellbeing from surveys</li> <li>SOS 'students satisfied' 90%.</li> </ul>	HoD SS Guidance Officer
	<b>PSC 6: Staff wellbeing:</b> <ul style="list-style-type: none"> <li>Develop a Staff Wellbeing Plan as part of the Learning and Wellbeing Framework, incorporating a range of activities to cater for a range of different preferences.</li> </ul>	<ul style="list-style-type: none"> <li>Improved measures of staff wellbeing from surveys.</li> <li>SOS 'staff satisfied' 85%.</li> </ul>	HoD Staff Wellbeing
	<b>PSC 7: Consistency:</b> <ul style="list-style-type: none"> <li>Promote understanding of the school's frameworks and policies to ensure consistent implementation of processes and procedures. Revisit policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Improved consistency, alignment and precision through intentional collaboration and inquiry.</li> </ul>	SLT
	<b>PSC 8: Inclusive practices:</b> <ul style="list-style-type: none"> <li>Implement processes and structures that optimise accessibility and engagement for all students in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Closed gap for Indigenous and NCCD students.</li> <li>SOS 'my school has an inclusive culture' 90%.</li> </ul>	DP HoD Inclusion

Principal (Cheryl Bullion) ..... Lead Principal (Greg Gosling) ..... P&C President (Jodie Gnech) .....




Capable and Collaborative Workforce	<b>CCW 1: Staff data literacy:</b> <ul style="list-style-type: none"> <li>Provide PD to strengthen staff capability for using data. Staff use data for deeper engagement with curriculum and student progress.</li> </ul>	<ul style="list-style-type: none"> <li>Staff describe and show confidence in curriculum, moderation, assessment and reporting processes.</li> </ul>	DPs HoD SS SLT
	<b>CCW 2: School wide collaboration and moderation processes:</b> <ul style="list-style-type: none"> <li>Use 'Intentional Collaboration' forums to encourage staff to actively contribute to and own the school improvement journey.</li> </ul>	<ul style="list-style-type: none"> <li>Staff engage in professional learning - 100%.</li> <li>Staff engage in collaboration forums - 100%.</li> </ul>	DP All staff
	<b>CCW 3: Targeted professional learning:</b> <ul style="list-style-type: none"> <li>Provide and promote targeted professional learning for effective teaching and other educational practices and include opportunities for staff to share their learnings.</li> </ul>	<ul style="list-style-type: none"> <li>Staff active involvement in APDP process - 100%.</li> <li>Staff satisfied with PD opportunities – 85%</li> </ul>	DP SLT All staff
	<b>CCW 4: Staff capability:</b> <ul style="list-style-type: none"> <li>Develop capability through a systematic approach to coaching, mentoring, modelling, observation and feedback to drive effective pedagogical practices.</li> <li>Include and develop a clear role for instructional leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Collegial Engagement Agreement completed.</li> <li>Enhanced instructional leadership capability.</li> </ul>	DP SLT
	<b>CCW 5: Career development:</b> <ul style="list-style-type: none"> <li>Support career development and progression including pre-service, beginning, early career and aspirant staff.</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning Teams achieve goals with regards to career progression.</li> </ul>	DP SLT
Curriculum Teaching & Learning	<b>CTL 1: Curriculum alignment:</b> <ul style="list-style-type: none"> <li>Align curriculum planning/moderation through the Curriculum, Assessment and Reporting Framework, to be evidenced in a whole school plan.</li> <li>Ensure Explicit Instruction is embedded across the school through whole-school and faculty-based professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school plan (incorporating 3 levels of planning).</li> <li>Explicit instruction is embedded.</li> <li>A to C - 85%; A to B - 40%; A - 15%.</li> <li>QCE/QCIA/SAT/VET - 100%.</li> <li>Year 7 &amp; 9 NAPLAN (all) - 90% except;</li> <li>Year 9 Writing - 80%.</li> <li>SOS (parents – 90% and students – 90%) - 'getting a good education at this school'.</li> <li>Post-school destinations to education, training or employment - 80%.</li> </ul>	SLT
	<b>CTL 2: 'Intentional Collaboration' for purposeful differentiation:</b> <ul style="list-style-type: none"> <li>Develop a deep understanding of curriculum.</li> <li>Ensure that purposeful differentiation (including for highly capable students) is a routine component of curriculum planning and classroom pedagogy.</li> <li>Use diagnostic processes to provide support provisions for all diverse learners.</li> <li>Review and expand the Case Management Framework.</li> </ul>		SLT
	<b>CTL 3: Cross curricular skills, STEAM (Science, Technology, Engineering, Arts, Maths) and LOTE:</b> <ul style="list-style-type: none"> <li>Continue to develop literacy, numeracy and 21<sup>st</sup> Century Skills as platforms to improve academic rigor and student outcomes.</li> <li>Expand STEAM and Languages other than English (LOTE) opportunities.</li> </ul>		SLT
	<b>CTL 4: Feedback for learning:</b> <ul style="list-style-type: none"> <li>Provide targeted, specific and meaningful feedback to students re their learning.</li> <li>Develop students' understanding of their own learning including clear and consistent expectations for setting goals and monitoring their progress.</li> </ul>		SLT

Principal (Cheryl Bullion)



Lead Principal (Greg Gosling)



P&amp;C President (Jodie Gnech)

