

Boonah State School

Queensland State School Reporting

2015 School Annual Report



| | |
|----------------|---|
| Postal address | PO Box 73 Boonah 4310 |
| Phone | (07) 5460 6333 |
| Fax | (07) 5460 6300 |
| Email | principal@boonahss.eq.edu.au |
| Webpages | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website. |
| Contact person | Principal |

Principal's foreword

Introduction

Welcome to our brilliant school! We are very proud of our school and maintain an excellent reputation in the community for providing quality outcomes for children in a warm, homely environment. Your children will leave here with lasting memories, longing to return.

Boonah State School is a caring school strongly connected to its local community, with enthusiastic parent and carer support. Our school was established in 1878 and is located in the picturesque Scenic Rim, an hour's drive from Brisbane and the Gold Coast.

The intention of this report is to provide the community with a comprehensive but concise overview of our school, highlighting our many and varied achievements. It also serves to detail our plans to build on these successes for the future.

Throughout 2015 our school continued its unrelenting commitment to improved student outcomes in a safe and supportive environment responsive to the local context, through a quality curriculum aligned to assessment and reporting. The success of our progress towards our common goals and vision is evidenced in our improving student achievement data and survey results.

School progress towards its goals in 2015

Our purpose is to achieve the best possible outcomes for every student, with an unrelenting commitment to high performance through:

- Distinctive curriculum reflecting local needs
- Quality, professional teaching
- Positive school and community relationships, and
- Development of a safe and supportive learning environment

2015 was characterised by many positive outcomes for Boonah State School. Significant strategic achievements attained by our school include:

- 100% of parents and students are satisfied that they are getting a good education at this school and that this is a good school
- Our best ever NAPLAN performance for year 3 & 5– our students are now performing at or above National results in all key performance areas
- Successfully implemented stage 2 of our Strategic Plan 2014-2017
- Building the capacity of teachers to implement the BSS Pedagogical Framework and our Model of Instruction
- Embedding key signature strategies – Sensational Spelling, Rainbow Writing and RIP Into Reading
- A comprehensive NAPLAN preparation program with the strategic use of individual student data to inform planning a key aspect
- Continuing to maintain and renew a fleet of Information and Communication Technologies including computers, interactive whiteboards, iPads etc

Future outlook

Following our Quadrennial School Review Process, our 3 key goals of 2016 are:

- Improving the quality of student outcomes, particularly in Numeracy, through the development and implementation of consistent classroom practices.
- Nurturing happy, healthy and wise students, staff and families in a safe and supportive learning environment.
- Strengthening the productive partnerships with all stakeholders in the community.

We look forward to implementing the following strategies to achieve these goals:

- Building the capacity of teachers to provide rigorous and varied opportunities to learn and make consistent judgements on students' learning.
- Developing an evidence-based Maths Program to implement throughout the school which promotes students' ability to creatively solve problems
- Deepening our feedback culture which supports teachers' development of effective teaching practices.
- Delivering quality Professional Development to staff in key performance areas.
- Adopting consistent assessment and reporting strategies.
- Focussing on reporting to parents the core capabilities, knowledge and skills of their children.
- Developing a social-emotional program which supports students to identify and self-regulate their emotions
- Establishing formal opportunities for students to extend identified talents and gifts.
- Continuing the journey to embed the KidsMatter Framework to develop a positive school culture.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|-------------------------------------|
| 2013 | 257 | 117 | 140 | 14 | 91% |
| 2014 | 261 | 121 | 140 | 16 | 92% |
| 2015 | 239 | 113 | 126 | 21 | 92% |

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:

In 2015 we again welcomed significant number of new families to Boonah State School who were looking for a tree change at a school with students demonstrating a high standard of behaviour and learning. The majority of our students travel by bus from local rural properties while others walk or travel with their families from houses within the immediate township.

Average class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Prep – Year 3 | 21 | 25 | 23 |
| Year 4 – Year 7 Primary | 25 | 29 | 21 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

*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 | 4 | 7 | 12 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |

| | | | |
|----------------------------|---|---|---|
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 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.

Curriculum delivery

Our approach to curriculum delivery

The community and staff of Boonah State School recognise that the fundamental goal of our teaching is to facilitate the development of literate and numerate lifelong learners who are critical, creative thinkers, striving to excel. Our vision is simple, Boonah Brilliance – Being the best we can be in learning, behaviour and relationships with others. It recognises that if we want students to be the best they can be, then the people around them (staff, parents and community) need to be the best they can be. The 4 Pillars to Boonah Brilliance are:

Safety – Respect – Responsibility – Active Learning

Our curriculum for Prep – Year 6 has a central focus on high levels of Literacy and Numeracy. Specialist teachers in Physical Education, German and Music deliver programs in these areas.

The influences on our curriculum framework are evident through:

- Focus on explicit teaching of literacy and numeracy
- Data to inform a personalised learning pathway for students
- The Productive Pedagogies embedded in units
- ICTs and Technology integrated into all units of work
- A reporting framework which supports the 5 point scale

The distinctive features within this design are:-

- Partnerships with local and state sporting groups to provide skill development in many sports
- Instrumental Music Program
- Academic Awards program recognising top performing Maths, English and Science students in years 3-6 and the Active Learners in each of these classes
- A camping program which includes a transition camp with other local primary schools
- Increased integration of technology in the classroom with tablets, data projectors, Interactive Whiteboards and iPads.
- Enrichment days sharing skills and knowledge within our school community and cluster
- Arts program that includes a concert written and produced by staff at the end of the year with two sold out performances that are enjoyed by members of the wider community
- Sporting program including inter school Futsal, netball, soccer, AFL & Rugby League.
- Support a Reader program with trained staff and community volunteers
- 'Games Club' to encourage development of social skills
- 'Friends Program' and Seasons for Growth conducted by our chaplain
- Chaplaincy program to support students
- Gifted Education Policy and Action plan developed and implemented
- Festival of Gifted Workshops for identified students in the Cluster

We identify and support the individual learning needs of students through our Student Wellbeing Forum which meets fortnightly and is attended and actioned by:

- Early Intervention Teacher and Middle Years Intervention Teacher
- Guidance Officer
- Special Education Program teachers
- Head of Special Education Services
- Chaplain
- Principal
- Head of Curriculum

Extra curricula activities

Our students have the opportunity to participate in many activities including

- Award winning Band and Choir which perform in community events and Regional competitions
- End of year concert which is widely established as a whole of community event
- Fassifern Public Speaking Competition with students winning for consecutive years
- Fassifern Writers' Conference
- Art & Dance program run with the support of the Boonah Arts Collective to participate in Ritchies Arts Festival
- Year 6 participate in a cluster camp and transition program for high school including days of excellence
- Student Council in senior grades, where students are encouraged in decision making practices to support school, local and global charities through fund-raising events.
- Camping / excursion program throughout the school which allows students to broaden their learning experiences in line with current classroom programs

How Information and Communication Technologies are used to improve learning

Our vision is that Boonah State School students will be comfortable, competent, confident and critical using ICT as a tool for learning with future positive outcomes for students in the workforce, their

recreational pursuits and society as a whole. We believe successful integration of ICT is integral to the success of our students as life long learners.

We maintain a fully functioning computer laboratory as well as computers in various classrooms throughout the school. A replacement schedule is in place to ensure that all computers are less than 4 years old. While all classrooms are equipped with data projectors and tablet, 5 classrooms are also equipped with Interactive Whiteboards, allowing teachers to access interactive resources to enhance learning opportunities. We also have a fleet of over 70 iPads for classroom use and each teacher has an iPad to build their capacity to integrate them effectively.

Currently the ICTs are used to broaden the educational options and opportunities available for our students. ICTs (particularly the Internet) are used to allow students to access 'experts' for curriculum activities and resources from a wide range of sources.

ICT will also be used to allow teachers to network with other teachers outside of the school, engaging in learning and development activities and forming networks.

Our 6 students, teachers and parents engage in CyberSafety workshops to ensure our students manage a responsible and safe online profile.

Ways we utilise ICTs in students' learning include

- Online learning and Web-based homework
- Collaborative problem solving projects
- Accessing relevant websites for teaching and learning opportunities
- Students and teachers using still and movie digital cameras
- Creating stories using programs such as Photoshop and Movie Maker
- Interactive web based resources to enhance learning opportunities

Social Climate

Our school is a warm caring community where respect for self and others is fostered. Staff/student relations are considered a major strength at our school and student behaviour is extremely positive as a direct result. Our school has an outstanding reputation in the community for the fantastic behaviour standards of our students and anti-bullying climate.

Our school is extremely fortunate to host a chaplaincy service. Our school chaplain is an extremely valued member of our school and community. Our chaplain's role is to enhance the life and culture of our school. She works with students to ensure they are happy and have friends and assists them with emotional and social issues.

Through a comprehensive review of our Responsible Behaviour Plan for Students and action planning by our KidsMatter Team, we have developed a Bully Buster Program. This program makes explicit what bullying is and identifies strategies for supporting all parties involved in bullying (bully, target, by-standers and associates). It also identifies key personnel who have been given context specific training to facilitate a conference approach to managing bullying.

The positive school culture has resulted in students and parents expressing a satisfaction rating with the school's social climate significantly greater than that of state and like school means. Almost 100% of parents and students were satisfied with the school's safety and management of behaviour.

Parent, student and staff satisfaction with the school

| Performance measure | 2013 | 2014 | 2015 |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | | | |
| their child is getting a good education at school (S2016) | 96% | 97% | 100% |
| this is a good school (S2035) | 100% | 97% | 100% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2013 | 2014 | 2015 |
| their child likes being at this school (S2001) | 100% | 97% | 100% |
| their child feels safe at this school (S2002) | 100% | 97% | 95% |
| their child's learning needs are being met at this school (S2003) | 96% | 94% | 95% |
| their child is making good progress at this school (S2004) | 92% | 97% | 95% |
| teachers at this school expect their child to do his or her best (S2005) | 100% | 100% | 95% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 92% | 97% | 95% |
| teachers at this school motivate their child to learn (S2007) | 100% | 97% | 95% |
| teachers at this school treat students fairly (S2008) | 100% | 94% | 100% |
| they can talk to their child's teachers about their concerns (S2009) | 100% | 97% | 95% |
| this school works with them to support their child's learning (S2010) | 96% | 97% | 95% |
| this school takes parents' opinions seriously (S2011) | 96% | 97% | 100% |
| student behaviour is well managed at this school (S2012) | 100% | 97% | 100% |
| this school looks for ways to improve (S2013) | 100% | 97% | 100% |
| this school is well maintained (S2014) | 100% | 94% | 95% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree [#] that: | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048) | 98% | 100% | 100% |
| they like being at their school (S2036) | 95% | 100% | 92% |
| they feel safe at their school (S2037) | 93% | 98% | 94% |
| their teachers motivate them to learn (S2038) | 100% | 100% | 98% |
| their teachers expect them to do their best (S2039) | 100% | 98% | 100% |
| their teachers provide them with useful feedback about their school work (S2040) | 96% | 98% | 97% |
| teachers treat students fairly at their school (S2041) | 96% | 97% | 93% |
| they can talk to their teachers about their concerns (S2042) | 93% | 92% | 93% |
| their school takes students' opinions seriously (S2043) | 96% | 93% | 94% |
| student behaviour is well managed at their school (S2044) | 98% | 90% | 94% |
| their school looks for ways to improve (S2045) | 100% | 97% | 100% |
| their school is well maintained (S2046) | 98% | 100% | 98% |
| their school gives them opportunities to do interesting things (S2047) | 100% | 100% | 94% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of school staff who agree [#] that: | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069) | 100% | 93% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 97% | 100% |
| they receive useful feedback about their work at their school (S2071) | 97% | 93% | 96% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2013 | 2014 | 2015 |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 80% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 97% | 100% |
| student behaviour is well managed at their school (S2074) | 100% | 100% | 100% |
| staff are well supported at their school (S2075) | 100% | 97% | 100% |
| their school takes staff opinions seriously (S2076) | 97% | 100% | 100% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 97% | 97% | 96% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 100% | 100% |

'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

Our community actively participates in the school through attendance at monthly Parents and Citizens meeting, and through volunteering and support for classroom/co-curricula activities. Fortnightly newsletters, parent-teacher interviews and regular contact enable the partnerships between school, parents and community to be further developed and maintained.

We actively encourage parents and community members whenever possible to the school through activities such as:

- Sporting Events & Enrichment Days
- Disco or movie night and a community afternoon each term
- School Assemblies, Special celebrations and Leadership ceremonies
- Classroom Support, Support-a-Reader and Parent Partnership Information sessions and letters
- P&C Initiatives and fundraiser events

A Tuckshop with a high standard of Smart healthy food choices operates each Tuesday with committed volunteers.

We have an engaged and active P&C that support school initiatives and community expectations. In the past 12 months our P&C has raised funds to support the purchase of resources for class programs, the subsidising of school excursions and purchasing 30 new iPads. Our P&C's long term project of installing air-conditioning in each learning area has been achieved. Many of these financial contributions were a direct result of a highly successful, community events.

We also have a growing number of families attending our weekly playgroup, which operates in the Activities building each Wednesday morning. This gives us a unique opportunity to engage with children who are of pre-prep age. In an effort to develop a seamless transition for our incoming Prep students, we also offer 2 Prep Open days each term.

Reducing the school's environmental footprint

With the increased installation of air-conditioners, the school displays its air-conditioning protocols in every room to ensure their efficient use. This has significantly reduced the use of inefficient fans and heaters.

The toilets make use of rain water storage for operation. Paper usage has reduced significantly with the increase in digital technologies. Our Garden Club has established a highly productive vegetable and herb garden which thrives on the compost collected at each fruit break.

Environmental footprint indicators

| Years | Electricity kWh | Water kL |
|-----------|-----------------|----------|
| 2012-2013 | 104,136 | 1,634 |
| 2013-2014 | 0 | 0 |
| 2014-2015 | 107,476 | 1,208 |

*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.

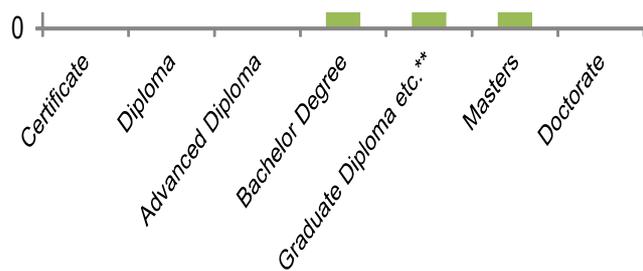
Our staff profile

Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 23 | 14 | <5 |
| Full-time equivalents | 16 | 8 | <5 |

Qualification of all teachers

| | |
|--------------|-----------|
| Masters | 2 |
| Doctorate | 0 |
| Total | 22 |



*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 \$16 128.

The major professional development initiatives are as follows:

- Data and Differentiation
- Guaranteed and Viable Curriculum
- Complex Texts for Upper 2 Band Readers
- Leading Learning conference
- Technical and curriculum support for developing 21st Century Libraries
- Supporting students with Down's Syndrome
- Collaborative Planning
- Individual Learning Plan development
- Quality School's Inclusive Leaders' training
- Supporting Diverse Learners
- National Teaching and Learning Conference
- Essential Skills for Classroom Management
- Building Blocks to a Comprehensive Reading Framework
- CyberSafety
- Art and Science of Teaching
- Principal's conference and Business Days
- Mandatory Training (Code of Conduct, Asbestos Management, Curriculum Risk Assessment, Student Protection etc)

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

| Average staff attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 96% | 97% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% 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

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 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). | 92% | 93% | 92% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 84% | 85% | 87% |

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 Primary schools was 93%.

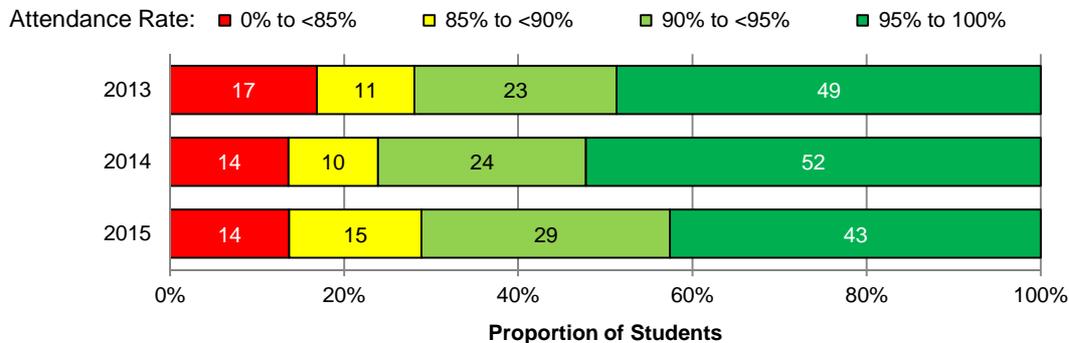
| Student attendance rate for each year level (shown as a percentage) | | | | | | | | | | | | | |
|---|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2013 | 94% | 92% | 93% | 92% | 90% | 91% | 89% | 91% | | | | | |
| 2014 | 93% | 93% | 95% | 93% | 93% | 93% | 92% | 92% | | | | | |
| 2015 | 89% | 93% | 91% | 93% | 92% | 92% | 92% | | | | | | |

*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.



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.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Students are actively encouraged to make every minute count through newsletters and on parade. We offer an engaging, personalised curriculum as a reward to those who attend school. We also award Active Learner awards each semester using regular attendance as one of the key criteria. Each term students with 100% attendance are invited to a pizza party.

Despite this work, a small percentage of students still do not attend regularly. In these instances we first make contact with home to ascertain the cause of inattendance. Our response then becomes tailored to the students' needs. Strategies have ranged from phone support, to home visits, to referrals to professional support services and in extreme cases results in official letters home.

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

Sector:

Government

Non-government

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.