

# Boonah State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Boonah State School** from **15 to 17 August 2017**.

The report presents 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 report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Kim Schembri	Peer reviewer
Matthew Glen	External reviewer



## 1.2 School context

<b>Location:</b>	Park St, Boonah
<b>Education region:</b>	South East Region
<b>Year opened:</b>	1878
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	258
<b>Indigenous enrolment percentage:</b>	7.7 per cent
<b>Students with disability enrolment percentage:</b>	4.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	978
<b>Year principal appointed:</b>	2012
<b>Full-time equivalent staff:</b>	17.35
<b>Significant partner schools:</b>	Boonah State High School, Fassifern Cluster of Schools – Aratula State School, Maroon State School, Mount Alford State School, Kalbar State School, Roadvale State School, Peak Crossing State School, Warrill View State School, Mutdapilly State School, Harrisville State School
<b>Significant community partnerships:</b>	Western Pride Football Club – <i>Learning with Pride</i>
<b>Significant school programs:</b>	<i>Learning on Country</i> program, school concert, Rainbow Writing, KidsMatter, RIP Into Reading, Sensational Spelling, Smurfs to Ninjas, Boonah Brilliance afternoons



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), master teacher, two Support Teachers Literacy and Numeracy (STLaN), Business Manager (BM)– small schools, administration officer, special education teacher, guidance officer, teacher librarian, nine teachers, specialist teacher, Learning on Country teacher, eight teacher aides, Parents and Citizens' Association (P&C) president and tuckshop convenor, 20 parents, 12 student leaders, 17 students and chaplain.

Community and business groups:

- General Manager of Western Pride Football Club.

Partner schools and other educational providers:

- Principal of Boonah State High School and coordinator of Goodstart Early Childhood Centre.

Government and departmental representatives:

- State Member for Beaudesert, ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Responsible Behaviour Plan	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation placemat
School pedagogical framework	School Opinion Survey
School assessment schedule	School newsletters and website
Headline Indicators (Semester 1, 2017 release)	



## 2. Executive summary

### 2.1 Key findings

**The school places a strong priority on creating and maintaining a collegial culture of mutual trust and support amongst staff, students and parents.**

Staff members of the school demonstrate an understanding of the importance of positive and caring relationships to build successful student learning. Staff morale is positive and staff members report high levels of collegiality and professional support amongst staff and school leaders. Staff members, parents and students speak highly of the school as offering a safe, tolerant and inclusive learning environment.

**The school places a high priority on student and staff member well-being.**

A comprehensive framework is developed to guide the development of structures and programs to build a safe and supportive learning community. 'Emotion walls' are established so that teachers can monitor students' emotional literacy. Other positive strategies to promote a caring school culture amongst students and staff members are 'bucket fillers' and 'random acts of kindness'.

**The leadership team articulates the importance of developing a guaranteed and viable curriculum (GVC) for key learning areas.**

Curriculum and unit plans vary considerably across the school, in terms of providing an explicit, coherent, sequenced plan for curriculum delivery that makes clear what and when teachers should teach and students should learn. A curriculum plan that clearly outlines the school's curriculum, assessment and reporting and that incorporates all Australian Curriculum (AC) learning areas, general capabilities and cross-curriculum priorities is yet to be developed.

**The school's leadership team and staff members are committed to school improvement and to every student being successful with their learning.**

The school has focused on a number of improvement agendas over the previous years including spelling, writing and reading. The principal is beginning to develop an Explicit Improvement Agenda (EIA) of mathematics and providing a safer environment for the increasingly diverse range of students. Implementation of agreed strategies relating to the teaching of mathematics is less apparent.

**The principal views reliable data as an essential source of information to inform decisions at the leadership level and individual classroom level.**

The manner in which student achievement data is utilised by teachers to inform next steps for learning for the class, groups or individual students varies across the school. The leadership team identifies the need to continue to develop teacher data literacy skills to build a data culture to reflect on the effectiveness of teaching and school-wide practices.



**The school has published a Model of Instruction – *The Boonah Way* that provides a framework for teachers to consider in their pedagogical practice with students.**

The school documents key pedagogical practices and signature strategies, in which the *5E* instructional model is identified as the framework for implementing the school's curriculum. Discussions with teachers indicate varying degrees of familiarity and levels of understanding with all aspects of the Model of Instruction and the key pedagogical practices.

**The school has a Responsible Behaviour Plan for Students (RBPS) that provides teachers and students with a framework for maintaining a safe and supportive school environment.**

The leadership team acknowledges that the RPBS is due for review. All staff members acknowledge the need to continue to focus on the current initiatives of KidsMatter and build staff members' capacity in understanding and responding to the emotional and social needs of identified students.

**The school actively seeks ways to enhance student learning and wellbeing through their partnerships with parents, other education institutions, local businesses and community organisations.**

Parents and families are integral members of the school community and partners in student learning. The school actively engages in partnerships with a full range of providers including early childhood centres, cluster schools, Western Pride Football Club, Boonah Lions Club, Boonah Cultural Foundation, Maroon Outdoor Education Centre and the Boonah Arts Centre. The Parents and Citizens' Association (P&C) is a dedicated and active group of parents who possess a strong sense of ownership for enhancing the school's future.



## 2.2 Key improvement strategies

Collaboratively develop a sequenced whole-school curriculum, assessment and reporting framework to ensure consistent teaching and learning expectations in all learning areas.

Narrow and sharpen the focus of the school's improvement agenda so that staff members can embed agreed strategies and teaching practices across the school.

Build staff members' data literacy skills to enhance their capacity and confidence to identify starting points for teaching, track student progress and reflect on the effectiveness of teaching practice.

Provide further opportunities for teachers to understand the Model of Instruction and pedagogical framework to develop collaborative and consistent approaches that drive effective teaching and learning in all classrooms.

Collaboratively review the RPBS plan reflective of current initiatives to ensure consistent understanding of the expectations for school-wide implementation.