



Boonah State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

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. With a current enrolment fluctuating around 230 children, it is big enough to provide a wide array of opportunities for our students, yet small enough to maintain the long established tradition of working closely with the community to deliver excellent educational experiences. This connection is made possible by the team of committed professionals we have on staff, each with a genuine passion for student learning. Our key priorities are improving outcomes in Literacy, Numeracy and Science, building the capacity of our staff to provide quality learning experiences and creating a safe, supportive and encouraging learning environment where every child experiences success. We have recently launched a new vision of BOONAH BRILLIANCE – being the best you can be! This vision calls on of our school community members (staff, students, parents and extended family) to expect and be their best in order to foster the best in our children. One of the greatest strengths of our school is the lasting relationships that are developed at the school between staff, students and parents and carers. These relationships promote a safe and caring environment for all of the members of our school community. We are very proud of our school and maintain an excellent reputation in the community.

School progress towards its goals in 2018

Following our Quadrennial School Review Process, our 3 key goals of 2018 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. *Ongoing*
- Developing an evidence-based Maths Program to implement throughout the school which promotes students' ability to creatively solve problems. *Ongoing*
- Deepening our feedback culture which supports teachers' development of effective teaching practices. *Ongoing*
- Delivering quality Professional Development to staff in key performance areas.
- Adopting consistent assessment and reporting strategies. *Ongoing*
- Focussing on reporting to parents the core capabilities, knowledge and skills of their children. *Embedded*
- Developing a social-emotional program which supports students to identify and self-regulate their emotions. *Ongoing*
- Establishing formal opportunities for students to extend identified talents and gifts. *Developing*
- Continuing the journey to embed the KidsMatter Framework to develop a positive school culture. *Reviewing*

Future outlook

Ensure sustained literacy and numeracy improvement for every student.

80% of students achieving a C or higher in English, with 38% achieving a B or higher

85% of students achieving a C or higher in Maths, with 35% achieving a B or higher

- Build staff members' data literacy skills and embed formal processes to identify starting points for teaching, track student progress and reflect on the effectiveness of teaching practice.
- Strengthen systematic processes to rigorously monitor the allocation of human and financial resources in priority areas to determine the impact on student learning.
- Expand the use of formal moderation processes within and beyond the school to build consistency and confidence in teacher judgement across all learning areas.

Build an expert teaching and leadership team.

- Collaboratively develop action plans with individual members of the Leadership Team aligned to the EIA including clear expectations, accountabilities, key actions and implementation timelines that are effectively communicated to, and understood by all staff members.
- Explore further emerging opportunities to build a culture of inquiry and innovation in learning at classroom, school and cluster level.

- Embed a regular process of engaging all staff members in completing the APDP process that includes alignment with the school's EIA.
- Collaboratively review the Model of Instruction and pedagogical framework to develop collaborative and consistent approaches that drive effective teaching and learning in all classrooms.
- Embed a formal classroom observation and feedback culture involving all teachers in the priority areas and in areas for individual development, including peer coaching and mentoring.

Systematically develop and deliver a dynamic Australian Curriculum

- Collaboratively develop a sequenced whole-school curriculum, assessment and reporting framework to ensure consistent teaching and learning expectations in Maths[2019], Science and Technologies [2020]
- Develop measures, including moderation, to quality assure the intended curriculum is enacted in all classrooms.

Support the health and wellbeing of staff, students and families through strong productive partnerships

Maintain 100% parent satisfaction that the school is interested in their child's wellbeing (S2021)

100% of students feel the school is interested in their wellbeing (S2063).

85% of staff satisfied with staff morale (S3222) and 93% that the school is interested in their wellbeing (S3223).

- Develop a Memorandum of Understanding with key partnership stakeholders to provide clarity around partner roles and responsibilities.
- Continue to implement and embed the KidsMatter Framework to become a Kidsmatter School.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	244	255	231
Girls	118	124	116
Boys	126	131	115
Indigenous	17	20	13
Enrolment continuity (Feb. – Nov.)	89%	93%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

In 2018 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	23	22
Year 4 – Year 6	25	28	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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, Japanese 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
- Rock & Water

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

Social Climate

Overview

Co-curricular 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 assist 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.

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

Overview

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

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	93%	100%
• this is a good school (S2035)	94%	97%	100%
• their child likes being at this school* (S2001)	97%	97%	95%
• their child feels safe at this school* (S2002)	94%	93%	95%
• their child's learning needs are being met at this school* (S2003)	91%	93%	90%
• their child is making good progress at this school* (S2004)	88%	93%	95%
• teachers at this school expect their child to do his or her best* (S2005)	94%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	90%	100%
• teachers at this school motivate their child to learn* (S2007)	94%	97%	100%
• teachers at this school treat students fairly* (S2008)	97%	97%	95%
• they can talk to their child's teachers about their concerns* (S2009)	97%	97%	100%
• this school works with them to support their child's learning* (S2010)	91%	90%	100%
• this school takes parents' opinions seriously* (S2011)	91%	93%	95%
• student behaviour is well managed at this school* (S2012)	88%	75%	85%
• this school looks for ways to improve* (S2013)	91%	93%	95%
• this school is well maintained* (S2014)	88%	90%	95%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	100%	98%
• they like being at their school* (S2036)	92%	98%	90%
• they feel safe at their school* (S2037)	93%	100%	98%
• their teachers motivate them to learn* (S2038)	95%	98%	100%
• their teachers expect them to do their best* (S2039)	98%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	100%	98%
• teachers treat students fairly at their school* (S2041)	92%	96%	94%
• they can talk to their teachers about their concerns* (S2042)	90%	96%	89%
• their school takes students' opinions seriously* (S2043)	90%	93%	90%
• student behaviour is well managed at their school* (S2044)	90%	89%	85%
• their school looks for ways to improve* (S2045)	95%	100%	98%

Percentage of students who agree [#] that:	2016	2017	2018
• their school is well maintained* (S2046)	93%	98%	89%
• their school gives them opportunities to do interesting things* (S2047)	80%	93%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	94%	93%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	89%
• they receive useful feedback about their work at their school (S2071)	85%	87%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	75%	71%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	82%
• student behaviour is well managed at their school (S2074)	100%	61%	57%
• staff are well supported at their school (S2075)	100%	77%	82%
• their school takes staff opinions seriously (S2076)	96%	90%	89%
• their school looks for ways to improve (S2077)	100%	94%	96%
• their school is well maintained (S2078)	85%	74%	61%
• their school gives them opportunities to do interesting things (S2079)	100%	90%	86%

* Nationally agreed student and parent/caregiver items.

'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 camps. Our P&C's long term project of redeveloping the school oval is ongoing.

Many of these financial contributions were a direct result of a highly successful, community events.

We also have a 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.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our key strategy is our Bully Buster Program which explicitly teaches children to use the High-5 to resolve conflict. Conflicts which are on-going and identified as bullying are resolved through a Bully Buster Conference. These conferences are facilitated by trained staff and aim to change the behaviour of the bully and empower the target to return a balance of power in the relationship.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	7	17	19
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		137,857	
Water (kL)	1,045	1,467	1,190

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	21	17	0
Full-time equivalents	17	10	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	6
Bachelor degree	15
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 24, 573.00.

The major professional development initiatives are as follows:

- Teaching of Reading
- Basics for Beginning Teachers; Early Careers
- Train the Trainer – Anita Archer - Explicit Instruction
- Unit Planning – QCAA
- Teaching & Learning Team
- First Aid
- 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 2018 was 99%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	92%	92%
Attendance rate for Indigenous** students at this school	87%	86%	85%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	94%	92%
Year 1	90%	91%	91%
Year 2	94%	90%	91%
Year 3	93%	95%	91%
Year 4	94%	93%	93%
Year 5	95%	91%	92%
Year 6	92%	93%	91%

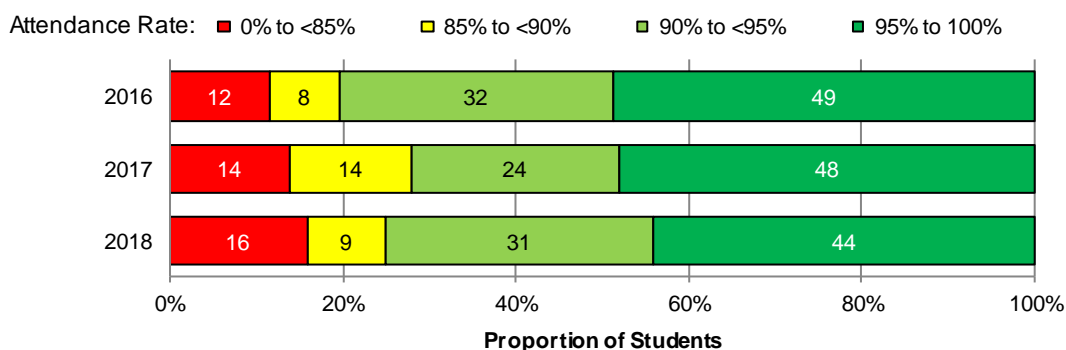
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

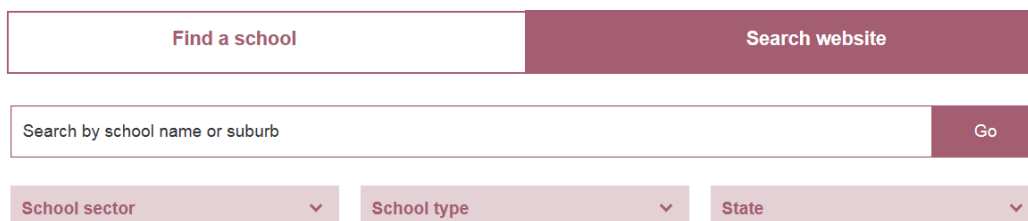
In these instances we first make contact with home to ascertain the cause of inattendance. Our response then becomes tailored to the students' needs. Strategies have ranged from phone support, to home visits, to referrals to professional support services and in extreme cases results in official letters home.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.