

Boonah State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Boonah State School** from **18 to 20 October 2021**.

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 implement 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 Lead Principal to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

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

1.1 Review team

Ray Bloxham	Internal reviewer, EIB (review chair)
Rowie Price	Peer reviewer
John Wessel	External reviewer



1.2 School context

Location:	Park Street, Boonah	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	198	
Indigenous enrolment percentage:	9 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	10.6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	14.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	974	
Year principal appointed:	2012	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), 14 teachers, eight teacher aides, guidance officer, Business Manager (BM), administration officer and groundsman.

Community and business groups:

- General manager of Western Pride Football Club, director of Nature's Kids Childcare Centre and director of Childcare and Kindergarten (C&K) Boonah District Kindergarten.

Partner schools and other educational providers:

- Principals of Kalbar State School and Boonah State High School.

Government and departmental representatives:

- State Member for Scenic Rim, Federal Member for Wright and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
School Opinion Survey 2021	School Data Profile (Semester 1, 2021)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	Student Code of Conduct 2021-2022
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Headline Indicators (April, 2021 release)	School based curriculum, assessment and reporting framework 2021



2. Executive summary

2.1 Key findings

Staff members express a strong intent to improve the learning outcomes for students.

Staff are committed to the provision of a caring educational environment, whereby students achieve success and feel supported in all aspects of their school life. They speak with sincerity regarding a desire for all students to experience success. A desire to support student learning is exemplified in the school's motto, '*Strive to excel*'. Parents comment positively regarding the high levels of communication established by the teaching staff, both formal and informal.

The school is using restorative practices as an emerging whole-school strategy to build strong relationships amongst staff, students and parents.

School leaders recognise that restorative practices will enable students to build connections with their peers, repair relationships, change behaviours and ultimately improve student learning. As part of the student wellbeing strategy, the school seeks to recognise the cultural diversity across the school community and in particular the recognition of Indigenous culture. Student leaders and Indigenous students are collaborating to develop a localised Acknowledgement of Country with support from the school's Indigenous Champion.

School leaders articulate a vision for a shared understanding of curriculum as the foundation for improving student outcomes.

School leaders articulate that teachers are to complete a term planner that identifies the learning intentions and what students need to know and do for each learning area within the integrated unit. A systematic approach to tracking and monitoring what is to be taught and when, in conjunction with clear planning expectations for teachers is yet to be fully established and understood. Most teachers are developing an awareness of the school's Curriculum, Assessment and Reporting Framework (CARF) and its importance in delivering the Australian Curriculum (AC).

Staff are committed to achieving the anticipated improvements in student learning outcomes.

The principal articulates that increased Explicit Improvement Agenda (EIA) precision will assist staff to better target their expertise and energy towards support for student learning. Leaders acknowledge the need to develop short- and medium-term targets relating to improvement in focus areas and to work with teachers to monitor progress towards these targets as a key to achieving school improvement.



School leaders view the analysis of systemic and school-based achievement data as informing the strategic direction of the school.

A collective desire to strengthen staff data literacy skills is apparent. Leaders envisage this will provide better response to the needs of students and enable deeper discussions with school leaders regarding student learning progress towards the targets aligned to the EIA. School leaders identify the tracking of data sets aligned to the EIA, including academic achievement, attendance, and reading levels of students, is yet to be formalised and used to inform the strategic direction for the school.

The pedagogical approach endeavours to align the school's position in relation to curriculum and pedagogy.

School leaders express a clear desire to have effective teaching strategies applied by teachers throughout the school. Teachers indicate a desire for consistency and common language as part of a whole-school pedagogy focus on the teaching of reading. School leaders acknowledge the need for a systematic consistent whole-school approach to the teaching of reading.

Staff express the view that students are capable of success in their learning.

Teachers outline a range of strategies to know and understand their students, and how to cater for diverse learning needs. Some parents express the belief that there is a need for the school to extend and challenge potentially high achieving students. Most teachers acknowledge the school's capability to cater for the needs of high achieving students as an emerging priority.

The school participates in a range of community events.

Community events include Anzac Day, Remembrance Day ceremonies and the Boonah Show. The Show Ed Program is highly valued by staff, students and members of the community. The intent of this program is to encourage student learning in relation to local industry. The school has a substantial space to display student work to showcase their achievements to the wider community.

Parents are valued as partners in their child's learning.

The school communicates the importance of partnering with parents in their child's learning. A range of school events and celebrations is held regularly to strengthen the partnership with parents. A desire to explore innovative ways to further engage parents in school life, and develop and enhance the sense of community spirit within the school is apparent.



2.2 Key improvement strategies

Collaboratively review and refine the school's CARF to ensure consistency, alignment and coverage of teaching and learning expectations across all learning areas and year levels.

Narrow and sharpen the EIA developing aspirational short- and medium-term targets and timelines, and communicate to staff and community.

Develop a systematic approach to review key data sets aligned to the EIA to inform strategic decision making that drives school improvement.

Review and refine the whole-school approach to pedagogy, including a consistent understanding and approach to the teaching of reading and monitor for impact on student learning.

Collaboratively develop a whole-school approach to classroom differentiation that caters for the full range of students including high achieving students.