



Department of  
Education

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Public education  
**A world of opportunities**

# Boddington District High School

## Public School Review

February 2019



## PUBLIC SCHOOL REVIEW

### Purpose

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All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

### Expectations of schools

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For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

### School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Located in a rural setting 120 kilometres south-east of Perth, Boddington District High School provides educational programs for students from the local community and surrounding towns of the Wheatbelt Education Region. Established in 1920, the school currently enrolls 272 students from Kindergarten to Year 10 and has an Index of Community and Socio-Educational Advantage rating of 969.

The school gained Independent Public School status in 2019 and together with the dedicated School Board and active Parents and Citizens' Association, works closely with the local community, forging strong links with the Lions Club, Country Womens' Association, two adjacent mines and the Shire of Boddington.

## School self-assessment validation

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The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- Authentic collaboration and engagement of staff in the school assessment process exemplifies the development of a strong culture of self-assessment.
- A comprehensive suite of evidence underpinned high quality analysis and effective judgements of the school's performance.
- The leaders' insightful thinking shared with the review team, demonstrates a robust level of professional commitment to guiding and leading school improvement.

The following recommendations are made:

- Continue to use the ESAT<sup>1</sup> to strengthen and inform the existing self-assessment schedule and ongoing improvement journey.
- Continue to build the capacity of staff towards establishing a culture of continuous reflection and improvement.

## Public School Review

Relationships and partnerships	
<p>Gaining Independent Public School status has supported the ongoing focus the Principal and staff have applied to re-establishing an improvement agenda after several years of challenging circumstances. Staff are well regarded and have fostered strong and respectful relationships with the local community. They are optimistic, with morale positive. Leaders have facilitated the growth of a collaborative and supportive culture within the school community.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Staff stability and the levels of trust and confidence in the leadership team have been a catalyst for increased community confidence in the school.</li> <li>• The School Council has an active voice in school improvement and is fully equipped to proceed with the transition processes required to become a Board.</li> <li>• Strong industry and community partnerships are evident.</li> <li>• There are high levels of community and staff satisfaction with the direction the school is heading towards.</li> </ul>
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> <li>• Continue to develop a wider range of communication tools to engage and inform parents with due consideration to the context of Boddington.</li> </ul>

Learning environment	
<p>A whole-school emphasis on providing a safe and supportive environment during the last twelve months has garnered notable successes across a number of key areas. PBS<sup>2</sup> has contributed significantly to the emergence of a respectful and empathetic whole-school culture. The school values of 'strive, responsibility and consideration' enhance this focus.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• The consistent implementation of Individual Behaviour Plans, staff starting to utilise the SEN<sup>3</sup> planning tools and high levels of support from the leadership team, have contributed to a marked increase in positive behaviours and a decrease in suspensions.</li> <li>• The introduction of form class time in the secondary school has strengthened pastoral care and improved student engagement.</li> <li>• BMIS<sup>4</sup> policies and procedures are clear, consistent and well understood.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to closely monitor and review explicit and targeted strategies for addressing attendance in both primary and secondary areas of the school.</li> <li>• Embed school policies and processes for SAER<sup>5</sup>.</li> <li>• Continue PBS as a focus of the school, including application as an explicit tool for teaching expected behaviours.</li> <li>• Provide ongoing case conferencing and interagency referrals to support students requiring tier 2 and 3 intervention.</li> </ul>

## Leadership

The school improvement plan is the blueprint for planning, ensuring the social, emotional and academic needs of all students are met. Staff expressed confidence in the Principal to lead the reforms necessary for the school to continue to improve. The leadership team set high standards, support staff and hold them accountable, while monitoring the impact of change closely.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Sustaining a planning strategy that is: inclusive; aligned to school priorities and reflects the school performance evidence/data; supports and strengthens school improvement; and positive outcomes for students.</li> <li>• School leaders have defined roles and responsibilities. They clearly and actively model best practice and are visible in ensuring initiatives and programs aligned to school improvement are well supported.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Engage the school community in reflective discussion to develop a unifying vision that encapsulates purpose.</li> <li>• Continue to develop and review the new strategic plan to provide clarity of direction for the next three years.</li> <li>• Establish curriculum teacher leaders to contribute to the development and review of the school business plan, supporting strategic direction, particularly in whole-school approaches to literacy and numeracy.</li> <li>• Continue to plan for the implementation of the ACSF<sup>6</sup> towards achieving Cultural Competence in 2021.</li> </ul> <p>The review team identify the following action:</p> <ul style="list-style-type: none"> <li>• Ensure the 2019 school improvement plan accurately reflects the strategies and milestones explicitly related to secondary schooling.</li> </ul>

## Use of resources

A significant investment in human and physical resources has been aligned to improving whole-school consistency in teaching and learning with specific attention to literacy and numeracy.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Educational assistants are respected and valued highly. They are used to support whole-school intervention programs Maths Mastery, Stepping Stones and Spelling Mastery.</li> <li>• The school takes a systematic approach to ensure resource provision, both workforce and financial, is appropriate, timely and well documented.</li> <li>• Student characteristic funding is used effectively and appropriately.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Ensure robust, timely tracking and monitoring of student progress informs the impact of whole-school programs.</li> <li>• Ensure financial planning is linked to the school priorities and student targets through clear articulation in the current and subsequent school improvement plans.</li> <li>• Monitor the use of resources and develop a resource and asset replacement plan to ensure ongoing sustainability of key school programs.</li> </ul>

## Teaching quality

The school has been through a significant period of reflection and planning resulting in quality teaching with evidence based planning and assessment identified as priorities.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Performance management is closely aligned to student achievement and progress.</li> <li>• Targeted professional learning supports staff development and is allied with school improvement.</li> <li>• A growing culture of trust and respect between staff and between staff and school leaders is evident.</li> <li>• Teachers support each other and collaborate to review, plan and discuss student progress.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Ensure the 'Teaching and Learning Guide' provides the foundation towards a common approach to teaching and learning across the school.</li> <li>• Provide increased opportunities for collaboration, moderation and peer observation to ensure the school priorities are met.</li> <li>• Strengthen staff use of classroom data to identify individual student needs, plan interventions and monitor progress. Ensure consistency from K-10, through implementation of a school assessment schedule in literacy and numeracy.</li> <li>• Continue to implement explicit approaches to teaching in the areas of phonics, writing, spelling and mathematics.</li> </ul>

## Student achievement and progress

NAPLAN<sup>7</sup> data indicate student performance has generally been at or above like schools in Years 5 and 9, but overall performance across many areas is inconsistent. A targeted approach to increasing the data literacy of staff, combined with strategies outlined in the school improvement plan, will address the areas where student achievement falls below expectations.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Improving writing is a priority across the school supported by: the work of lead teachers; the '7 Steps to Writing'; the extension of Brightpath into the secondary area; streamed classes; and the introduction of explicit teaching and a 'literacy block' in the primary school.</li> <li>• The use of on-entry data is effective to inform planning. It is being expanded to measure progress.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to adopt strategies to aggregate data to inform discussions on individual student performance and to support effective teaching and learning.</li> <li>• Continue to develop processes to support students transitioning from Year to Year and between primary school and secondary school.</li> </ul>

## Reviewers

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Joanne Harris  
Director, Public School Review

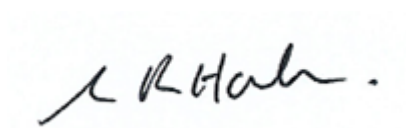
Carol Daniels  
Principal, Armadale Senior High School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Lindsay Hale  
Executive Director, Public Schools

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## References

- 1 Electronic School Assessment Tool
- 2 Positive Behaviour Support
- 3 Special educational need
- 4 Behaviour Management In Schools
- 5 Students at educational risk
- 6 Aboriginal Cultural Standards Framework
- 7 National Assessment Program – Literacy and Numeracy