

Annual Report 2018



Boddington
DISTRICT HIGH SCHOOL



FROM THE PRINCIPAL

I am very pleased to be able to present the 2018 Annual Report for Boddington District High School (BDHS) after my first year as Principal at our wonderful school.

The Annual Report provides an opportunity to reflect, acknowledge and celebrate the achievements of our school over the past year.

The 2018 school year has reaffirmed that our school, supported by dedicated staff and a strong community, has established an improvement agenda to ensure the social, emotional and academic needs of all students are met. This will become evident as you read through the information and data in this report.

The School Council worked closely with the school to ensure we were successful in our application to become an Independent Public School in 2019. This achievement demonstrates the strength and active involvement of the School Council in setting future directions and the strategic management of the school. The increased membership of our P&C and the enhanced profile of our School Council demonstrates the positive relationship that exists between the school and its community. Both of these groups have made significant contributions and added value to the educational opportunities of all students who attend BDHS.

We continue to strive to create a culture in which every student experiences a sense of belonging to the school community, of being known and understood as an individual: and of staff who care about every student's overall progress and wellbeing. We have endeavoured to provide a diverse range of educational and social experiences that enable the individual student to learn more about themselves as a learner and as a member of our community.

As a school, we appreciate and value any feedback from parents that may cause us to reflect on our current practices. We are always looking to improve the way our school performs, and this can only be achieved if we are working closely with our parent body. I would like to reassure parents that we have the highest expectations for your children and aim to provide them with every opportunity to succeed. I look forward to working closely with the School Community in 2019.

Danielle Roache

Principal

April 2019



SCHOOL COMMUNITY

Located 120 kilometres south-east of Perth, Boddington District High School caters for students from Kindergarten to Year 10. The current school site was built in 2001 and is set on large appealing grounds with modern facilities. Gardens and playing areas are attractive and welcoming. We serve a diverse community that includes families with farming, mining, indigenous, local and rural lifestyle backgrounds. We attract students from the local community as well as students from Quindanning, Wandering, Bannister and Crossman.

Boddington District High School offers a range of programs designed to meet the varying needs of its students. We strive to provide excellent teaching and quality learning, strong values and a supportive pastoral care program, as well as consistent and fair behaviour management.

Staff are keen to be part of a team striving to provide quality education opportunities to the children of Boddington and surrounding communities. All teaching staff meet the professional requirements to teach in Western Australian Public Schools and are registered with the Teacher Registration Board of Western Australia. Low staff turnover provides an ongoing supportive environment where student needs and outcomes are tracked by caring professionals.

Students well-being is a priority. Catering for the educational, social and emotional needs of our students are at the fore front of our work. Our pastoral care of students involves keeping parents well informed where they are encouraged to take an active role in the education of their children.

There is a strong sense of pride within the school community in relation to the school and the achievements of its students. The school works in close partnership with parents, our School Council and our Parents' and Citizens' Association and have strong links to community organisations and local businesses, including the Lions Club, Country Women's Association, the two adjacent mines (Newmont Boddington Gold and South32 Worsley) and the Shire of Boddington.

STUDENTS

In 2018 Boddington District High School catered for students from Kindergarten to Year 10. At the commencement of the year student enrolments (297 students) were as follows:

	2014	2015	2016	2017	2018
Primary (Excluding Kindergarten)	253	213	220	202	207
Lower Secondary	32	49	61	54	62
Upper Secondary	10	10	0	0	0
Total	295	262	281	256	269

There were 8 Primary classes, 3 Kindergarten/Pre-primary classes and 62 students in Secondary classes.



INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE (ICSEA)

The Index of Community Socio-Educational Advantage (ICSEA) was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) specifically to enable meaningful comparisons of National Assessment Program – Literacy and Numeracy (NAPLAN) test achievement by students in schools across Australia. Key factors in students' family backgrounds (parent's occupation, school education and non-school education) have an influence on students educational outcomes at school. In addition to these student-level factors, research has shown that school-level factors (a school's geographical location and the proportion of Indigenous students a school caters for) need to be considered when summarising educational advantage or disadvantage at the school level. ICSEA provides a scale that numerically represents the relative magnitude of this influence, and is constructed taking into account both the student and the school-level factors. An ICSEA of 1000 represents an Average Value.

- 2015 ICSEA: 983
- 2016 ICSEA: 971
- 2017 ICSEA: 969
- 2018 ICSEA: 970

As can be seen the ICSEA of Boddington District High School has decreased slightly over the last four years demonstrating a change in the demographics of the local and surrounding communities.

DESTINATION OF OUR STUDENTS

The following table shows the destination of Boddington District High School students.

Destination Schools	Year 7	Year 11
Boddington District High School	13	
Narrogin Senior High School	6	5
WA College of Agriculture - Narrogin		1
Other Public High Schools	3	2
Other Schools	5	

SPECIAL PROGRAMS

Boddington District School offers a range of exciting programs that provide a variety of learning opportunities for our students.

LITERACY

The school made significant investments in professional learning and the physical and human resources required to improve literacy across the school. This included investing in decodable readers in Kindergarten to Year 2, trialling Spelling Mastery in Year 3 and 4, professional learning for staff and resources for Seven Steps for Writing, Brightpath and a synthetic phonics program called Letters and Sounds. Our focus on delivering quality programs and ensuring quality resources across the school will continue to be a priority over the next few years. The partnership we have with Newmont Boddington Gold also provides considerable financial support for these programs.

NUMERACY

We have begun implementing a mathematics Program called 'Stepping Stones' across the primary school. We also deliver an online program through the secondary years called 'Maths Space' which enables individualised learning which has been very successful.

MUSIC

Boddington District High School has music as a specialist area. Our primary music program provides students with the opportunity to learn to play the ukulele and the recorder. Our secondary music program culminated in a vocal and band performance at our end of year celebrations.

PHYSICAL EDUCATION AND HEALTH

Our Physical Education Program offers opportunities for students to participate in a wide range of sporting activities in primary and secondary. Our Health Program is delivered by a specialist teacher across all years.

DIGITAL TECHNOLOGIES

In 2018 we reviewed the organisation and level of technology available to students to enhance student learning. Fifteen laptops and a laptop trolley were purchased for the secondary area to enable students to use technology within all learning areas. The primary students also have access to laptops located in each classroom block. Thirty desktop computers were leased providing students access to machines that were current, faster and more reliable.

POSITIVE BEHAVIOUR SUPPORT

The school community works towards achieving excellence in the Values students exhibit on a daily basis. Students are recognised at each assembly with certificates for demonstrating our Positive Behaviour Support (PBS) values of Strive, Considerate and Responsible. Additionally, a whole school matrix was developed that explicitly describes what these values look like at Boddington District High School.

BREAKFAST CLUB

The school, in partnership with Newmont Boddington Gold and Foodbank, runs a Breakfast Club every morning of the week. Students are able to have breakfast each morning which is provided by the school chaplain, education assistants and volunteers. Students are able to access breakfast between 8.20am - 8.40am.



HIGHLIGHTS FOR 2018

Boddington District High School actively seeks to provide a wide range of learning opportunities to meet the needs of all students. The following reflect the school's commitment to provide extended opportunities for students:

- Partnership with Worsley South32 which included participation in the Teach Learn Grow Program and Year 9/10 Career Inspirations Program.
- Peel Harvey Catchment Tree Planting – Tunbridge Gully.
- Variety of Incursions including: Scitech Beyond the Beaker, Community Service Incursion, Dino World.
- Participation in community events, which in 2018 included the Bike Rider's Breakfast, Boddington Senior Citizens Games Day and the Boddington ANZAC Day ceremony.
- Extension opportunities including Science Challenge Excursion Bunbury, Vi Barham Awards and Primary Academic Extension Program (PEAC).
- In-term Primary student swimming program at the local pool.
- School Choir performances at school and community events.
- Sports program for Years 1 to 10. Students participated in a range of school and interschool events, including swimming and athletics carnivals, winter sports and cross-country running.
- Whole school events including Book Week, Science Week, NAIDOC Day, Open Night, Awards Concert, Year 6 and 10 Graduation.



ATTENDANCE

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	92.2%	93.4%	93.7%	89.7%	86.3%	80.7%	92%	93%	92.6%
2017	91.3%	92.9%	93.8%	71.9%	83.2%	81.2%	89.1%	92.1%	92.7%
2018	91%	92.9%	93.7%	69.8%	83.3%	80.8%	89.8%	92%	92.6%

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	91%	87.6%	89.5%	79.6%	73.3%	67.4%	90.1%	86.9%	87.7%
2017	86.3%	88%	89.7%	64.9%	72%	66.6%	82.5%	86.9%	87.8%
2018	87.1%	87.5%	89.6%	65.2%	70%	66%	84.2%	86.1%	87.6%

The attendance data in 2018 (Semester 1 only) shows a decline in the overall attendance for both primary and secondary when compared to 2016. The overall school attendance is also below that of both Like Schools and WA Public Schools. This is an area of focus for 2019.

STUDENT PERFORMANCE

Monitoring, reviewing and reporting student performance is a vital part of school accountability. It also plays a critical role on informing planning to ensure improved outcomes for students.

The data gathering process at Boddington District High School involves the use of both System Endorsed Testing such as National Assessment Program Literacy and Numeracy (NAPLAN), Standardised Tests and teacher judgements.

The school uses NAPLAN testing to validate teacher judgement of student performance. Teacher judgements are based on comprehensive information collected from a range of assessments, including observations and written work against a set of standards in the eight learning areas.



Progress & Achievement of Students at BDHS Against School Targets 2018

WRITING

Maintain and increase the performance of our students (stable cohort) equal to or above Like Schools Mean in Writing in Years 3, 5, 7 and 9.

YEAR 3 – 15 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	405	406	-1	No	Students are not performing above the like school mean.
2017	380	397	-17		
2018	375	380	-5		

YEAR 5 – 26 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	474	463	+11	Decline in Performance	Students results were below expected in 2018. Cohort performed significantly lower in writing than other areas tested.
2017	464	455	+9		
2018 NAPLAN Online	417	439	-22		

YEAR 7 – 20 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	486	506	-20	No	Students are performing below like school mean. 2017 was a high performing cohort.
2017	558	484	+74		
2018 NAPLAN Online	472	478	-6		

YEAR 9 – 7 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	536	524	+12	Yes	Students are performing at or above like schools mean. Performance was as expected.
2017	559	518	+41		
2018 NAPLAN Online	518	519	-1		

Conclusion

Improving writing is a priority across the school. Historically Year 5 and Year 9 student performance is higher which may be attributed to consistent teaching practices in middle primary and lower secondary. In 2018 the school introduced the 7 Steps for Writing program and a common writing task assessed using Brightpath. This will continue in 2019 and beyond with improved student performance expected over the next 3 years. As a trial school for NAPLAN Online, results have indicated Year 5 students need more experience in composing writing on a computer as the writing samples produced for NAPLAN were below what was expected and not comparable to work samples students had written on paper.

GRAMMAR & PUNCTUATION

Maintain and increase the performance of our students (stable cohort) equal to or above Like Schools Mean in Grammar and Punctuation in Years 3, 5, 7 and 9.

YEAR 3 – 15 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	419	411	+8	No	Students are not performing above the like school mean. The cohort in 2017 were not strong however their performance is a concern.
2017	326	409	-83		
2018	390	394	-4		

YEAR 5 – 26 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	484	484	0	Yes	Students are performing above the like school mean.
2017	484	473	+11		
2018 NAPLAN Online	513	472	+41		

YEAR 7 – 20 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	537	525	+12	No	Students performance is not consistently at the like school mean. 2017 was a high performing cohort.
2017	577	514	+63		
2018 NAPLAN Online	508	521	-13		

YEAR 9 – 7 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	555	550	+5	Yes	Students are performing at or above like schools mean. Performance was as expected.
2017	612	550	+62		
2018 NAPLAN Online	560	561	-1		

Conclusion

Developing a consistent, explicit approach to teaching Grammar and Punctuation is a priority across the school in 2019. Historically Year 5 and Year 9 student performance is higher which may be attributed to consistent teaching practices in middle primary and lower secondary. Utilising the existing teaching expertise to improve teaching practice across the school is also a priority in 2019 and beyond. In 2019 all primary classes are expected to explicitly teach Grammar and Punctuation for 50 minutes per week and every day through their Literacy Daily Review. Improved student performance is expected over the next 3 years.

SPELLING

Maintain and increase the performance of our students (stable cohort) equal to or above Like Schools Mean in Spelling in Years 3, 5, 7 and 9.

YEAR 3 – 15 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	425	401	+24	No	Students are not performing above the like school mean consistently. The cohort in 2017 were not strong however their performance is a concern.
2017	354	398	-44		
2018	368	390	-22		

YEAR 5 – 26 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	482	476	+6	Yes	Students are performing above the like school mean
2017	496	484	+12		
2018 NAPLAN Online	487	476	+11		

YEAR 7 – 20 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	515	526	-11	No	Students performance is not consistently at the like school mean. 2017 was a high performing cohort.
2017	570	529	+41		
2018 NAPLAN Online	524	528	-4		

YEAR 9 – 7 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	557	558	-1	Yes	Students are performing at or above like schools mean. Performance was as expected.
2017	573	566	+7		
2018 NAPLAN Online	568	567	+1		

Conclusion

Developing a consistent, explicit approach to teaching Spelling is a priority across the school in 2019. Historically Year 5 and Year 9 student performance is higher which may be attributed to consistent teaching practices in middle primary and lower secondary. In 2018 Spelling Mastery was introduced for the Year 4 cohort whose 2017 Year 3 performance was of concern. There was visible student improvement and positive staff feedback. In 2019 Spelling Mastery will be used from Year 1 to 6 and taught at a common time across the school to allow for students to access the program at their level. It is expected that student performance will improve over the next 3 years.

READING

Maintain and increase the performance of our students (stable cohort) equal to or above Like Schools Mean in Reading in Years 3, 5, 7 and 9.

YEAR 3 – 15 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	383	398	-15	No	Students are not performing above the like school mean consistently.
2017	383	408	-25		
2018	402	400	+2		

YEAR 5 – 26 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	468	481	-13	Yes (in 2017/2018)	Students are performing above the like school mean.
2017	507	482	+25		
2018 NAPLAN Online	486	471	+15		

YEAR 7 – 20 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	509	529	-20	No	Students performance is not consistently at the like school mean. 2017 was a high performing cohort.
2017	558	519	+39		
2018 NAPLAN Online	510	518	-8		

YEAR 9 – 7 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	582	563	+19	Yes (in 2016/2017)	Students are performing at or above like schools mean. Performance was as expected.
2017	569	559	+0		
2018 NAPLAN Online	564	568	-4		

Conclusion

Developing a consistent, explicit approach to teaching Reading in K-2 is a priority area in 2019. In 2018 the school introduced Letters and Sounds and Let's Decode in K-2. This will continue in 2019 and beyond, along with the introduction of decodable readers, with improved student performance expected over the next 3 years. Developing a 'reading culture' among students along with intervention for students with reading difficulties is also an area of focus over the next 3 years.

NUMERACY

Maintain and increase the performance of our students (stable cohort) equal to or above Like Schools Mean in Numeracy in Years 3, 5, 7 and 9.

YEAR 3 – 15 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	393	376	+17	Yes (in 2016 & 2018)	Students performance is not consistently at the like school mean. The cohort in 2017 were not strong cohort.
2017	374	390	-16		
2018	391	386	+5		

YEAR 5 – 26 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	458	471	-13	Yes (in 2017/2018)	Students are performing above the like school mean.
2017	486	471	+15		
2018 NAPLAN Online	488	468	+20		

YEAR 7 – 20 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	507	535	-28	Yes (in 2017/2018)	Students performance is not consistently at the like school mean. 2017 was a high performing cohort.
2017	554	525	+29		
2018 NAPLAN Online	527	526	+1		

YEAR 9 – 7 Students

Year	NAPLAN Data			Achieved Yes or No	Comment
	Stable Cohort Mean	Like Mean	Difference		
2016	587	569	+18	Yes	Students are performing at or above like schools mean. Performance was as expected.
2017	576	569	+7		
2018 NAPLAN Online	573	576	-3		

Conclusion

As an on balance judgement across the school, the student performance in Numeracy is stronger than Literacy. In 2018 the school introduced the Stepping Stones mathematics program across the primary school. In 2019 all primary classes will have a common time for teaching mathematics to allow for students to access the program at their level. In addition, a mental mathematics program will be introduced across the primary school. With increased consistency in the teaching of mathematics it is expected that student performance will improve over the next 3 years.

Performance Achievement Overview 2016 - 2018 Compared to Like Schools

Year	NAPLAN Tests	Achieved	Achieved Inconsistent	Not Achieved	Not Achieved Inconsistent
3	Writing				
5	Writing				
7	Writing				
9	Writing				
3	G & P				
5	G & P				
7	G & P				
9	G & P				
3	Spelling				
5	Spelling				
7	Spelling				
9	Spelling				
3	Reading				
5	Reading				
7	Reading				
9	Reading				
3	Numeracy				
5	Numeracy				
7	Numeracy				
9	Numeracy				

The above table indicates the following:

- Year 5 and Year 9 Student performance has been at or above that of like schools over the last three years, with some inconsistency in Reading and Numeracy.
- Year 5 2018 Writing performance was inconsistent with previous years writing performance and the overall performance of 2018 cohort. Indicates that NAPLAN Online may have impacted on student performance.
- Year 3 student performance in literacy is of concern.
- Year 7 student performance has been inconsistent in all areas tested over the last three years.

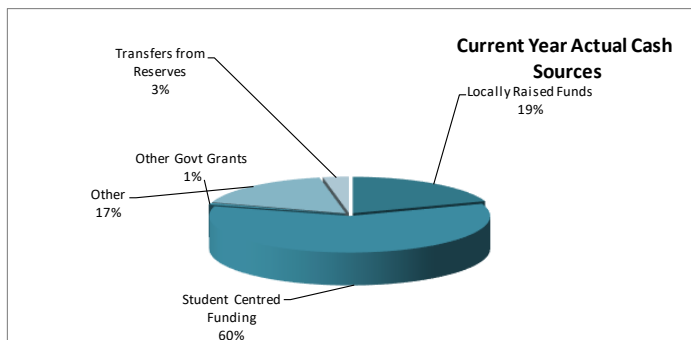
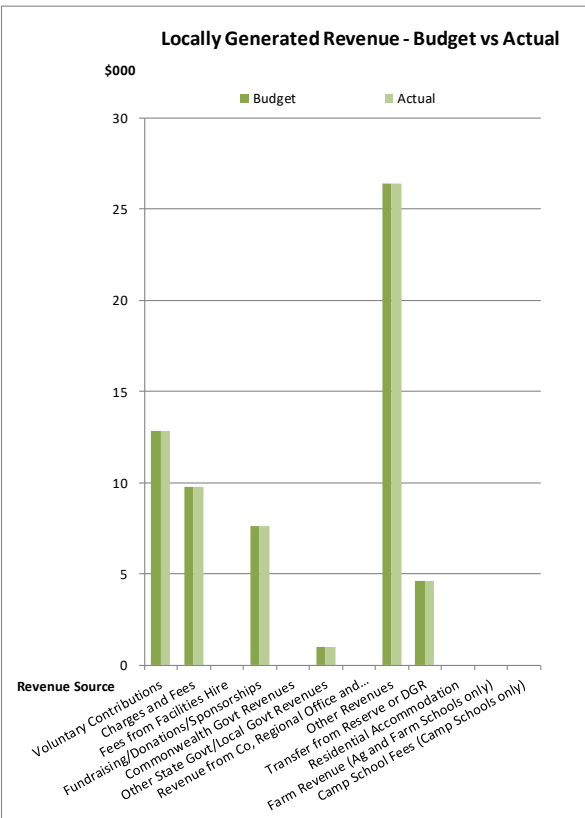
2016 - Our stable cohort in Years 3, 5, 7 and 9 performed at or above the Like School Mean in 11 of the 20 tested NAPLAN areas. (ICSEA: 971)

2017 - Our stable cohort in Years 3, 5, 7 and 9 performed at or above the Like School Mean in 15 of the 20 tested NAPLAN areas. (ICSEA: 967)

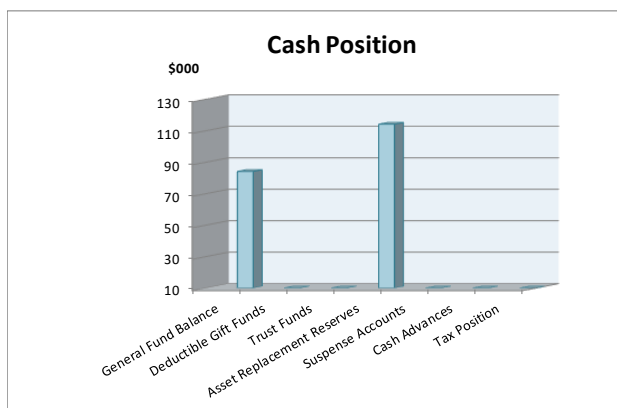
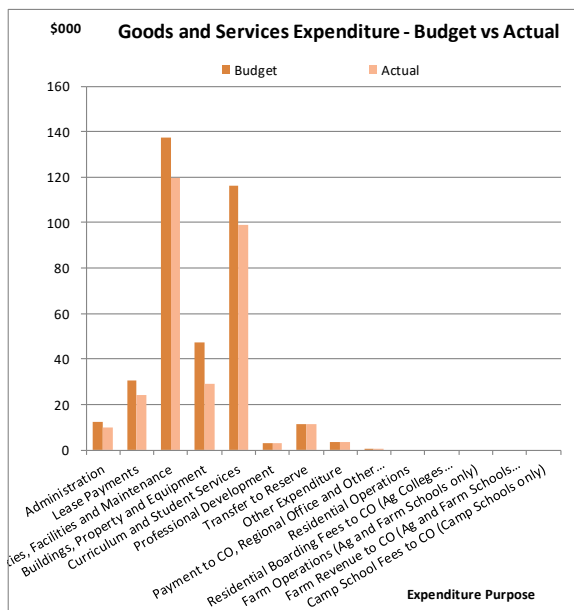
2018 - Our stable cohort in Years 3, 5, 7 and 9 performed at or above the Like School Mean in 8 of the 20 tested NAPLAN areas. (ICSEA: 970 and NAPLAN Online)

Boddington DHS Financial Summary as at 31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 12,855.00	\$ 12,854.50
2	Charges and Fees	\$ 9,762.00	\$ 9,761.91
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 7,629.00	\$ 7,629.29
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 26,383.00	\$ 26,382.34
9	Transfer from Reserve or DGR	\$ 4,635.00	\$ 4,634.55
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 62,264.00	\$ 62,262.59
	Opening Balance	\$ 228,791.98	\$ 228,791.98
	Student Centred Funding	\$ 92,194.00	\$ 92,194.48
	Total Cash Funds Available	\$ 383,249.98	\$ 383,249.05
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 383,249.98	\$ 383,249.05



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 12,108.00	\$ 9,644.61
2	Lease Payments	\$ 30,613.00	\$ 24,307.45
3	Utilities, Facilities and Maintenance	\$ 137,372.00	\$ 119,484.37
4	Buildings, Property and Equipment	\$ 47,399.00	\$ 28,944.24
5	Curriculum and Student Services	\$ 116,290.00	\$ 99,007.17
6	Professional Development	\$ 2,892.00	\$ 2,892.14
7	Transfer to Reserve	\$ 11,500.00	\$ 11,500.00
8	Other Expenditure	\$ 3,333.00	\$ 3,202.40
9	Payment to CO, Regional Office and Other Schools	\$ 166.00	\$ 165.45
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 361,673.00	\$ 299,147.83
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 361,673.00	\$ 299,147.83
	Cash Budget Variance	\$ 21,576.98	



Cash Position as at:	
Bank Balance	\$ 199,016.66
Made up of:	\$ -
1 General Fund Balance	\$ 84,101.22
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 114,179.41
5 Suspense Accounts	\$ 1,655.03
6 Cash Advances	\$ -
7 Tax Position	\$ 919.00
Total Bank Balance	\$ 199,016.66

PARENT SATISFACTION

Schools are required to seek information on parent feedback every two years. Parents, students and staff satisfaction was surveyed in Term 4, 2017 using The National School Opinion Survey.

122 respondents completed the survey. Responses were divided into three distributions, early childhood respondents (33), primary respondents (72) and secondary respondents (17). On average responses were mainly neutral, neither positive nor negative. Early childhood respondents gave an average positive response for 12 of 22 questions; primary respondents gave an average positive response for five questions and a negative response for one question and secondary respondents gave a positive response for one question and a negative response for 5 questions.

Areas of Strength

Average Score	Early Childhood	Primary	Secondary
Teachers at this school expect my child to do his or her best.	4.4	4.2	3.9
This school is well maintained.	4.2	3.9	3.9
I can talk to my child's teachers about my concerns.	4.5	4.3	4.0
My child's teachers are good teachers.	4.3	4.1	3.9

Areas for Improvement

Average Score	Early Childhood	Primary	Secondary
Student's behaviour is well managed at this school.	3.6	2.8	2.1
This school is well led.	3.3	3.1	2.8
I am satisfied with the overall standard of education achieved at this school.	3.5	3.1	2.8
I receive adequate and timely information about my child's education.	3.5	3.3	3.2

Overall Satisfaction

In terms of the overall level of satisfaction with the school it is evident from feedback from parents, staff and students that there is strong support for the school. Further to this, staff receive verbal and written feedback from parents regarding improvements in behaviour management, school responsiveness to issues, school events and school communication. Parents demonstrate a greater pride in the school with more parents attending school events and contributing to the P&C. There is increased involvement of parents in school decision making through surveys and respectful and engaged conversations via Facebook. The school is receiving regular feedback from members of the wider community who comment on the improved reputation of the school.

Rating	Score
Strongly agree	5
Agree	4
Neither agree or disagree	3
Disagree	2
Strongly disagree	1





25 Pollard Street, Boddington WA 6390

08 9883 8106

boddington.dhs@education.wa.edu.au

www.boddingtondhs.wa.edu.au