



BODDINGTON DISTRICT HIGH SCHOOL

ANNUAL REPORT 2021



LEARN, GROW, SUCCEED

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MESSAGE FROM THE PRINCIPAL



KAYA WANJOO

Hello and welcome to the 2021 Annual Report for Boddington District High School. The Annual Report provides an opportunity to reflect, acknowledge and celebrate the achievements of our school over the past year.

The 2021 school year has reaffirmed that the 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 Board worked closely with the school to ensure we were maintaining a clear focus on the strategies outlined in our School Business Plan 2019-2021 and also adhering to the Department of Education's Statement of Expectations.

We continued to invest in improvements to our learning environment including new classroom furniture, technology for learning, playground equipment and the beginning of an outdoor learning area. With the support of the P&C improvements were also made to our library and secondary science laboratory.

Our mission is 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 look forward to working closely with the School Community in 2022.

Danielle Roache

Principal

April 2022

SCHOOL BOARD ADDRESS



Having completed my second year as the School Board Chairperson I'm pleased to report the school continues to strive to improve the learning environment for students and continues with physical school improvements. We started a week late in Term 1 2021 due to a COVID-19 lockdown, but a smooth transition followed.

Below is a summary of the various items we were involved with, and what occurred at the school throughout the year.

- We reviewed the Statement of Expectations and this was signed off by myself as Chairperson and submitted to the Department of Education.
- As a suggestion from the board, the school developed a Secondary Student information pack, with a specific focus on Year 7 as a transitional year.
- We farewelled Natalie Griffiths and Katrina Dyson from the board and welcomed Andrea Leighton and Karen Wessels as Parent representatives and Monica Treasure as a Community Representative.
- We farewelled our Deputy Primary Principal Mr Jake Peterwood who was promoted into a role as Principal at another country school.
- The 100 year celebration pavers were laid at the school following on from the 100 year celebration event in 2020.
- School performance data was reviewed and it's great to see that the school have developed high impact teaching teams to focus on Quality Teaching and Developing Leadership.
- The board was really pleased to see the re-instatement of an Aboriginal and Islander Education Officer through a local community member.
- The school hosted a ySafe cyber safety workshop which was well attended by parents.
- Students participated in Country Week and did exceptionally well, with 45 students in total attending.

Thank you to all our Board Members for their support this year. We have a board which consists of staff, parent and community representatives with a wide variety of collective skills and I look forward to continuing our role to provide good governance to the school to achieve the best outcomes for students.

Melanie Durack

School Board Chairperson

April, 2022

OUR SCHOOL

About our School

At Boddington DHS we 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. Every student matters, every day at Boddington DHS and through entwining a culture of high performance with a culture of high care every student will learn, grow and succeed.

At Boddington DHS we hold high expectations of the children and young people in our care – as well as of ourselves and our colleagues. As a school we continuously reflect on our performance, seek feedback on how we can improve, and work together to support change. Our Moral Purpose is to develop confident and self-motivated lifelong learners who strive to succeed, are considerate of others, act responsibly and are successful members of society.

Values

Our school values influence everything we do at Boddington District High School and are represented in our Positive Behaviour Support logo. The leaves on the tree represent the different elements of our community and school. The branches represent our three values and that all three branches are needed for the tree to grow strong. The tree, encircled by our values and sitting on the hills of Boddington, reminds us that through working together and learning in a supportive and inclusive environment, all students can learn, grow and succeed.



OUR COMMUNITY

Student Enrolments

At the beginning of 2021 student enrolments, including Kindergarten, were 261 with 8 Primary classes and 66 students in Secondary classes. Enrolments increased throughout the first semester to be 306 students, with 9 Primary classes and 81 students in Secondary classes. In addition, there was a transiency rate of 34.6% in 2021.

Semester 2	2017	2018	2019	2020	2021
Primary (Excluding Kindergarten)	202	193	170	160	191
Lower Secondary	54	54	48	61	81
Total	256	247	218	221	272

ICSEA (Index of Community Socio-Educational Advantage)

An ICSEA of 960 was released in March 2021 for Boddington District High School and is a decrease from 2018 when the ICSEA was 970 and 2015 when the ICSEA was 983. The average ICSEA value for schools is 1000.

The ICSEA was created by the Australian Curriculum, Assessment and Reporting Authority to enable meaningful comparisons between schools and their achievement in the National Assessment Program – Literacy and Numeracy (NAPLAN). The ICSEA value takes into account information about the family backgrounds of students along with school level information. Student family information that is considered to be important includes parents' occupation and education. School level information includes the school's geographical location and the proportion of Indigenous students a school caters for.

	BOTTOM QUARTER	MIDDLE QUARTERS		TOP QUARTER
School Distribution	48%	30%	18%	4%
Australian Distribution	25%	25%	25%	25%

DESTINATION SCHOOLS

Destination Schools	Year 7	Year 11
Boddington District High School	15	
Narrogin Senior High School	0	4
WACOA - Narrogin	0	3
Other Public High Schools	2	1
Other Private High Schools	5	1



OUR COMMUNITY

Parent Satisfaction

What does our Parent Community Think?

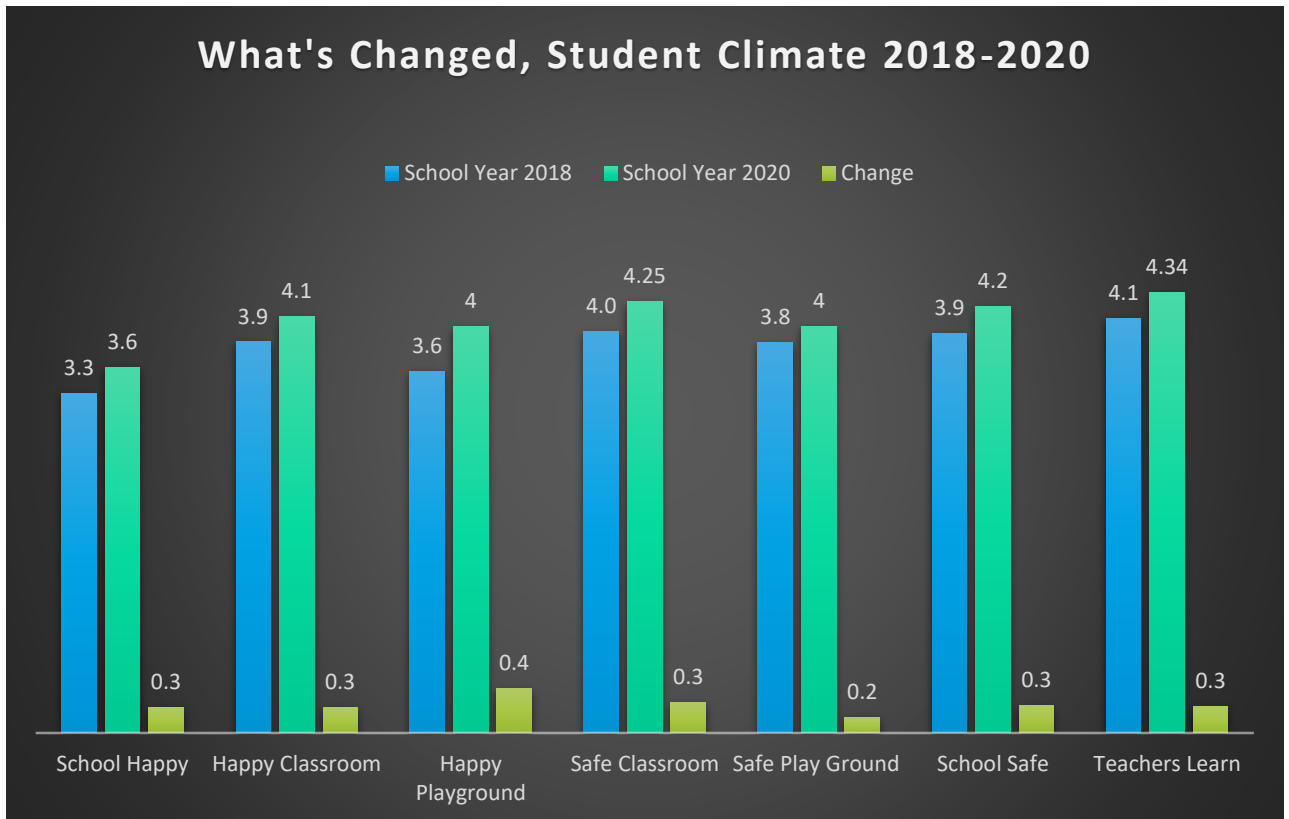
Schools are required to seek information on parent feedback every two years. Parents satisfaction was surveyed in Term 4, 2021 using The National School Opinion Survey. The School Board requested the surveys to be separated for Primary and Secondary. 84 respondents completed the survey, 63 primary responses and 21 secondary responses. Our target is by 2021 all questions in the NSOS will have an average response of 4.0 (out of 5) or higher. Of the 20 areas surveyed the target was reached in Primary for 13 areas, Secondary for 2 areas and Combined Primary and Secondary for 6 areas. When the survey responses are combined and averaged, all areas are above 3, with the lowest being 3.4 (behaviour at this school is well managed). The median response is 3.8.

Primary & Secondary Combined Survey Item at Target	Average	Average
	2019	2021
Teachers expect my child to do their best	4.0	4.2
School is well maintained	4.1	4.2
I can talk to teachers about my concerns	4.0	4.0
My child's teachers are good teachers	3.8	4.1
My child feels safe at this school	3.9	4.0
Teachers at this school care about my child	3.9	4.0
Primary & Secondary Combined Survey Item Close to Target (3.7-3.9)	Average	Average
	2019	2021
The school motivates my child to learn	3.6	3.95
School is well led	3.9	3.9
My child likes being at this school	3.7	3.9
Teachers provide useful feedback	3.5	3.8
The school has a good relationship with the community	3.6	3.85
My child is making good progress at this school	3.5	3.75
Students are treated fairly	3.6	3.75
I am satisfied with the overall level of achievement	3.4	3.7
The school is looking for ways to improve	3.7	3.7

OUR COMMUNITY

Student Voice

The school seeks information from students every two years using a Student Climate Survey to determine how students are feeling about the school learning environment and student culture. Students in Pre-Primary to Year 10 were surveyed in 2018 and 2020 and the average response is presented in the graph below. The maximum score is 5.0. An improvement was made in every aspect of the survey.



OUR COMMUNITY

Staff Numbers

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

November 2020	NUMBER	FTE (Full Time Equivalent)
ADMINISTRATION STAFF		
Principal	1	1.0
Deputy Principal	2	2.0
Total Administration Staff	3	3.0
TEACHING STAFF		
Teachers	22	18.0
Total Teaching Staff	22	18.0
SCHOOL SUPPORT STAFF		
School Chaplain	1	0.6
Non-Teaching Staff	10	7.7
Clerical/Administrative	3	2.6
Gardening/Maintenance	1	0.5
Total Student Services Staff	15	11.4
TOTAL	40	32.4



SCHOOL PERFORMANCE

Business Plan Overview

The Annual Report assesses the extent to which targets in the Boddington District High School's Business Plan 2019 – 2021 have been achieved and the progress being made towards these targets.



PRIORITY 1: HIGH PERFORMANCE SUCCESS FOR ALL STUDENTS HIGH QUALITY TEACHING AND LEADERSHIP

Target 1	By 2021 the performance of our students (stable cohorts) will be equal to or above WA Schools in all NAPLAN areas in Year 3, 5, 7 & 9
Target 2	By 2021 arrest the downward trend in Year 3 NAPLAN Reading and Spelling
Target 3	By 2021 the Cumulative Frequency score of Pre-Primary On-entry Assessment to be equal to or above the state average

PRIORITY 2: HIGH CARE SAFE AND SUPPORTIVE LEARNING ENVIRONMENT POSITIVE PARTNERSHIPS

Target 1	By 2021 whole school regular attendance will improve from 56% to 70%
Target 2	By 2021 all questions in each distribution in the National School Opinion Survey will have an average response of 4.0 or higher.
Target 3	By 2021 we will have moved from Cultural Understanding to Cultural Competence in all five areas of the Aboriginal Cultural Standards Framework Continuum.

PRIORITY ONE

SUCCESS FOR ALL STUDENTS

Target 1: By 2021 the performance of our students (stable cohorts) will be equal to or above WA Schools in all NAPLAN areas in Years 3,5,7 & 9.

Stable Cohort Achievement

Year 3						
Year 3 23 Students						
Test	Cohort Mean	Like Mean	WA mean	Difference state	Difference Like Schools	
Writing	421	406	426	-5	15	
Grammar and Punctuation	408	394	421	-13	14	
Reading	396	400	426	-30	-4	
Spelling	435	389	410	25	46	
Numeracy	402	380	395	7	22	

- ▶ The stable cohort has outperformed Like Schools in all areas except Reading.
- ▶ Reading is still an area for focused improvement K-2
- ▶ Stable cohort Spelling achievement is significantly high
- ▶ Numeracy achievement is also above WA Schools Average.

Year 5						
Year 5 12 Students						
Test	Cohort Mean	Like Mean	WA mean	Difference State	Difference Vs Like	
Writing	425	461	481	-56	-36	
Grammar and Punctuation	460	470	497	-37	-10	
Reading	495	481	505	-10	14	
Spelling	498	482	503	-5	16	
Numeracy	490	470	489	1	20	

- ▶ The stable cohort has outperformed Like Schools in Reading, Spelling and Numeracy. Numeracy and Spelling is equal or close to WA Public School means.
- ▶ Writing performance is a cause of concern being -36 below Like Schools.

PRIORITY ONE

SUCCESS FOR ALL STUDENTS

Target 1: By 2021 the performance of our students (stable cohorts) will be equal to or above WA Schools in all NAPLAN areas in Years 3,5,7 & 9.

Year 7						
Year 7 10 Students						
Test	Cohort Mean	Like Mean	WA mean	Difference state	Difference Vs Like	
Writing	517	497	527	-10	20	
Grammar and Punctuation	532	499	530	2	33	
Reading	524	509	538	-14	15	
Spelling	526	527	547	-21	-1	
Numeracy	486	518	549	-63	-32	

- ▶ The achievement of the stable cohort in Grammar and Punctuation is really good - it is comparable to WA Public schools and well outperforming like schools.
- ▶ Writing and Reading achievement has outperformed Like schools.
- ▶ Numeracy achievement is an area for concern.

Year 9						
Year 9 6 Students						
Test	Cohort Mean	Like Mean	WA mean	Difference state	Difference Vs Like	
Writing	547	529	564	-17	18	
Grammar and Punctuation	564	542	576	-12	22	
Reading	576	553	587	-11	23	
Spelling	557	557	583	-26	0	
Numeracy	581	568	596	-15	13	

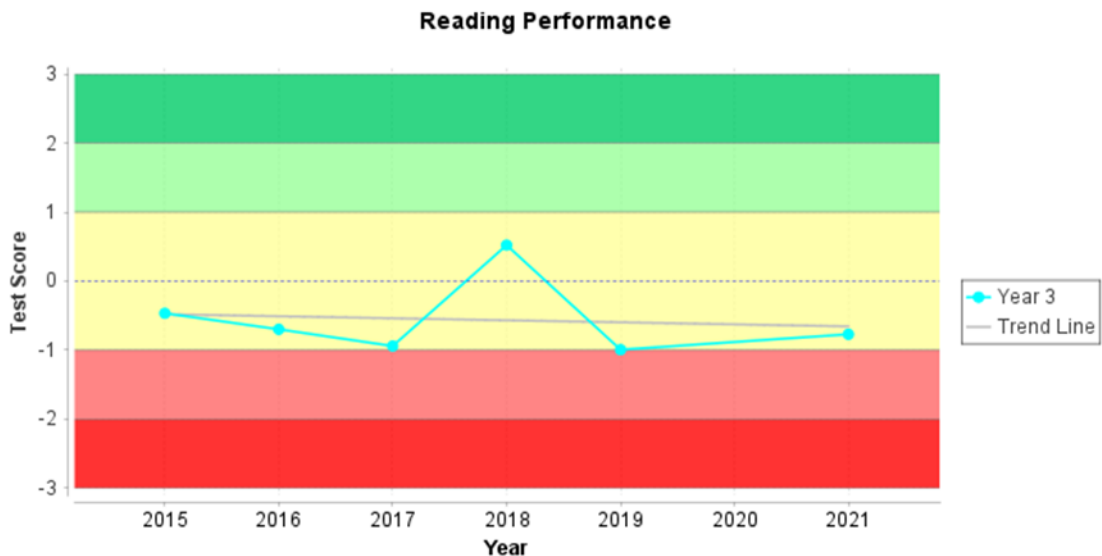
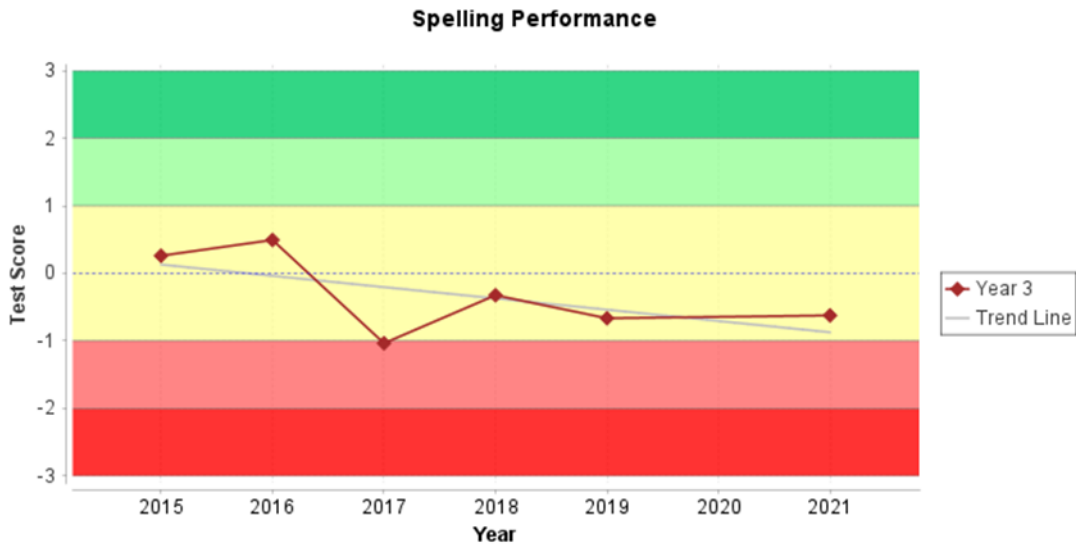
- ▶ The achievement of the stable cohort in all areas tested is equal to or above Like school performance.
- ▶ Apart from Spelling - the stable cohort achievement is within 20 points or less than the WA Public School means
- ▶ It is a small cohort of 6

PRIORITY ONE

SUCCESS FOR ALL STUDENTS

Target 2: By 2021 arrest the downward trend in Year 3 NAPLAN Reading and Spelling

The graphs below indicate that the downward trend was arrested in 2021 for Year 3 NAPLAN Reading and Spelling.



PRIORITY ONE

SUCCESS FOR ALL STUDENTS

Target 3: By 2021 the Cumulative Frequency score of Pre-Primary On-entry Assessment to be equal to or above the state average.

Scale Score Range	Speaking and Listening					Reading					Writing					Numeracy				
	State Wide		Students			State Wide		Students			State Wide		Students			State Wide		Students		
	%	CF%	No.	%	CF%	%	CF%	No.	%	CF%	%	CF%	No.	%	CF%	%	CF%	No.	%	CF%
0 - 99	<1%	0%	1	4%	4%	0%	0%	0	0%	0%	13%	13%	5	19%	19%	<1%	0%	0	0%	0%
100 - 149	1%	2%	0	0%	4%	0%	0%	0	0%	0%	14%	26%	5	19%	38%	<1%	0%	0	0%	0%
150 - 199	1%	3%	0	0%	4%	1%	1%	0	0%	0%	16%	42%	2	8%	46%	<1%	1%	0	0%	0%
200 - 224	1%	5%	1	4%	7%	0%	1%	0	0%	0%	19%	61%	2	8%	54%	<1%	1%	0	0%	0%
225 - 249	2%	6%	0	0%	7%	<1%	1%	1	4%	4%	17%	78%	6	23%	77%	1%	1%	0	0%	0%
250 - 274	0%	6%	0	0%	7%	<1%	1%	0	0%	4%	6%	84%	2	8%	85%	1%	3%	0	0%	0%
275 - 299	3%	9%	0	0%	7%	<1%	2%	0	0%	4%	4%	88%	0	0%	85%	2%	5%	0	0%	0%
300 - 324	0%	9%	0	0%	7%	1%	3%	0	0%	4%	2%	90%	1	4%	88%	3%	7%	0	0%	0%
325 - 349	3%	13%	0	0%	7%	2%	4%	0	0%	4%	2%	92%	1	4%	92%	4%	12%	3	12%	12%
350 - 374	4%	17%	0	0%	7%	4%	8%	1	4%	8%	3%	95%	2	8%	100%	8%	20%	1	4%	15%
375 - 399	5%	22%	1	4%	11%	6%	14%	2	8%	15%	1%	97%	0	0%	100%	9%	29%	3	12%	27%
400 - 424	13%	34%	2	7%	19%	12%	26%	1	4%	19%	1%	98%	0	0%	100%	16%	44%	5	19%	46%
425 - 449	8%	42%	0	0%	19%	17%	43%	6	23%	42%	1%	98%	0	0%	100%	18%	62%	9	35%	81%
450 - 474	16%	58%	7	26%	44%	24%	67%	9	35%	77%	1%	99%	0	0%	100%	12%	75%	2	8%	88%
475 - 499	7%	65%	2	7%	52%	16%	83%	4	15%	92%	<1%	99%	0	0%	100%	10%	84%	2	8%	96%
500 - 524	13%	78%	2	7%	59%	10%	93%	1	4%	96%	<1%	100%	0	0%	100%	7%	92%	1	4%	100%
525 - 549	6%	84%	2	7%	67%	4%	97%	1	4%	100%	<1%	100%	0	0%	100%	3%	95%	0	0%	100%
550 - 574	8%	92%	6	22%	89%	1%	99%	0	0%	100%	<1%	100%	0	0%	100%	2%	97%	0	0%	100%
575 - 599	3%	95%	1	4%	93%	1%	99%	0	0%	100%	<1%	100%	0	0%	100%	2%	99%	0	0%	100%
600 - 624	2%	97%	1	4%	96%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%
625 - 649	0%	97%	0	0%	96%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%	0%	100%	0	0%	100%
650 - 674	2%	99%	1	4%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%
675 - 699	0%	99%	0	0%	100%	0%	100%	0	0%	100%	<1%	100%	0	0%	100%	0%	100%	0	0%	100%
=/> 700	1%	100%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%
Total	100%	100%	27	100%	100%	100%	100%	26	100%	100%	100%	100%	26	100%	100%	100%	100%	26	100%	100%

Assessment Area	Target Achieved	Comments
Speaking and Listening	Yes	The spread of student achievement is comparative to the state in all assessment areas. There is a greater percentage of students (22%) achieving 550-574 than state (8%) in Speaking and Listening. Students performed better in Numeracy in comparison to 2020.
Reading	Yes	
Writing	Yes	
Numeracy	Yes	

PRIORITY TWO

SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Target 1: By 2021 whole school regular attendance will improve from 56% to 70%

	Primary Regular (+90%)	Primary Indicated (80-90%)	Secondary Regular (+90%)	Secondary Indicated (80-90%)
Semester 1 2019	65.6%	23.1%	50.9%	28.3%
Semester 1 2020	68.2%	15.6%	53.5%	26.8%
Semester 1 2021	58.4%	27.9%	37.5%	41.3%
Like Schools 2021	62.7%	22.7%	46.9%	25.7%

Target 2: By 2021 all questions in each distribution in the National Schools Opinion Survey will have an average response of 4.0 or higher.

Areas at target (4.0 or above)

- Teachers expect my child to do their best
- School is well maintained
- I can talk to teachers about my concerns
- My child's teachers are good teachers
- My child feels safe at this school
- Teachers at this school care about my child

Areas close to target (3.7 to 3.9)

- The school motivates my child to learn
- School is well led
- My child likes being at this school
- Teachers provide useful feedback
- The school has a good relationship with the community
- My child is making good progress at this school
- Students are treated fairly
- I am satisfied with the overall level of achievement

Of the 20 areas surveyed the target was reached in Primary for 13 areas, Secondary for 2 areas and Combined Primary and Secondary for 6 areas.



PRIORITY TWO

SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Target 3: By 2021 we will have moved from Cultural Understanding to Cultural Competence in all five areas on the Aboriginal Cultural Standards Framework Continuum.

Relationships	E	D	C	P
Staff establish and maintain positive relationships with Aboriginal students, their parents and families		✓		
Staff engage professionally with local Aboriginal community members and organisations	✓			
Staff provide Aboriginal students, their parents and families, and local Aboriginal community members with leadership opportunities.	✓			
Staff broaden their knowledge and improve practices in Aboriginal education		✓		
Leadership	E	D	C	P
School Leaders develop a clear vision for the teaching and learning of Aboriginal students	✓			
School leaders build staff capability for effective teaching of Aboriginal students	✓			
School leaders support innovation and change in Aboriginal education		✓		
School leaders demonstrate transparency and accountability to Aboriginal students, their parents and families	✓			
Learning Environment	E	D	C	P
Staff support Aboriginal students to feel a sense of belonging and connection to the school		✓		
Staff involve Aboriginal students, their parents and families to establish a physical environment that is welcoming for Aboriginal students	✓			
Staff work with Aboriginal students, their parents and families to establish shared expectations and responsibility for attendance and behaviour	✓			
Staff establish a supportive and safe learning environment for Aboriginal students		✓		
Resources	E	D	C	P
Staff acknowledge and value the expertise of Aboriginal staff	✓			
School leaders allocate staff to support the learning needs of individual Aboriginal students			✓	
School leaders target the learning needs of individual Aboriginal students when allocating financial resources	✓			
Staff use culturally appropriate education resources to strengthen Aboriginal student engagement and learning	✓			

Challenges for 2021 have included;

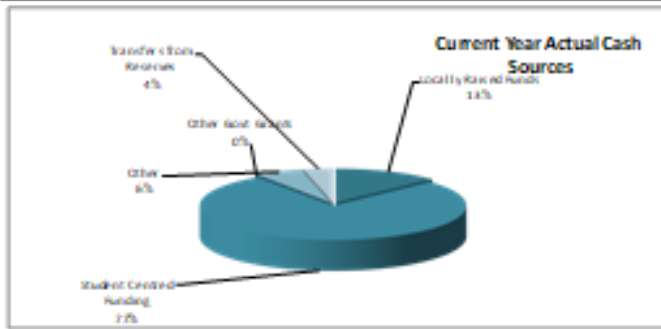
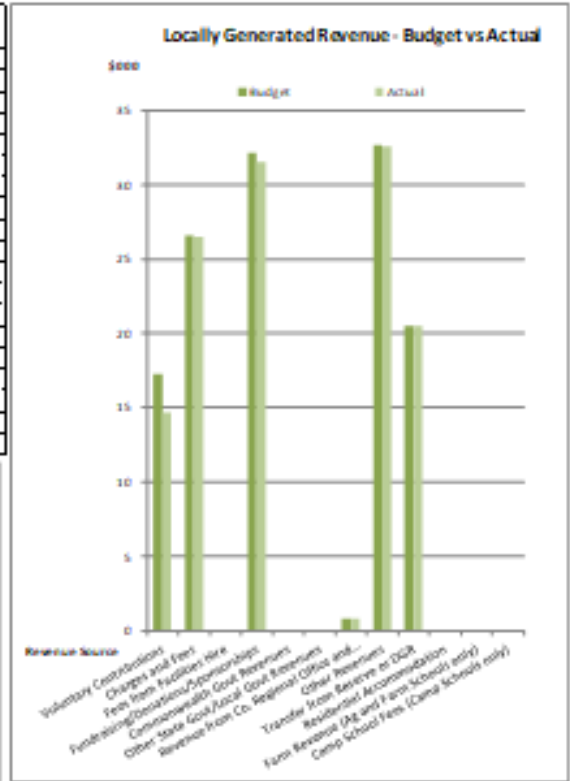
Unsuccessful attempt to recruit an Aboriginal and Islander Education Officer resulting in a vacant AIEO position for nearly all of 2021.

Impact of COVID-19 on scheduled events to recognize and develop knowledge of Noongar culture that had to be cancelled.

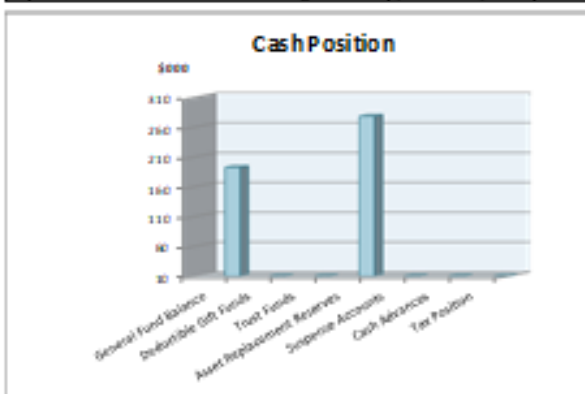
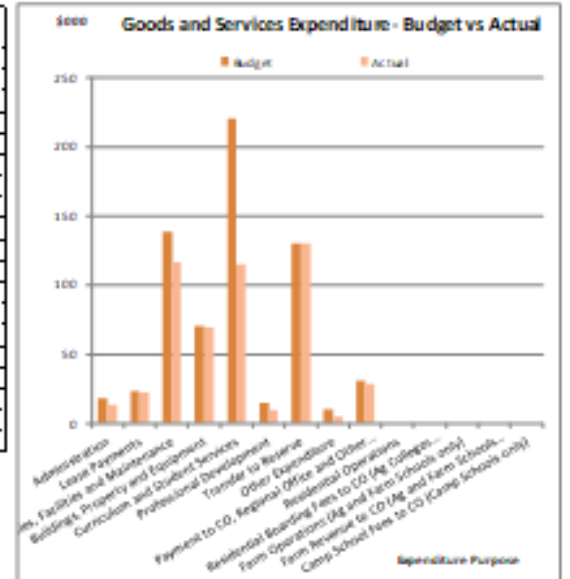
ANNUAL BUDGET 2021

Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1: Voluntary Contributions	\$ 17,270.00	\$ 16,609.75
2: Charges and Fees	\$ 26,580.00	\$ 26,539.56
3: Fees from Facilities Hire	\$ -	\$ -
4: Fundraising/Donations/Sponsorships	\$ 32,161.90	\$ 31,556.40
5: Commonwealth Govt. Revenues	\$ -	\$ -
6: Other State Govt./Local Govt. Revenues	\$ -	\$ -
7: Revenue from Co. Regional Office and Other Schools	\$ 800.00	\$ 800.00
8: Other Revenues	\$ 32,706.00	\$ 32,596.11
9: Transfer from Reserve or DGR	\$ 20,519.00	\$ 20,519.00
10: Residential Accommodation	\$ -	\$ -
11: Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12: Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 130,036.50	\$ 126,680.82
Opening Balance	\$ 137,862.75	\$ 137,862.75
Student Centred Funding	\$ 479,894.00	\$ 465,468.01
Total Cash Funds Available	\$ 707,393.25	\$ 700,611.58
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 707,393.25	\$ 700,611.58



Expenditure - Cash and Salary	Budget	Actual
1: Administration	\$ 17,809.17	\$ 13,427.04
2: Lease Payments	\$ 22,715.00	\$ 22,459.26
3: Utilities, Facility and Maintenance	\$ 138,532.00	\$ 116,480.97
4: Buildings, Property and Equipment	\$ 70,222.00	\$ 69,222.01
5: Curriculum and Student Services	\$ 219,630.75	\$ 114,595.30
6: Professional Development	\$ 15,000.00	\$ 8,809.05
7: Transfer to Reserve	\$ 129,794.00	\$ 129,794.00
8: Other Expenditure	\$ 10,073.00	\$ 6,905.03
9: Payment to CO, Regional Office and Other Schools	\$ 31,144.00	\$ 28,284.55
10: Residential Operations	\$ -	\$ -
11: Residential Boarding Fees to CO (Ag College 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	\$ 654,579.92	\$ 308,128.79
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 654,579.92	\$ 308,128.79
Cash Budget Variance	\$ 52,813.33	



Cash Position as at:	
Bank Balance	\$ 465,468.01
Made up of:	\$ -
1 General Fund Balance	\$ 465,468.01
2 Available Gift Funds	\$ 278,300.41
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 2,027.11
5 Expense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ -
Total Bank Balance	\$ 465,468.01



Boddington

DISTRICT HIGH SCHOOL

Learn • Grow • Succeed

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