



**Boddington**  
DISTRICT HIGH SCHOOL

# **2022 - 2025 BUSINESS PLAN**



## ACKNOWLEDGEMENT OF COUNTRY

Ngalak kaadatj Noongar Wilman moort  
nidja boodja-k ngalak kaadadjiny.

We acknowledge the Noongar Wilman  
family, this land on which we are learning.

Ngalak kaadatj bandang birdiya, koo-  
ra-koora, yeyi wer boordakan.

We acknowledge all elders past, present  
and emerging.



## OUR VISION

To develop confident and self-motivated lifelong learners who strive to succeed, are considerate of others, act responsibly and are successful members of society.



## OUR MISSION

Boddington District High School is a place where every student experiences a sense of connectedness and belonging to the school community, of being known as an individual; and where staff care about every student's overall progress and well-being. At Boddington DHS every student matters, every day.





## OUR VALUES

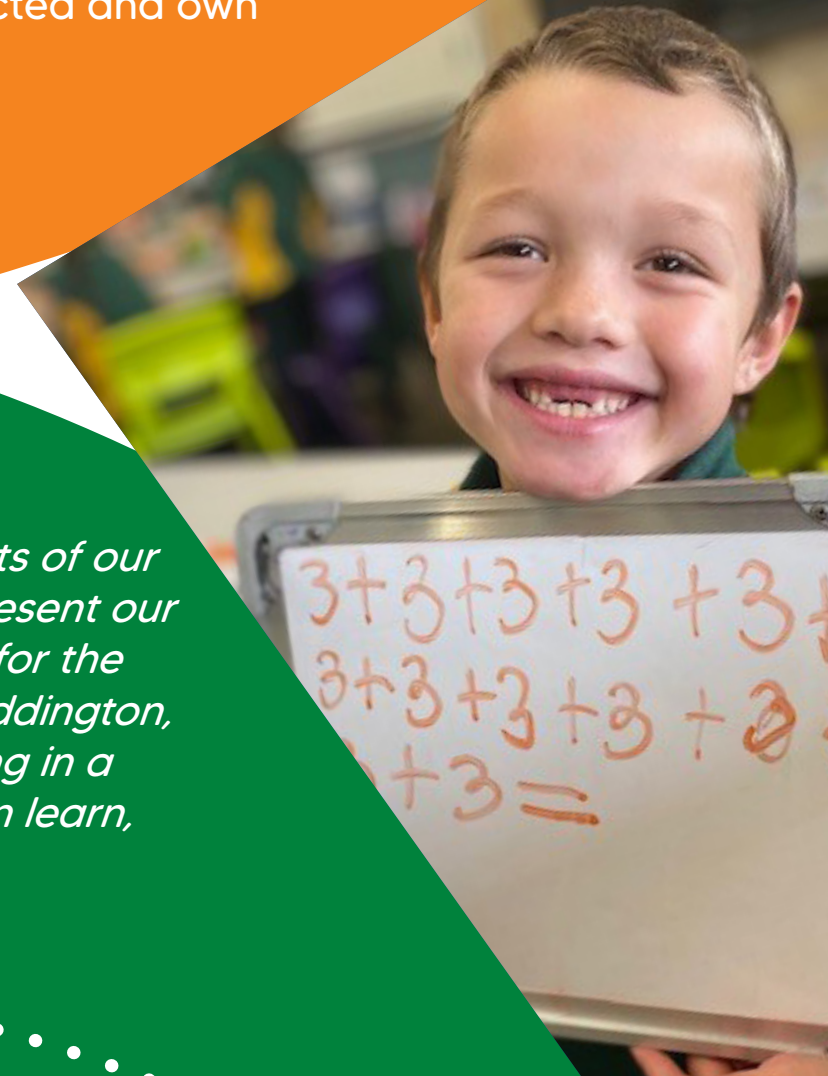
Considerate - be caring and mindful of others

Strive - do your best

Responsible - do what is expected and own your actions



*The leaves on the tree represent the different elements of our community and school. The branches of the tree represent our three values and that all three branches are needed for the tree to grow strong. The tree, 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.*





# LEARN



## Priority (Our Focus)

### High Impact Teaching

### Collaboration

## Strategic Direction (What we will do)

- Embed school wide approaches to the explicit teaching of literacy and numeracy.
- Build staff data literacy and formative assessment capacity to monitor and track student progress and achievement.
- Strengthen and embed consistent processes for identification of learning needs, intervention, differentiation and extension to ensure success for every student.

- Embed the use of High Impact Teaching Teams to support strong staff performance and continued self-improvement within a culture of collaboration, trust, reflection and support.
- Foster and build capacity of High Impact Teaching Team facilitators and teacher leaders in curriculum areas.
- Support parents to develop an understanding and knowledge of the teaching strategies and programs used at the school to further their child's achievement.

## Milestones (What you will see)

- The BDHS Teaching and Learning Guide will underpin all teaching practice throughout the school.
- Student assessment and achievement gap analysis data is used to inform classroom planning, daily reviews and focus for explicit teaching.
- All Students at Educational Risk will be supported by an individual case management approach.
- Increased student involvement in extension activities, programs and award opportunities.

- The High Impact Teaching Teams structure is embedded from K-10.
- A visible Distributed Leadership strategy is developed and operationalised.
- A range of parent communication strategies and formats are utilised at a whole school, classroom and individual level.

# GROW



## Priority (Our Focus)

**Wellbeing**

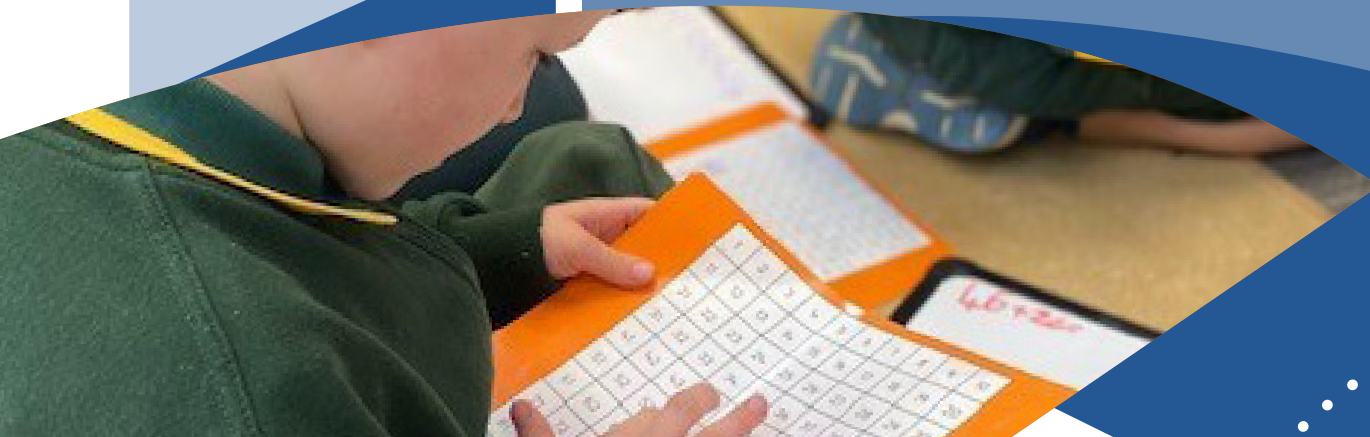
**Community**

## Strategic Direction (What we will do)

- Develop a whole school positive wellbeing support framework that enhances student wellbeing and creates positive learning environments where students can grow and thrive.
  - Develop an intervention model to target the social and emotional development of individual and/or groups of students who require additional support.
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- Continue to develop partnerships with community and industry and create opportunities for students to access external learning experiences that enhance and expand student learning.
  - Ensure we are a culturally responsive school that respects, values and welcomes diversity.
  - Strengthen the school's connection to the community.

## Milestones (What you will see)

- A BDHS Wellbeing Framework is developed and implemented across the school.
  - Whole school, staff and student wellbeing survey data is utilised to identify areas of focus for school, group and/or individual targeted teaching or intervention.
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- The P&C and School Board is effective and visible in enhancing the school environment and community.
  - Progress on the Aboriginal Cultural Standards Framework in each Standard for each performance descriptor as judged by staff.
  - Increased opportunities for students to learn about the local area, heritage and history.



# SUCCEED



## Priority (Our Focus)

### Future Focused

## Strategic Direction (What we will do)

- Ensure students are confident and adaptive users of technology to prepare them for future learning and employment opportunities.
- Build on student strengths and provide opportunities for meaningful learning experiences within school, the local area and beyond.
- Engage in pathway planning to equip students with the knowledge and skills needed to successfully transition through school and beyond.

## Milestones (What you will see)

- An ICT Scope & Sequence is created and implemented to develop K-10 student ICT capability.
- Technology is utilised by students in the classroom to enhance learning.
- Increased internal and external learning experiences that focus on developing students' life skills.
- All Year 9 and 10 students will be supported by an individual further education pathway plan.

## OVERALL ACHIEVEMENT TARGETS

- School mean will be above like schools in all NAPLAN areas tested.
- The average progress of our stable cohort students will be equal to or above the average progress of WA Public Schools in all NAPLAN areas tested.
- The average response for Year 3-6 and 7-10 students will be 3.5 or above on the Wheatbelt Social Emotional Learning Survey.
- Student attendance rates are equal to or above like schools.





**Boddington**

DISTRICT HIGH SCHOOL

Learn • Grow • Succeed

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