



**BODDINGTON
DISTRICT HIGH
SCHOOL**

ANNUAL REPORT 2022

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MESSAGE FROM THE PRINCIPAL



KAYA WANJOO

Hello and welcome to the 2022 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 2022 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 in the development of a new School Business Plan 2022-2025 which outlines the priority areas and strategic direction that reflects our school community aspirations for our students and will guide school improvement planning for the next 4 years.

We continued to invest in our learning environment including the purchase of a UV Meter, computer technology for learning, furniture for the front office reception and performing arts resources. With the support of the P&C and School Board we also began the process of creating two Nature Play areas and a Yarning Circle at the school to be completed in 2023.

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 2023.

Danielle Roache

Principal

April 2023

SCHOOL BOARD ADDRESS



A School Board plays an important role in contributing to good school governance so that school resources are used efficiently, and community expectations and the school's priorities reflect the needs of students. Having just completed my third year as the School Board Chairperson, I would like to thank all board members, made up of parent, community and staff representatives who have all contributed to achieving this goal.

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

- COVID restrictions created challenges at the start of the school year leading to school parent teacher interviews unable to be held. Other methods were used to ensure communication between parents and teachers occurred.
- We reviewed and developed the School Business Plan 2022-2025 with board feedback being incorporated into the final version. The school welcomed input on the format of the Plan which was incorporated ensuring it is clear to the community the 'Milestones' are included for each 'Strategic Direction'.
- The dress code policy was reviewed and endorsed. A new school Indigenous designed polo t-shirt was welcomed and will be designed by students and a former local artist.
- We farewelled community member Vinn Roser from the board and welcomed Mr Shane Miller as a Community Representative.
- Once COVID restrictions were lifted it was great to see a number of opportunities made available to students through excursions, incursions and participations in programs such as Children's University.
- We were pleased to see students represent our school community at Country Week in the sports of Basketball, Netball and Badminton.
- The school arranged Luke S Kennedy, a motivational speaker to present to the community on the topics of motivation, confidence, resilience and self-awareness and empowering mental wellness
- School performance data was reviewed and will lead to updates to the school improvement plan to ensure there is a focus on particular subjects and year groups where additional support is required.
- We are pleased the school continues to employ and support the Aboriginal and Islander Education Officer and School Chaplain. These roles continue to provide pastoral and other support services to students and their families.

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, 2023

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 vision 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 2022 student enrolments, including Kindergarten, were 292 with 10 Primary classes and 70 students in Secondary classes. Enrolments decreased slightly to be 281 students in Semester 2. In addition, there was a transiency rate of 30% in 2022.

| Semester 2 | 2018 | 2019 | 2020 | 2021 | 2022 |
|----------------------------------|------|------|------|------|------|
| Primary (Excluding Kindergarten) | 193 | 170 | 160 | 191 | 180 |
| Lower Secondary | 54 | 48 | 61 | 81 | 69 |
| Total | 247 | 218 | 221 | 272 | 249 |

ICSEA (Index of Community Socio-Educational Advantage)

Boddington District High School currently has an ICSEA of 957 which 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 | 45% | 33% | 17% | 4% |
| Australian Distribution | 25% | 25% | 25% | 25% |

DESTINATION SCHOOLS

| Destination Schools | Year 7 | Year 11 |
|---------------------------------|--------|---------|
| Boddington District High School | 13 | |
| Narrogin Senior High School | 5 | 6 |
| WACOA - Narrogin | | 4 |
| WACOA - Harvey | | 1 |
| Other Public High Schools | 1 | 1 |
| Other Private High Schools | 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. 84 respondents completed the survey, 63 primary responses and 21 secondary responses. Of the 20 areas surveyed the average 4.0 or above response 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.

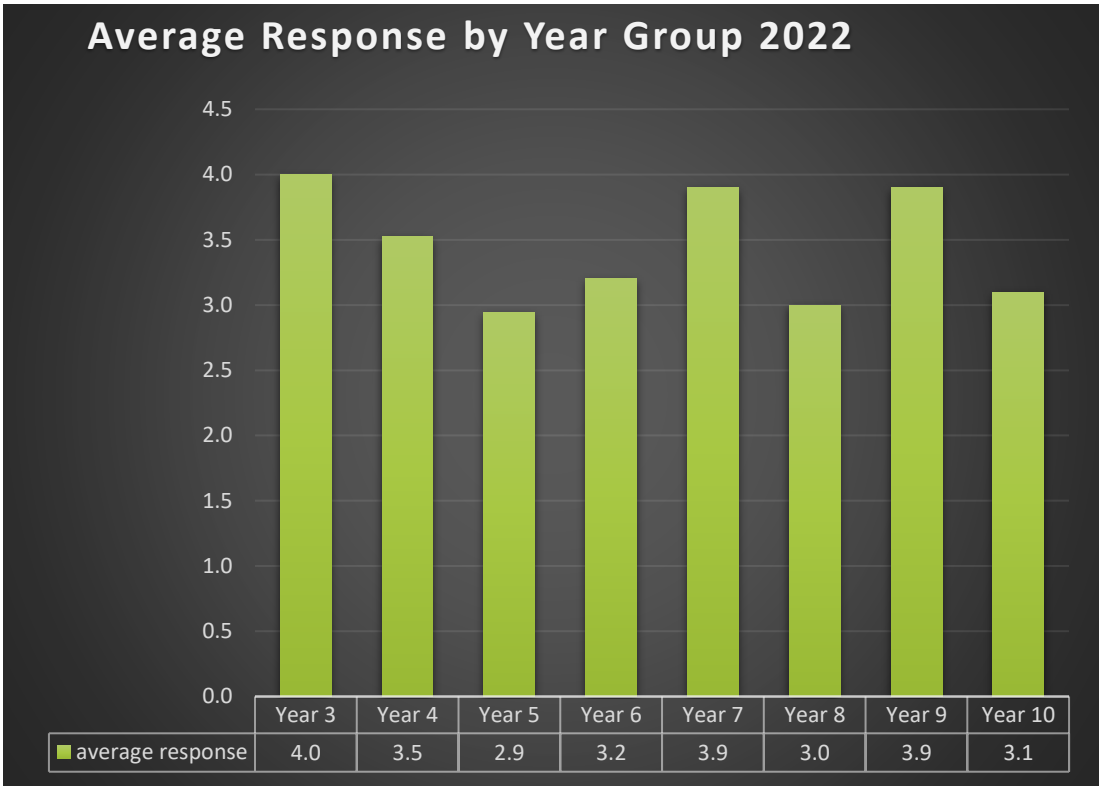
| Primary & Secondary Combined Survey Item at Target | Average | Average |
|---|---------|---------|
| | 2019 | 2021 |
| Teachers expect my child to do their best | 4.0 | 4.2 |
| School is well maintained | 4.1 | 4.2 |
| I can talk to teachers about my concerns | 4.0 | 4.0 |
| My child's teachers are 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

In 2022 the students in Year 3-10 completed a Social, Emotional & Wellbeing survey. Social and emotional wellbeing is strongly linked to both school success and success in later life. The SEW Survey will be conducted annually to provide the school with valuable insights into how students are perceiving life at school from a social and emotional perspective. Domains explored include social & emotional competency, relationship with peers, school climate, and the teacher/student relationship. Data from the survey provides a strong platform for the selection and evaluation of appropriate interventions to optimise student wellbeing and engagement with learning. The average response for each cohort is presented in the graph below. The maximum score is 5.0.



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.

| | 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 | 18.2 |
| Total Teaching Staff | 22 | 18.2 |
| SCHOOL SUPPORT STAFF | | |
| School Chaplain | 1 | 0.6 |
| Non-Teaching Staff | 12 | 9.2 |
| Clerical/Administrative | 3 | 2.6 |
| Gardening/Maintenance | 1 | 0.6 |
| Total Student Services Staff | 15 | 13.0 |
| TOTAL | 42 | 34.2 |



2022 • Boddington District High School Staff

SCHOOL PERFORMANCE

Business Plan Overview

The Annual Report assesses the extent to which the priority areas and targets in the Boddington District High School’s Business Plan 2022-2024 have been achieved and the progress being made towards these targets.

PRIORITY AREAS
LEARN: HIGH IMPACT TEACHING & COLLABORATION
GROW: WELLBEING & COMMUNITY
SUCCEED: FUTURE FOCUSED

| | |
|----------|--|
| Target 1 | School mean will be above like schools in all NAPLAN areas tested |
| Target 2 | 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. |
| Target 3 | The average response for Year 3-6 and 7-10 students will be 3.5 or above on the Wheatbelt Social Emotional Wellbeing Survey. |
| Target 4 | Student attendance rates will be equal to or above like schools. |

TARGET 1

School mean will be above like schools in all NAPLAN areas tested

| Year 3 | | | | |
|-------------------------|-------------|-----------|---------|-------------------------|
| Year 3 22 Students | | | | |
| Test | Cohort Mean | Like Mean | WA mean | Difference Like Schools |
| Writing | 389 | 395 | 419 | -6 |
| Grammar and Punctuation | 361 | 399 | 424 | -38 |
| Reading | 388 | 400 | 428 | -12 |
| Spelling | 354 | 392 | 414 | -38 |
| Numeracy | 370 | 372 | 395 | -2 |

- ▶ The cohort has performed below Like Schools in all areas.
- ▶ Writing and Numeracy are within 10 points of Like Schools.
- ▶ Grammar & Punctuation and Spelling are areas of low achievement for the cohort.

SCHOOL PERFORMANCE

TARGET 1

School mean will be above like schools in all NAPLAN areas tested

| Year 5 | | | | |
|-------------------------|---------------|-------------|-----------|----------------------|
| Year 5 20 Students | | | | |
| Test | ▼ Cohort Mean | ▼ Like Mean | ▼ WA mean | Difference Vs Like ▼ |
| Writing | 468 | 449 | 475 | 19 |
| Grammar and Punctuation | 487 | 472 | 495 | 15 |
| Reading | 491 | 479 | 501 | 12 |
| Spelling | 495 | 484 | 503 | 11 |
| Numeracy | 484 | 463 | 485 | 21 |

- ▶ The cohort has outperformed Like Schools in Reading, Spelling, Writing, Grammar & Punctuation and Numeracy.
- ▶ Numeracy was 1 point off the WA Public School means and the other 4 areas were 7-10 points off the mean.

| Year 7 | | | | |
|-------------------------|---------------|-------------|-----------|----------------------|
| Year 7 18 Students | | | | |
| Test | ▼ Cohort Mean | ▼ Like Mean | ▼ WA mean | Difference Vs Like ▼ |
| Writing | 512 | 496 | 519 | 16 |
| Grammar and Punctuation | 510 | 505 | 527 | 5 |
| Reading | 528 | 512 | 534 | 16 |
| Spelling | 513 | 522 | 544 | -9 |
| Numeracy | 513 | 514 | 541 | -1 |

- ▶ The achievement of the cohort in Writing and Reading is good - it is within 6-7 points of the WA Public School mean.
- ▶ Writing, Reading and Grammar & Punctuation achievement has outperformed Like schools.
- ▶ Numeracy and Spelling was within 10 points of the Like School mean.

SCHOOL PERFORMANCE

TARGET 1

School mean will be above like schools in all NAPLAN areas tested

| Year 9 | | | | |
|-------------------------|-------------|-----------|---------|-------------------|
| Year 9 13 Students | | | | |
| Test | Cohort Mean | Like Mean | WA mean | Diference Vs Like |
| Writing | 555 | 527 | 555 | 28 |
| Grammar and Punctuation | 561 | 550 | 574 | 11 |
| Reading | 555 | 555 | 579 | 0 |
| Spelling | 576 | 559 | 578 | 17 |
| Numeracy | 577 | 570 | 590 | 7 |

- ▶ The achievement of the cohort in all areas tested is equal to or above Like school performance.
- ▶ Writing is equal to the WA Public School mean and Spelling is 2 points lower than the WA Public School mean.

OVERALL STATEMENTS ON 2022 COHORT ACHIEVEMENT

| Overall Difference | Mean |
|--------------------|--------|
| WA Public Schools | -19.65 |
| Like Schools | 3.6 |

- ▶ When we average out our scores, we have demonstrated strength against ‘like’ schools and we have outperformed Like schools in 65% of the assessments.
- ▶ 8 out 10 secondary assessments were at or above Like Schools.
- ▶ 5 out of 10 primary assessments were at or above Like Schools.

TARGET 2

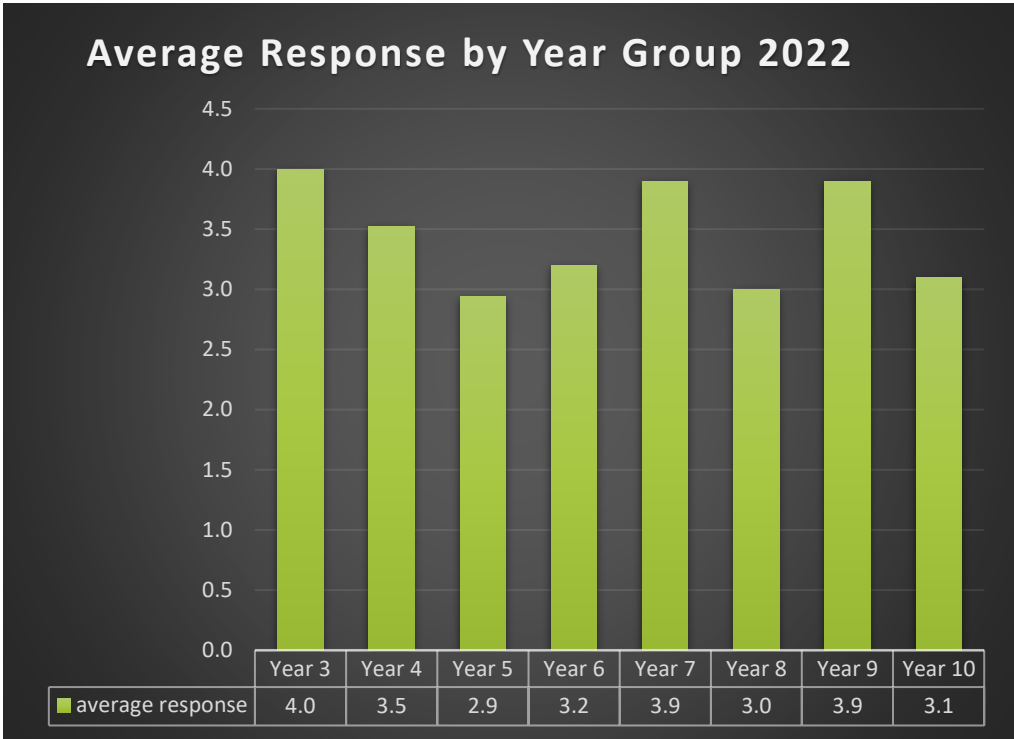
The average progress of our stable cohort students will be equal to or above the average progress of WA Public Schools in all NAPLAN areas tested.

As NAPLAN assessments did not occur in 2020 due to the COVID-19 pandemic, there is not progress data for students who sat NAPLAN in 2022.

SCHOOL PERFORMANCE

TARGET 3

The average response for Year 3-6 and 7-10 students will be 3.5 or above on the Wheatbelt Social Emotional Wellbeing Survey.



- ▶ The 2022 year 3, 4, 7 & 9 cohorts surveyed had an average response of 3.5 (out of 5) or higher and achieved the school performance target.
- ▶ The year 5, 6, 8 & 10 cohorts had an average response below the school target of 3.5 (out of 5).

TARGET 4

Student attendance rates will be equal to or above like schools.

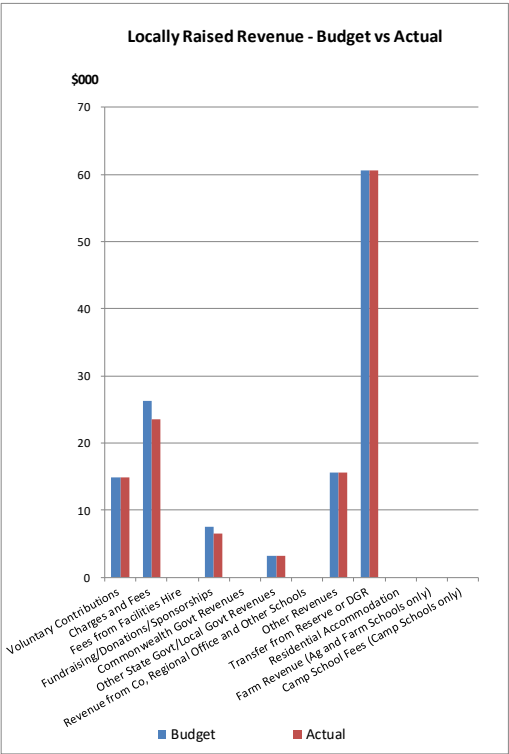
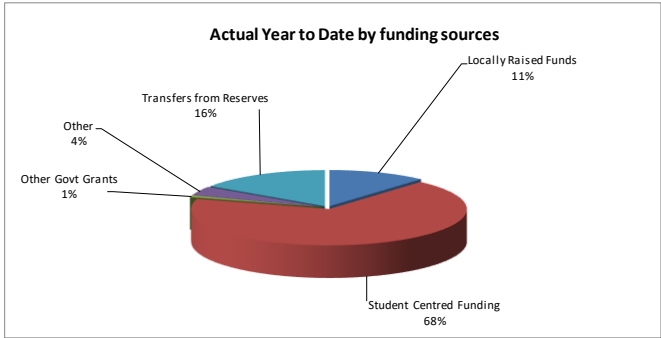
| 2022 | School | Like Schools | WA Public Schools |
|-----------|--------|--------------|-------------------|
| Primary | 83.1% | 83.5% | 86.6% |
| Secondary | 80.1% | 78.7% | 80.4% |

ANNUAL BUDGET 2022

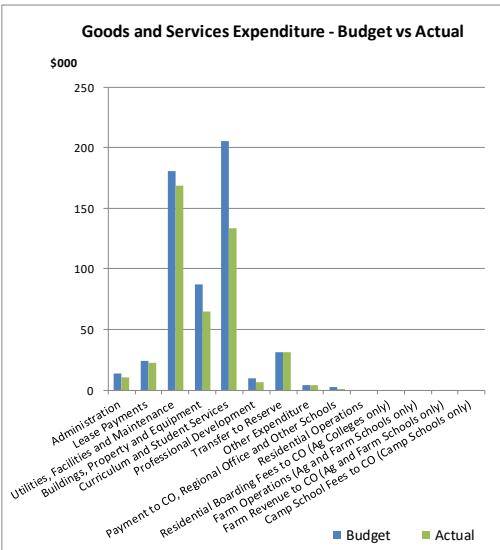
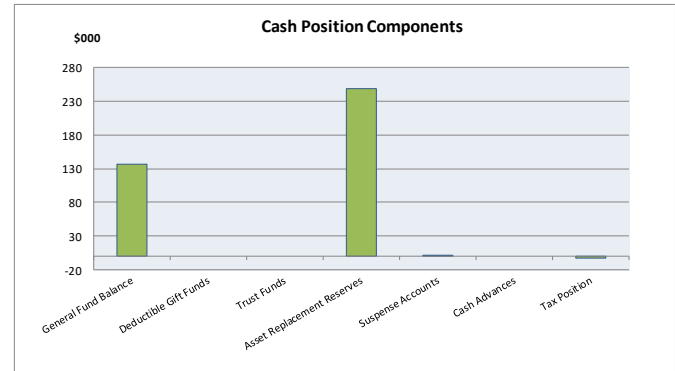
Financial Summary as at 31 December 2022

Boddington District High School
Financial Summary as at
Enter date here i.e. 31/12/2022

| | Revenue - Cash & Salary Allocation | Budget | Actual |
|----|--|----------------------|----------------------|
| 1 | Voluntary Contributions | \$ 14,869.00 | \$ 14,868.15 |
| 2 | Charges and Fees | \$ 26,322.00 | \$ 23,523.89 |
| 3 | Fees from Facilities Hire | \$ - | \$ - |
| 4 | Fundraising/Donations/Sponsorships | \$ 7,485.50 | \$ 6,476.75 |
| 5 | Commonwealth Govt Revenues | \$ - | \$ - |
| 6 | Other State Govt/Local Govt Revenues | \$ 3,150.00 | \$ 3,150.00 |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ - | \$ - |
| 8 | Other Revenues | \$ 15,649.00 | \$ 15,650.15 |
| 9 | Transfer from Reserve or DGR | \$ 60,564.00 | \$ 60,563.84 |
| 10 | Residential Accommodation | \$ - | \$ - |
| 11 | Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 | Camp School Fees (Camp Schools only) | \$ - | \$ - |
| | Total Locally Raised Funds | \$ 128,039.50 | \$ 124,232.78 |
| | Opening Balance | \$ 192,482.79 | \$ 192,482.79 |
| | Student Centred Funding | \$ 263,454.00 | \$ 263,454.43 |
| | Total Cash Funds Available | \$ 583,976.29 | \$ 580,170.00 |
| | Total Salary Allocation | \$ - | \$ - |
| | Total Funds Available | \$ 583,976.29 | \$ 580,170.00 |



| | Expenditure - Cash and Salary | Budget | Actual |
|----|--|----------------------|----------------------|
| 1 | Administration | \$ 13,691.74 | \$ 10,430.08 |
| 2 | Lease Payments | \$ 24,000.00 | \$ 22,474.51 |
| 3 | Utilities, Facilities and Maintenance | \$ 180,218.00 | \$ 168,706.47 |
| 4 | Buildings, Property and Equipment | \$ 86,783.00 | \$ 65,125.86 |
| 5 | Curriculum and Student Services | \$ 205,591.56 | \$ 133,235.73 |
| 6 | Professional Development | \$ 10,000.00 | \$ 6,783.47 |
| 7 | Transfer to Reserve | \$ 31,200.00 | \$ 31,200.00 |
| 8 | Other Expenditure | \$ 4,307.00 | \$ 3,845.48 |
| 9 | Payment to CO, Regional Office and Other Schools | \$ 2,804.00 | \$ 1,075.00 |
| 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 | \$ 558,595.30 | \$ 442,876.60 |
| | Total Forecast Salary Expenditure | \$ - | \$ - |
| | Total Expenditure | \$ 558,595.30 | \$ 442,876.60 |
| | Cash Budget Variance | \$ 25,380.99 | |



| Cash Position Components | |
|------------------------------|----------------------|
| Bank Balance | \$ 386,720.74 |
| Made up of: | |
| 1 General Fund Balance | \$ 137,293.40 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 249,005.57 |
| 5 Suspense Accounts | \$ 2,380.77 |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ (1,959.00) |
| Total Bank Balance | \$ 386,720.74 |



Boddington

DISTRICT HIGH SCHOOL

Learn • Grow • Succeed

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