



Department of
Education

Shaping the future

Boddington District High School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed 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 about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Established in 1920, Boddington District High School is located 120 kilometres south-east of Perth, within the Wheatbelt Education Region and became an Independent Public School in 2019.

The school has an Index of Community and Social Educational Advantage rating of 968 (decile 7).

It currently enrolls 315 students from Kindergarten to Year 10.

Boddington District High School has the support of the School Board and a dedicated Parent and Citizens' Association (P&C).

The first Public School Review of Boddington District High School was conducted in Term 1, 2019. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

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

The following aspects of the school's self-assessment process are confirmed:

- Attention was given to measuring the progress towards fully implementing the recommendations from the 2019 Public School Review report.
- The Principal and staff engaged in fine grained analysis of the school's progress toward meeting the Public School Review Standard as part of an established self-assessment schedule.
- The Electronic School Assessment Tool (ESAT) submission was succinct and linked directly to the domains of the Standard. Impactful evidence was presented covering all foci within these domains.
- A well-structured domain overview provided the review team with a clear narrative of the school's performance and demonstrated strong links between the analysis of evidence and planned actions for improvement.
- Meetings scheduled during the validation visit provided the review team with the opportunity to hear positive contributions from a wide cross-section of staff, students and community members.
- The leadership team reported that the information derived from the School Culture Survey provided an opportunity to refine and clarify aspects of the current business plan.

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Relationships and partnerships

Students highly value the sense of community and clear pathways to a productive future provided by the school. Parents have an avid interest in students' academic and wellbeing outcomes and view the school as very effective in delivering these. The Principal engenders great respect within the school and community.

Commendations

The review team validate the following:

- The Community School Culture and National School Opinion Survey data indicate that relationships are strong and productive. Parents describe feeling welcome, included and well supported.
- Highly positive staff relationships in the school are based upon trust. Staff express very high levels of satisfaction through feedback opportunities and contribute purposefully to maintaining a positive workplace culture of collaboration.
- A representative School Board, comprising of members from local mining companies, the Shire of Boddington, Peel Harvey Catchment Council, staff and parents, provides good governance. The varied skill and knowledge set of Board members underpins the process to set a strategic direction focused on positive student outcomes.
- An established P&C operates within the school and funds from this, and other revenue sources, assist to subsidise excursions and incursions and improve the learning environment and program resources.

Recommendations

The review team support the following:

- Continue to develop innovative ways to communicate information about teaching strategies and programs to allow parents to become even more effective partners in the education process.
- Maintain a focus on promotion and visibility as the school works to embed practices towards cultural responsiveness.

Learning environment

An outstanding learning environment is demonstrated by students who feel safe, are included in educational decision making and are able to access highly effective pastoral processes.

Commendations

The review team validate the following:

- Student wellbeing has received focused attention through the appointment of a secondary, level 3 wellbeing program coordinator who facilitated the implementation of classroom social emotional learning strategies, based on the philosophy of the Circle of Courage.
- Positive Behaviour Support (PBS) has been implemented with fidelity and enthusiastically embraced by staff. An internal coach ensures that expectations are clear and consistent application of the process occurs across the school.
- The student services team, including the chaplain and Aboriginal and Islander education officer (AIEO), are responsible for building strong relationships with families through a high care focus.
- Learning needs identification, Special Educational Need planning and consistent monitoring processes, support students who need assistance to progress and achieve.

Recommendations

The review team support the following:

- Maintain a focus on connection with Aboriginal families to ensure that they are valued partners in decisions relating to their child's education.
- Strengthen and embed consistent processes to support students with additional learning needs.

Leadership

The senior leadership of the school are positively connected to staff and middle levels of leadership and have facilitated the enabling conditions for continued school improvement. The Principal is highly visible in modelling this connection.

Commendations

The review team validate the following:

- Open dialogue, and collective responsibility for the outcomes of students, ensures that distributed leadership is effective in furthering the planned actions linked to the well-communicated moral purpose.
- Consultation with staff, in constructing and monitoring the business plan, was considerable and staff input led to the decisions to establish priorities to better meet the needs of students and families.
- There is a consistent process for all teachers and education assistants to consolidate their expertise in the use of High Impact Teaching Strategies through guidance and instructional support from leaders.
- Change is managed strategically by the Principal to ensure that priorities are established through the analysis of evidence. Staff value that they are consulted and provided with support. Careful monitoring of the implementation process has an end focus on embedded practice across the school.
- A strong pastoral care approach balances the accountability that is clear in the communication of high expectations. This is evident in documents that align the expectations outlined by the Department, the school's strategic and operational plans as well as classroom planning.

Recommendation

The review team support the following:

- Maintain the development of high impact teaching teams to build the pedagogical capacity of staff across the school.

Use of resources

A transparent approach to managing finances and resources is led by the Principal, manager corporate services and staff representatives. The focus of all resource generation, allocation and monitoring is to ensure maximum impact on improved student outcomes through aligned strategic and operational plans.

Commendations

The review team validate the following:

- Skilled and committed allied professionals maximise the value of resources available to students through the library officer, ICT¹ support officer and programs that connect students to science and technology learning opportunities.
- A student services team support staff, students and parents with developing and implementing individual education plans, behaviour plans, risk management plans, case conferences, PBS implementation, workplace learning and wellbeing initiatives.
- The highly valued Noongar Aboriginal Language Teaching program is a keystone to the development of cultural awareness in the school. The AIEO provides this tuition as well as learning support to Kindergarten – Year 3 students in literacy and mathematics.
- The school negotiates with local mining companies who commit considerable ongoing funding towards academic enrichment, career education, Aboriginal students and science and technology.

Recommendation

The review team support the following:

- Maintain a focus on recruitment and access to professional learning for staff supporting the increasing number of students with additional needs.

Teaching quality

An evidence-based dialogue about the impact of pedagogy is a feature of the school and indicates staff are confidently making instructional decisions based on what best helps students learn.

Commendations

The review team validate the following:

- Consistency in practice has been achieved through collaboration, peer support, a suite of mandated professional learning and quality instructional leadership. High Impact Teaching Strategies are a highlight of this practice.
- Six agreed non-negotiables for every learning environment, daily reviews, TAPPLE² and engagement norms underpin the focus on excellence in teaching.
- Academic extension and differentiation are delivered by classroom teachers who employ gap analysis, small group instruction, some streaming and the support of capable education assistants. Pastoral care complements this provision through the student services team.
- Staff reflection on current practices in teaching and learning, outlined in the Teaching for Impact and Quality Teaching Strategy documents, has impacted beliefs and knowledge around learning environments.

Recommendation

The review team support the following:

- Establish a team to deliver instructional coaching that further builds consistency and embeds the agreed approaches outlined in the Boddington District High School Teaching and Learning Guide.

Student achievement and progress

Staff have access to student achievement data and regular opportunity for analysis and reflection. Student achievement and progress continues to be an area of focus and thoughtful planning to address areas for improvement reflects this.

Commendations

The review team validate the following:

- Aspirational goal setting is targeted towards students meeting or bettering the Australian average mean for progress.
- Teacher efficacy and aligned planning has resulted in an overall improvement in student achievement and progress of the stable cohort, evidenced by NAPLAN³ assessments, since 2021.
- Progressive Achievement Tests have been used to identify gaps in concept knowledge in reading, with teachers using specific lessons to remediate identified areas of need. Progress has been reviewed to adjust instruction. Additionally, staff have identified a need to ensure that students are improving their test taking skills.
- Data is used effectively to discuss, with students, their academic pathways and attendance in a persistent effort to increase engagement and achievement.
- Class achievement profiles (primary) and digital mark books, course outlines and Connect (secondary) ensure that there are consistent approaches to assessment recording and tracking across the school.

Recommendations

The review team support the following:

- Maintain a focus on moderation activities to ensure that allocated grades align closely with standardised achievement levels.
- Strengthen the use of data to drive intervention and planning in the secondary school.

Reviewers

Jen Graffin
Director, Public School Review

Stuart Teasdale
Principal, Kalbarri District High School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 Teach first, Ask a question, Pair-share, Pick a non-volunteer, Listen, Effective feedback
- 3 National Assessment Program – Literacy and Numeracy