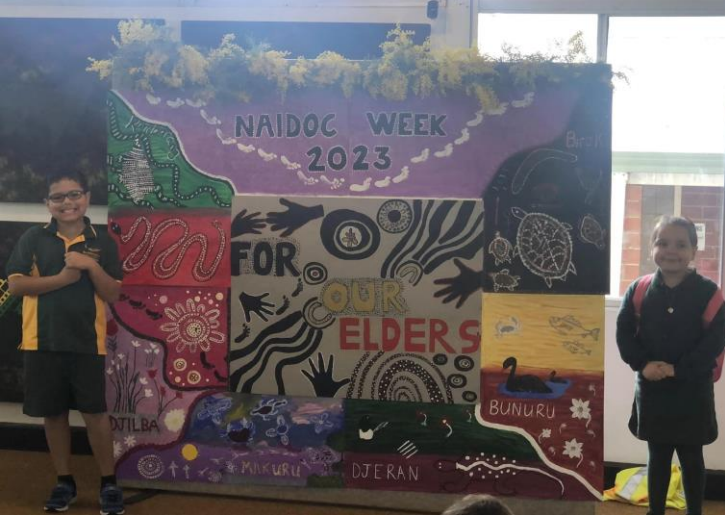




**BODDINGTON  
DISTRICT HIGH  
SCHOOL**

# **ANNUAL REPORT 2023**



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# MESSAGE FROM THE PRINCIPAL

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## KAYA WANJOO

Hello and welcome to the 2023 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 2023 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 implementation of our School Business Plan 2022-2025 which outlines the priority areas and strategic direction that reflects our school community aspirations for our students and will continue to guide school improvement planning for the next 2 years.

We continued to invest in our learning environment including the purchase of covered seating for an outdoor learning area, computer technology for learning and furniture for Bannister block. With the support of the P&C and School Board we also completed the Nature Play and Yarning Circle project.

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 2024.

*Danielle Roache*

Principal

April 2024

# SCHOOL BOARD ADDRESS

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What does your School Board do? They are parent, community and staff representatives who have the role of 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. More information can be found at <https://www.education.wa.edu.au/school-councils-boards>

Below is a summary of what the School Board were involved with during the 2023 school year and some of the highlights:

- The 2022 Annual Report was reviewed and endorsed by the School Board. This includes the annual School Board Chairpersons report – see this link [Annual Report](#)
- Input into the new nature play area which was officially opened in 2023. Congratulations to the P&C and the school on raising the funds and coordinating the implementation of these fantastic new areas within our school which students will enjoy for many years to come!
- Reviewed the School Improvement Plan developed by staff based on the objectives/milestones of the School Business Plan and school performance data analysis. For more information visit this link: [Business Plan](#)
- A School Board annual meeting schedule was developed which is a key document to guide the school board on items to focus on during the meetings each term.
- The School Funding Agreement was signed by the Principal and School Board Chair.
- School performance data and NAPLAN was reviewed with a focus on strengths and areas of growth for students and the staff. This information is reviewed and reflected in the annual school improvement plan.
- We farewelled staff representative Damon Jeffery and welcomed Melissa Hughes into this role.
- The School Board reviewed and approved the School Development Days planned for 2024.
- The School Board participated in the Public School Review in Term 1 2024. This report is available on the school website.
- As a School Board it has been great to see a number of excursions, incursions and camps which our students have been able to attend. These events are all made possible through coordination by the school staff and administration team through a variety of funding sources, including the P&C.
- Having just completed my fourth year as the School Board Chairperson, I would like to thank all board members (Andrea Leighton, Loren Bryant, Karen Wessels, Monica Treasure, Shane Millar, Damon Jeffery, Scott George, Danielle Roache and Melissa Hughes) for their input over 2023 to ensure as Board we continue to provide good governance to the school to achieve the best outcomes for students.

Melanie Durack

**School Board Chairperson**

April, 2024



# 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 2023 student enrolments, including Kindergarten, were 282 with 10 Primary classes and 58 students in Secondary classes. Enrolments increased slightly to be 292 students in Semester 2. In addition, the transiency rate decreased from 30% in 2022 to 16% in 2023.

Semester 2	2018	2019	2020	2021	2022	2023
Primary (Excluding Kindergarten)	193	170	160	191	180	212
Lower Secondary	54	48	61	81	69	61
Total	247	218	221	272	249	282

## ICSEA (Index of Community Socio-Educational Advantage)

Boddington District High School currently has an ICSEA of 968 which is an increase from 2022 when the ICSEA was 957 and a decrease from 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%	32%	15%	5%
Australian Distribution	25%	25%	25%	25%

## DESTINATION SCHOOLS

Destination Schools	Year 7	Year 11
Boddington District High School	20	
Narrogin Senior High School	2	2
WACOA - Narrogin		2
Other Public High Schools	1	1
Other Private High Schools	4	1



# OUR COMMUNITY

## Parent Satisfaction

### What does our Parent Community Think?

Schools are required to seek information on parent feedback every two years. In 2023 the decision was made by the School Board to use the Department's School Culture Survey to seek feedback from parents and carers. The School Culture survey provides more detailed feedback, aligns to the School Review domains and would allow a comparison between the perceptions of parents/community and the Staff School Culture Survey. This survey will be used again in 2025, enabling the school to measure improvement and impact of actions. There were 63 responses out of a possible 170 to the 2023 Community Survey. When the survey responses are combined and averaged, all areas are above 3, and the median response is 3.7.



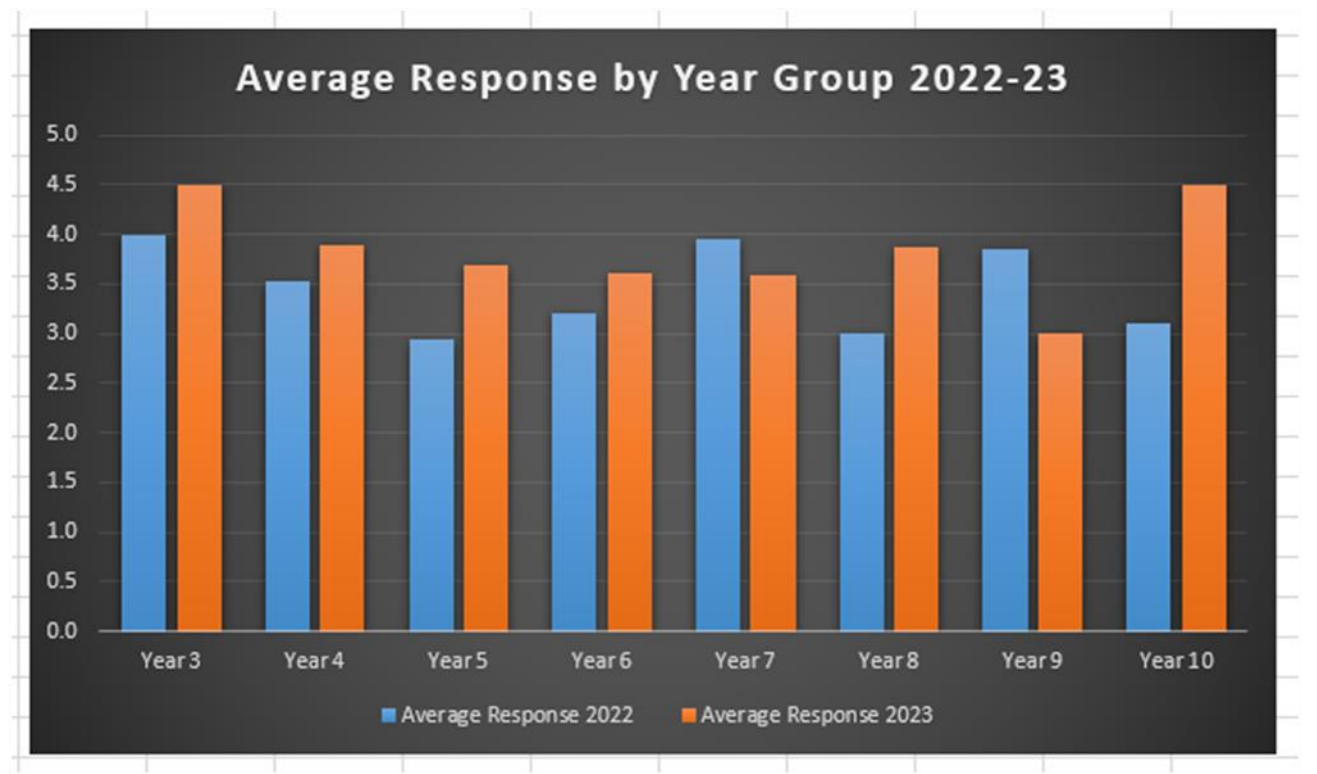
I am made to feel welcome when I attend the front office	4.3
I feel welcome when I am in the school	4.1
My school sets high expectations for my children's learning	4.1
My children are well known by school leaders and staff	4.1
I feel well informed about the activities of this school	4
Teachers at our school are professional, committed and enthusiastic	4
I am comfortable to approach the school to discuss my children's needs and progress	3.9
The staff care about my children	3.9
I frequently see school leaders around the school	3.9
The school recognises students for their progress and achievements	3.8
Our teachers have a thorough knowledge and understanding of what they teach	3.8
My children's teachers provide a stimulating learning environment and make learning opportunities interesting and	3.8
My children have a strong sense of belonging and pride in our school	3.8
Our school has a culture where mutually respectful relationships are promoted and valued	3.8
Staff and students at this school respect each other	3.7
I feel like the staff are working with me in preparing my children for the next stage of their education	3.7
The school values the role of parents as partners in education	3.7
Our school board operates effectively	3.7
Our school board is representative of our school community	3.7
Our school creates and sustains a culturally responsive and culturally safe learning environment	3.7
Our school is a safe and caring place to be	3.7
Our school is responsive to the voice of Aboriginal students, staff and communities	3.7
Our school facilitates contemporary learning environments through the use of learning technologies	3.7
The school uses available resources to improve student learning	3.7
School leaders model culturally responsive leadership behaviours	3.7
The whole school communication processes are well established	3.7
I am provided with opportunities to actively engage in my children's education	3.6
Our school board values the opinion of the community	3.6
The school staff understand and respect my children's cultural background	3.6
The school's teachers create learning experiences that are culturally responsive and connect to the local context	3.6
Student wellbeing and care is a priority at our school	3.6
I see the impact of the resources provided to staff	3.6
I believe our school is well led	3.6
Staff have positive relationships with Aboriginal students, their families and the local Aboriginal community	3.5
Teachers provide me with feedback about my children's achievement and progress	3.5
I understand how my children's classrooms operates	3.5
There are effective pastoral care processes in our school	3.5
I see the impact of support provided for specific student needs	3.5
The school communicates how decisions will support my children's learning	3.5
The staff have a common approach to how students are taught	3.4
The school's teaching and learning programs meet the needs of my children	3.4
I see the link between the school's planning and the way it allocates resources	3.3
If the school makes big decisions, they ask parents what they think	3.2
Teachers ask me about my aspirations for my child, family and community	3.1



# OUR COMMUNITY

## Student Voice

In 2022 and 2023 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
Program Coordinator	1	0.6
Total Administration Staff	4	3.6
TEACHING STAFF		
Teachers	21	18.0
Total Teaching Staff	21	18.0
SCHOOL SUPPORT STAFF		
School Chaplain	1	0.6
Other Allied Professionals	13	10.0
Clerical/Administrative	3	2.6
Gardening/Maintenance	1	0.6
Total Student Services Staff	18	13.8
TOTAL	43	35.4



# 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 2022-2025 have been achieved and the progress being made towards these targets.

## TARGET 1

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

Year 3					
Year 3 Cohort - 29 Students, Stable Cohort 21 Students					
Test	Cohort Mean	Like Mean	Stable Cohort	Diff Like Sch	Cohort Vs Li
Writing	364	387	400	13	-23
Grammar and Punctuation	372	367	389	22	5
Reading	359	362	370	8	-3
Spelling	366	373	380	7	-7
Numeracy	372	376	381	5	-4
Year 5					
Year 5 Cohort 29, Stable Cohort 18 Students					
Test	Cohort Mean	Like Mean	Stable Cohort	Diff Like Sch	Cohort Vs Li
Writing	451	449	481	32	2
Grammar and Punctuation	479	461	509	48	18
Reading	469	459	484	25	10
Spelling	458	468	478	10	-10
Numeracy	463	455	485	30	8

- ▶ The year 3 and Year 5 stable cohort achievement was above like schools in all areas tested.
- ▶ The year 5 cohort data continues to be comparable to like schools.
- ▶ Student achievement in Grammar and Punctuation is a strength for both the year 3 and year 5 cohorts.



# SCHOOL PERFORMANCE

## TARGET 1

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

Year 7					
Year 7 Cohort 16 Students, Stable Cohort 9 Students					
Test	Cohort Mean	Like Mean	Stable Coh	Stable Cohort Diff Like Sch	Cohort Vs Li
Writing	493	498	505	7	-5
Grammar and Punctuation	494	499	509	10	-5
Reading	485	496	503	7	-11
Spelling	492	517	490	-27	-25
Numeracy	521	501	533	32	20
Year 9					
Year 9 Cohort 18 Students, Stable Cohort 13 Students					
Test	Cohort Mean	Like Mean	Stabel Coh	Stable Cohort Diff Like Sch	Cohort Vs Li
Writing	537	541	538	-3	-4
Grammar and Punctuation	504	530	554	24	-26
Reading	571	544	577	33	27
Spelling	545	552	537	-15	-7
Numeracy	532	549	520	-29	-17

- ▶ The year 7 Numeracy and year 9 Reading achievement were strengths for the cohorts
- ▶ The year 7 stable cohort achievement was above like school in all areas tested except for Spelling.
- ▶ Areas of concern were the year 7 & 9 stable cohort spelling achievement, and the year 9 Numeracy achievement.

## 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.

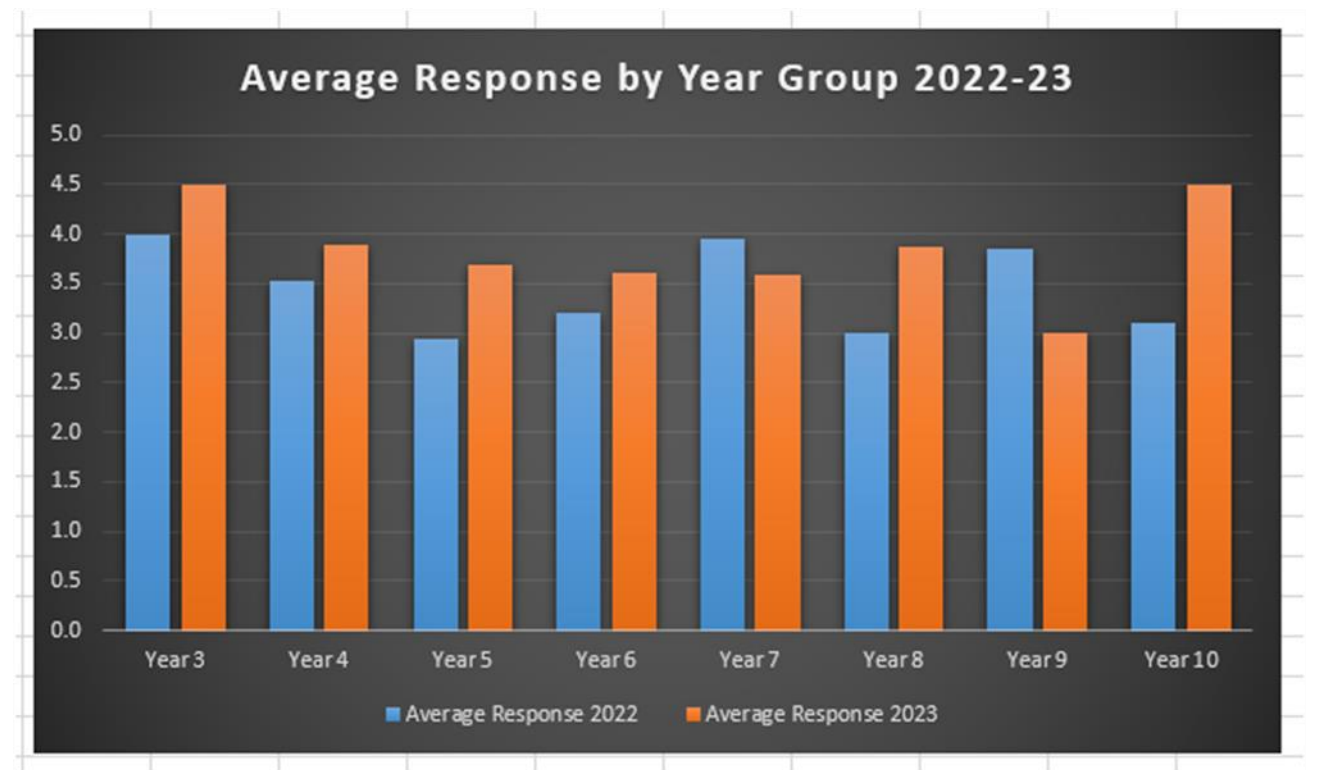
As the NAPLAN assessment occurred Term 1, there is not progress data for students who sat NAPLAN in 2021, as they sat the assessments in Term 2.



# 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 2023 year ALL cohorts surveyed, with the exception of Year 9, had an average response of 3.5 (out of 5) or higher and achieved the school performance target.

## TARGET 4

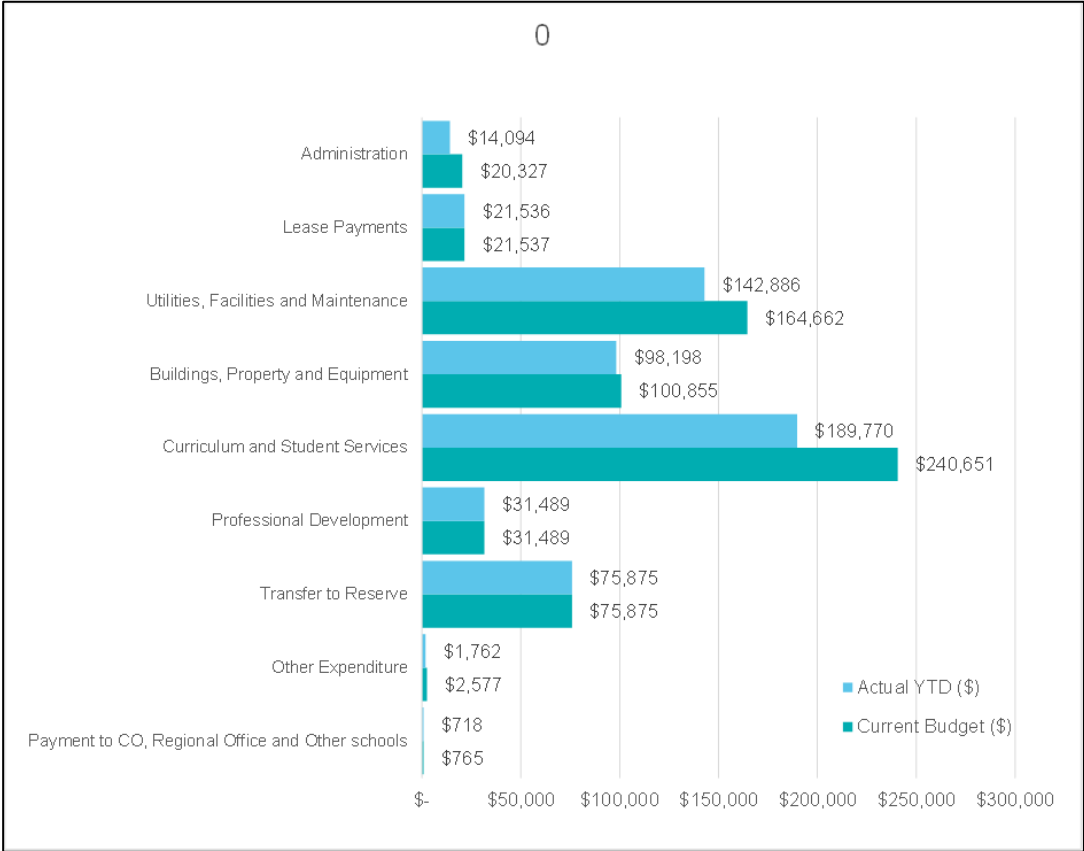
Student attendance rates will be equal to or above like schools.

2022	School	Like Schools	WA Public Schools
Primary	88.4%	88.3%	88.9%
Secondary	82.3%	79.6%	82.5%

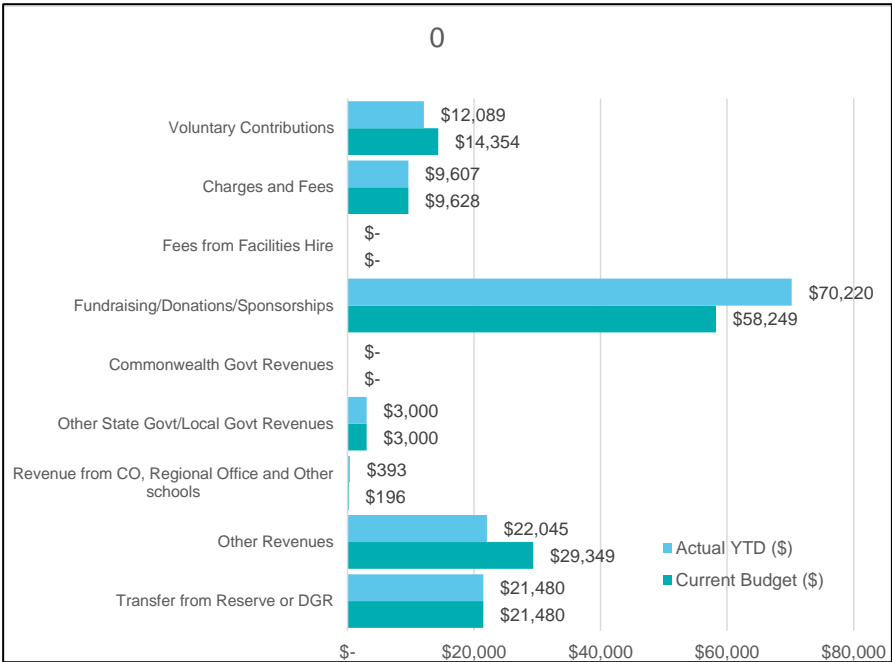
# ANNUAL BUDGET 2023

## Financial Summary as at 31 December 2023

### Goods and Services Expenditure - Budget vs Actual



### Locally Generated Revenue - Budget vs Actual





# Boddington

DISTRICT HIGH SCHOOL

Learn • Grow • Succeed

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