

# Toodyay District High School Annual Report 2020



**TOODYAY**  
District High School

STRIVE



## From the Principal

It gives me great pleasure to present the 2020 Annual Report for Toodyay District High School. The annual report provides a snapshot of our schools achievements and directions over the 2020 school year. It contains information about the school, student outcomes and school management. More detailed information is given throughout the year via tri term newsletters, semester summative reports, schools online data as well as our school Web Page and Connect.

2020 saw the staff and school council review the schools 2018-2020 strategic plan moving to the creation of the school next tri annual strategic direction of 2021-2023.

From the middle of term one our school was directly impacted by the procedures and safety regulations around the COVID 19 pandemic. Our school managed to navigate what was needed to keep students and staff safe, only reducing our school year from 40 weeks to 39 weeks, a great achievement of our school system.

We commenced 2020 with 317 students from Kindergarten to year 10, and ended the year with 319 students.

Our school continued the middle school model for year 7. The school also choose to split the year 8 cohort into two smaller cohorts to support the academic and social needs of the students. This strategy showed gains across the year with increased engagement.

Over 2020 our staff engaged in Phase of Learning Team meetings and curriculum meetings focused on a shared approach to building capacity.

Due to COVID 19 restrictions the school did not run Assemblies over 2020.

Our swimming and faction carnivals were a great success with limited spectators attending. Friday clubs and Cadets as well as recess and lunch tokens continued an innovative way of the whole school to compete for the Champion Faction Trophy –Congratulations to Avon for taking out the winning faction trophy for 2020.

In week 10 of term three our school was completed its first Public school review (PSR). The review was carried out by two experts from the Department of Education. These staff reviewed the Electronic School Assessment Tool (ESAT) which showed School self assessment in areas of Relationships and Partnerships, Learning Environment, Leadership[, Use of Resources, Teaching Quality, Student Achievement and Progress. These areas stated in the ESAT were validated by the PSR team through a series of interviews with admin, teachers and community members. The review was very successful, celebrating a three year school renewal journey.

Without the professional commitment of a dedicated staff, partnerships with parents and the wider community, many wonderful learning opportunities and experiences would not take place.

Thank you to all of the parents for their ongoing support of our school and contributions to our students programs. A special thank you to Dr Guy Boggs our School Council Chair and Mrs Kelly - Anne Murray our P and C President and the members of both school organisations for their contributions throughout the year. The P and C donation of the new Bike path in the ECE area is a great addition to our school.

I would finally like to acknowledge the staff of TDHS who have put a tremendous amount of energy and effort into every day in order to help our students achieve success.

David Ball  
Principal



## School Leaders

Student leadership is developed through the selection of school prefects. Prefects are selected by students and staff. Prefects are responsible for a number of things around the school. They attend weekly meetings with a staff leader to discuss school-based events, concerns of students, feedback as to what is working well in the school and how they can further support the staff and students at Toodyay DHS.

## Parent Bodies

Parents and community members are valued, welcomed and informed about the school. The parent bodies at Toodyay District High School have formed a special relationship with the staff and students at the school. The School Council is integral part of the open and consultative relationship between the school and its supportive, engaged community. The Parents and Citizens Association is highly valued by the school, consisting of a hardworking, supportive and enthusiastic group of parents and community members. They work diligently and collaboratively, raising funds to support our students and community as a whole. The executive members of each group work hard to ensure each student who attends Toodyay has a bright and optimistic future. Our school P and C is a very dedicated group of parents who regularly meet and discuss a wide range of fundraising opportunities. The school has the benefit of a P and C run canteen staffed with dedicated volunteers. Over the course of 2020 the P and C have continued to open the canteen two days a week, to make the canteen a financially sustainable business. The P and C Association is always looking for new members and fresh ideas.



## SCHOOL CONTEXT

The traditional owners of the land our school is situated on are the Ballardong Noongar people who called the area *Duidgee*, meaning town of plenty and from which the word Toodyay is derived.

### Location and History

Toodyay District High School caters for approx. 320 Kindergarten to Year 10 students. The school is situated 85 kilometres east of Perth in the historic Avon Valley. The original school, Newcastle, was opened in 1885 on Duke Street and renamed Toodyay in 1910 moving to its current position in Drummond Street in 1952. In 1967 enrolments into Years 8 – 10 commenced. The school was destroyed by fire in 1993 and rebuilt eighteen months later; students used a variety of buildings throughout the town as classrooms in the interim.

The school draws from an increasingly diverse population representing agricultural, tourism and related service industries, as well as a growing number of families who live locally and who commute daily to Northam or Perth for work. The Avon Link rail service provides for daily commuting to Perth. The appeal of a rural lifestyle while maintaining city access is attracting families to settle in the area.

### School Ethos

Toodyay District High School is proud of its ethos of providing an inclusive and caring environment for all students. Teachers are committed, motivated and innovative educators who work in a caring and supportive environment, where their teaching and on-going professional development is valued and celebrated. Our teachers are approachable and maintain open communication in their relationships with students, parents and each other.

# Strategic Planning Priorities 2020

Toodyay District High School's priorities shape our core business. To deliver these priorities the school will implement targeted strategies, the effect of which will be measured by specific performance indicators.

## **Priority 1: A commitment to academic excellence:**

- High expectations of all students
- Provide opportunities for students to achieve their full potential
- Deliver explicit teaching and learning opportunities using a consistent, whole school lesson structure
- Differentiate the curriculum to suit the needs of all students
- Focus on improved literacy and numeracy skills
- Develop student self-efficacy, including goal setting opportunities
- Provide timely and effective feedback

## **Priority 2: A commitment to high quality teaching and learning:**

- Plan and implement effective teaching and learning opportunities
- Focus on student engagement in lessons
- Use data to make informed decisions
- Collaborate effectively with colleagues
- Provide opportunities for teachers to moderate assessments
- Engage in reflective feedback processes
- Use effective behaviour management strategies to meet the needs of all students
- Implement case management plans and strategies
- Effectively distribute support staff to areas of most need

## **Priority 3: A commitment to building a positive and inclusive learning environment:**

- Maintain a structured, organised classroom environment that focuses on student learning and engagement
- Implement whole school approaches, engaging students in consistent, embedded practices across the school
- Use strategies to develop students emotional competence (awareness, understanding and regulation of their own and others' emotions)  
Use the school-wide Positive Behaviour Support strategies
- Implement effective strategies to increase student attendance
- Develop and implement effective Individual Education Plans for students at educational risk

## **Priority 4: A commitment to community relationships:**

- Build a sense of pride in the school community
- Develop effective communication and engagement with parents/care givers and the wider school community
- Build positive relationships with parents/care givers and community members
- Invite parents/care givers into the school and classrooms
- Support community groups and events  
Engage with colleagues and other schools/ networks

## FEATURES OF THE TEACHING AND LEARNING ENVIRONMENT

### **OLNA**

To achieve the Western Australian Certificate of Education (WACE), students need to demonstrate minimum standards of literacy and numeracy. These standards cover the range of skills regarded as essential to meet the demands of everyday life and work.

Students who achieve Band 8 or higher in any of the three components of reading, writing and numeracy in their Year 9 NAPLAN are acknowledged as having demonstrated proficiency in using a range of ACSF Level 3 skills in that component. Students not reaching this standard will have multiple opportunities to sit the OLN test in reading, writing and numeracy. 100% of Students at TDHS who sat OLN passed in 2020.

### **Behaviour Attendance and Health and Wellbeing Policy**

In order to be effective, all staff working at Toodyay District High School became familiar with the school's new Student Behaviour Plan, which incorporates the Department policy and procedures, and what it implies in terms of how they work with students in managing their behaviour.

Toodyay District High School is a school that provides a supportive and caring environment for all students. Within this safe and positive environment all members of the school community have;

- the right to work and learn,
- the right to feel safe,
- the right to respect and fair treatment
- the right to achieve excellence.

### **Operational Planning**

Over 2020 continual review of Operational planning was undertaken. Toodyay DHS creates plans, by making evidence-driven decisions about the actions required to maximise student achievement. Our school planning responds to student and community needs, addresses policy requirements, accommodates departmental imperatives and engages all school staff.

### **SAER Co-ordinator**

Mrs Jo Bartlett our Deputy Principal is the dedicated staff member focused on meeting the complex needs of our students at educational risk. The SAER Co-ordinator coordinates screening of SAER and Intervention programs. Screens new students to the school, flags already identified SAER students and disseminate relevant information to teachers. Our SAER co-ordinator also analyses whole school data to assist in the identification of SAER and manages school Psychologist and the Student Services team.

## Student Population

Staff, students and parents work collaboratively to implement strategies to support retention. This includes providing an engaging curriculum with a strong focus on Literacy and Numeracy, development of Individual Education Plans for students, development of Individual Behaviour Plans to support students, provision of pastoral care services, use of specialist teachers and providing opportunities for leadership within the school.

Working with the wider school community to market our school as the school of choice for Toodyay parents, our school has focused where possible on providing all students with specialist staff in areas of Science, Arts and P/E

Due to COVID 19 Attendance Data is not available

### Attendance Overall Primary

	Attendance Category			
	Regular	Indicated	Moderate	Severe
2017	67.5%	22.5%	8.8%	1.3%
2018	70.3%	16.6%	11.4%	1.7%
2019	54.4%	31.4%	12.4%	1.8%
Like Schools 2019	64.8%	21.9%	9.7%	3.6%
WA Public Schools	73.0%	19.0%	6.0%	2.0%

### Attendance Overall Secondary

	Attendance Category			
	Regular	Indicated	Moderate	Severe
2017	48.0%	24.0%	18.0%	10.0%
2018	51.6%	28.0%	12.9%	7.5%
2019	49.5%	25.8%	17.5%	7.2%
Like Schools 2019	49.4%	24.0%	15.1%	11.5%
WA Public Schools	60.0%	22.0%	11.0%	7.0%



## FEATURES OF THE TEACHING AND LEARNING ENVIRONMENT

### Speech and Oral Language Program

A comprehensive Speech and Oral Language screening process is undertaken with Kindergarten students to identify key learning opportunities. The classroom teachers works with a speech Therapist to design individual and group programs for students. Well designed activities take place each day , designed to assist oral language development.

### Digital Technologies

Toodyay District High School uses a range of different learning styles to meet the needs of all students. Students access a range of different technologies, desk top computers, interactive white boards, iPads and television. These are important “tools of the trade” but they are just “tools”. It is how we improve learning that is important. Staff have been participating in using adaptive technologies.

Toodyay DHS offered coding to students in 2020 utilising the “Digital Pack” supplied and resourced by the Education Department.

### Zones of Regulation

Self-regulation is something everyone continually works on whether or not we are cognizant of it. We all encounter trying circumstances that test our limits from time to time. If we are able to recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation used daily at Toodyay DHS.



### Toodyay Early Years Network

The Toodyay Early Years Network is a group of parents, and people who work and engage with young children in Toodyay. Their aim is to connect families with support services and programs in the Toodyay community. Clare Withers our Early Years teacher is the school representative.

### Faction Clubs

Faction clubs at Toodyay DHS was held on Friday afternoons over 2020. The faction based clubs worked collaboratively in multi aged groups to create art projects, beautify the school and create generate stalls for our school fete.

### National Quality Standards (NQS)

Toodyay DHS meets regularly to ensure we are meeting the National Bench Mark for quality in education . NQS has seven standards that are audited each year. Jill Orgles leads the school in NQS and ensures we continue to meet the NQS rigor, Kindy - year 2.



## Interagency Support

A number of specialist support agencies are a regular part of our school support services. We consult or refer students to these agencies when difficulties are experienced. They provide support for physical, psychological, academic and mental health issues that students may be experiencing.

They include: Child Protection and Family Services, Schools of Special Educational Needs: Disability; Sensory; Medical and Mental Health; Behaviour and Engagement, Speech Therapy, Occupational Therapy, School Nurse, School Psychologist and Central Wheatbelt Mental Health Services. We are also supported by District Office personnel who offer specific assistance for Aboriginal Education, Talented and Gifted Students and Students at Educational



## SPECIALIST PROGRAMS AT TOODYAY DISTRICT HIGH SCHOOL

### Arts (Dance and Drama)

Over 2020 all classes from years PP to 8 were given the opportunity to engage in drama lessons. Miss Malatesta our Drama specialist taught a range of dramatic styles and techniques to our students.

### Science

As a priority area at both Toodyay DHS as well as the Inland Lighthouse Network, our school has focused on providing specialist science instruction from PP to year 10 in 2019. Our science specialist teachers were working from the purpose built science laboratory classrooms in the Primary and Secondary areas.

### Arts (Visual)

All years from pre-primary to year 10 receive specialist art instruction each week. Toodyay District High School has a specialist art room that allows students to undertake a large variety of projects using different media. Over 2020 Toodyay District High School offered a comprehensive visual arts program.

### SES Cadets

Toodyay District High School prides it self on preparing students for the future. Our SES cadet program provides students with a quality program that demonstrates all the values and beliefs we hold most important at the school. The program coordinators clearly articulate the cadet rigors. Cadets meet each Friday and practice new routines to meet the expectations of the program. In 2020 The cadets went on three school camps visiting Lake Leschenaultia, Moore River and the South West Region.

### Design and Technology (Food and Fibre)

Toodyay District High School runs Design and Technology classes for year 6 to 10. Students are given an opportunity to work within the design make and appraise methodology directed by the very experienced Mr B. Students are taught to use a range of woodwork and metalwork machines as well as woodwork and metalwork techniques. The students also focus on learning the skills and techniques needed to create healthy meals in a safe cooking environment. Our year 10 students created a number of high-quality pieces over 2020 that were displayed both in the school and at the local Toodyay show.

## DEVELOPING COMMUNITY LINKS

### NAIDOC Week

Working as a well developed team during term 4 , the NAIDOC committee of 2020 coordinated a very engaging NAIDOC week . The event had a number of highlights. The school enjoyed a visit from the Miles family playing the Digeridoo . The school had a whole school assembly where each class showed work created throughout the week with a theme of “Always Was, Always Will Be”. The school also trialled the grouping of high school and primary school students during an afternoon of rotational lessons, creating an environment that encouraged peer tutoring. It was a great success.

### Mother and Fathers day

Both Mothers Day and Fathers Day were celebrated at Toodyay DHS with a P and C stall and a number of classroom events. The events were mainly in the Early Childhood classrooms.

### Breakfast Club

The school Breakfast Club program is run by a number of very dedicated volunteers with the support of Foodbank WA. The program runs Monday, Wednesday and Friday co-ordinated by Mrs Peggy Ludlow.

The program is very well supported with regular attendance by a number of students.

### Book Fair

The School P and C ran a very enjoyable and profitable book fair over book week. A classroom was transformed into the Theme – ‘Find My Treasure’ where students came to choose books to purchase. It was a great success.

### Colour Run

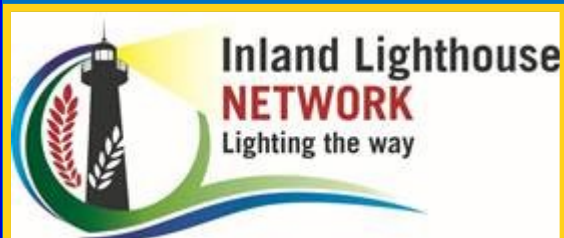
The school held its annual colour run. The event held on the school oval was a great success raising many thousands of dollars for the school. The students loved the opportunity to run and play in the water and dyed powder.





## Inland Lighthouse Network

Toodyay District High School has been a member of the inland Lighthouse network since its creation. Toodyay District High School membership provides inclusion to all of the focus priority events held by the Inland Lighthouse Network. Some of the events students have attended this year include the Science Forum days, Science camp and Leadership days. Some of the events staff have attended include regular Principal meetings, staff professional learning and staff membership to professional learning communities.



## HIGHLIGHTS

### ANZAC Day

Toodyay District High School held a virtual ANZAC Ceremony in 2020. The Ceremony was videoed and then uploaded to Connect to be viewed by the wider community. Well done Miss Malatesta and our student leaders.

### Swimming Carnivals

The whole school Swimming carnival was ran in term 1 2020. The carnival was held in Wundowie. The school event was well attended with some parent support offered throughout the day.

The introduction of many novelty events increased participation in the secondary years, making the day a fun and competitive.

Avon won the day with some very strong swimmers.

### Athletics Carnival

Toodyay District High School held its very successful Athletics Carnival in term 3. The faction houses of Drummond, Connor and Avon were very enthusiastic on the day, with a limited number of parents and family attending due to COVID restrictions.

The winner of the faction sports carnival for 2020 was Avon

### End of Year Presentation Ceremony

The end of year Presentation Ceremony was celebrated on the inside grassed area of the school. The event was COVID safe, following an invite only program.

### Sandakan Scholarship


Did not occur due to COVID 19



# Student Performance Data

No NAPLAN testing

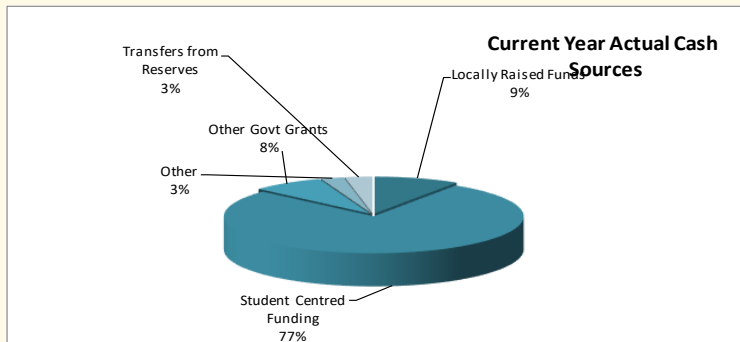
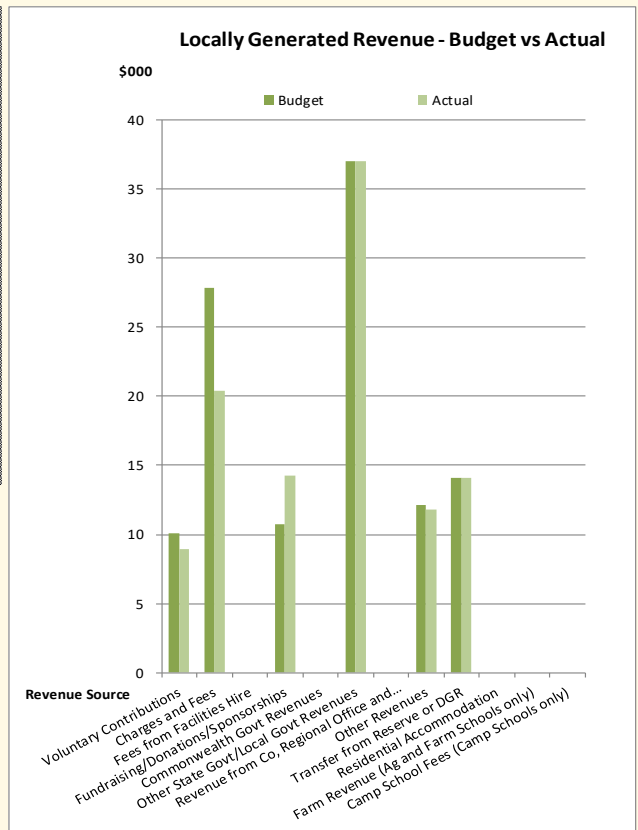
Due to COVID 19 NAPLAN system assessment was not carried out in 2020. At Toodyay DHS we used PAT assessment to support staff with reporting on progress and achievement.



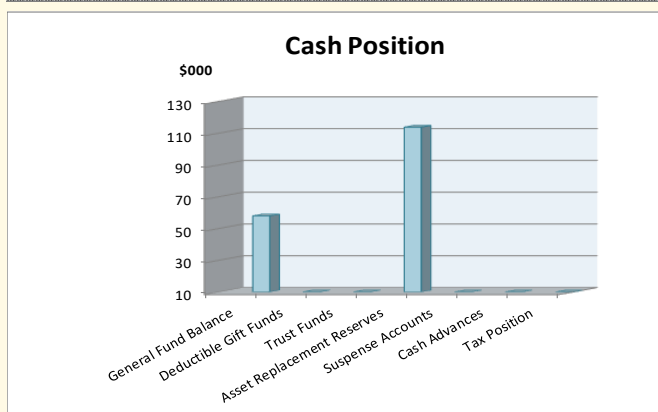
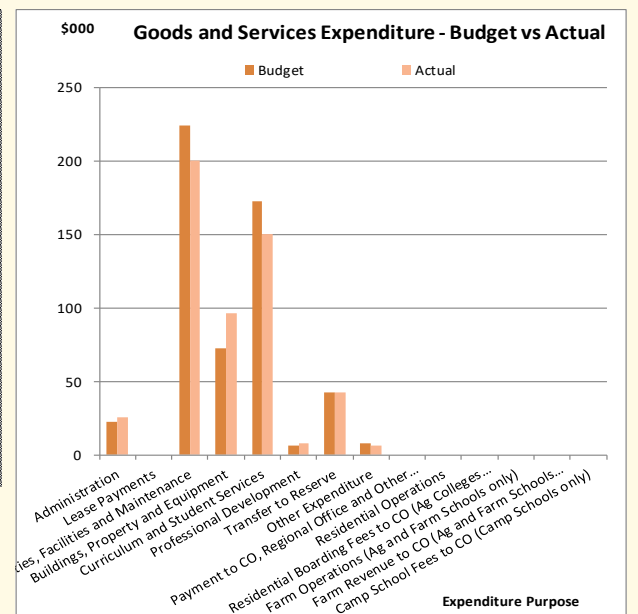


## Toodyay District High School Financial Summary as at 11 March 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 10,083.00	\$ 8,963.65
2	Charges and Fees	\$ 27,813.00	\$ 20,430.46
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 10,748.00	\$ 14,225.19
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 36,999.00	\$ 37,000.04
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 12,142.00	\$ 11,766.09
9	Transfer from Reserve or DGR	\$ 14,110.40	\$ 14,110.40
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 111,895.40</b>	<b>\$ 106,495.83</b>
<b>Opening Balance</b>		<b>\$ 111,920.00</b>	<b>\$ 111,920.27</b>
<b>Student Centred Funding</b>		<b>\$ 366,099.00</b>	<b>\$ 366,309.13</b>
<b>Total Cash Funds Available</b>		<b>\$ 589,914.40</b>	<b>\$ 584,725.23</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 589,914.40</b>	<b>\$ 584,725.23</b>

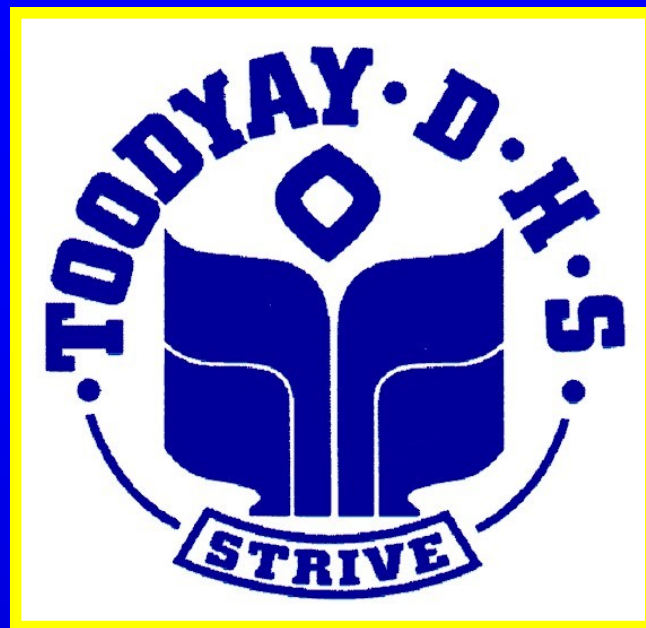


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 22,490.00	\$ 25,288.19
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 223,530.00	\$ 199,804.48
4	Buildings, Property and Equipment	\$ 71,965.40	\$ 96,030.27
5	Curriculum and Student Services	\$ 172,501.00	\$ 149,733.64
6	Professional Development	\$ 6,000.00	\$ 7,492.80
7	Transfer to Reserve	\$ 42,000.00	\$ 42,000.00
8	Other Expenditure	\$ 7,420.00	\$ 6,451.59
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 545,906.40</b>	<b>\$ 526,800.97</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 545,906.40</b>	<b>\$ 526,800.97</b>
<b>Cash Budget Variance</b>		<b>\$ 44,008.00</b>	



<b>Cash Position as at:</b>		
<b>Bank Balance</b>	<b>\$</b>	<b>151,589.09</b>
Made up of:	\$	-
1 General Fund Balance	\$	57,924.26
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	113,738.21
5 Suspense Accounts	\$	(15,837.38)
6 Cash Advances	\$	-
7 Tax Position	\$	(4,236.00)
<b>Total Bank Balance</b>	<b>\$</b>	<b>151,589.09</b>





Ratified by the School Council on

A handwritten signature in black ink, appearing to read 'D. Ball', written over a horizontal line.

Principal

Mr David Ball

A handwritten signature in black ink, appearing to read 'Guy Boggs', written over a horizontal line.

School Council Chair

Dr Guy Boggs

