

Beverley District High School



Independent Public School

Successful, Supportive, Sustainable

ANNUAL REPORT 2020

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BEVERLEY DISTRICT HIGH SCHOOL ANNUAL REPORT 2020

Ngalak kaaditj waangkiny koora burdiya nidja boodja yanginy ngalang yira koora yey koorliny noongar moort.

Ngany djoorabiny mandja nyin kaadatjiny Balladong boodja.

We acknowledge the traditional owners of this land and pay our respects to past, present and emerging elders.

It is a privilege to meet, live and learn on Balladong country.

SCHOOL PROFILE

Beverley District High School serves around 145 students and their families in the Wheatbelt community of Beverley. Our school prides itself on being the heart of our community. The strategic direction of our school is focused on constant improvement and building on strength. Our direction, progress and achievement is collaboratively led by our school community; School Leaders, Staff, School Board, Parents and wider community members.

Our four strategic priorities reflect our vision of ensuring that our school offers a successful, supportive and sustainable environment for Beverley's students to learn and thrive, now and into the future. We look toward the future ensuring that students are being prepared to become inquisitive, confident, lifelong learners in a dynamic and ever changing world. Through academic rigour, strong partnerships, embracing innovation and by providing a safe learning environment, students are supported to challenge themselves, work collaboratively and express their creativity and voice.

Mr. Adrian Lister
School Principal

OUR VISION

The Beverley community is committed to ensuring that its school is: *Successful, Supportive and Sustainable.*

OUR MOTTO

Working in unity to make a difference for every child.

SCHOOL BOARD

The key to effective schools is strong and accountable governance. The School Board provides the overarching governance processes for the school. The 2020 School Board was made up of the following members:

Damien Murray (Parent Representative/Chair)
Lisa Blanch (Parent Representative)
Mike Fairclough (Parent Representative)
Darrell Hagan (Parent Representative)

Adrian Lister (Principal) (Ben Ratz Jan – July)
Sarah Aynsley (Staff Representative)
Sam Gollan (Staff Representative)
Simon Marshall (Community Representative)

The School Board abides by a Code of Conduct and Terms of Reference, and works with the school to ensure successful development and implementation of the 2020 -2022 Business Plan.

ANNUAL REPORT OVERVIEW

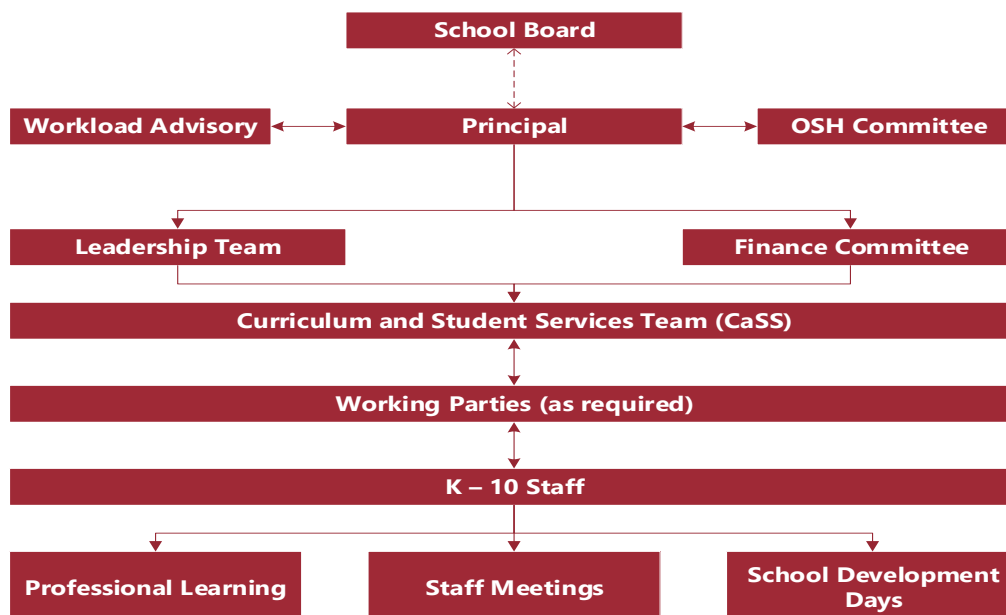
This Annual Report provides a snapshot of the school's progress against the strategies, milestones and targets outlined in its 2020 – 2022 Business Plan. This annual report addresses progress against targets set in the business plan, as well as, the reporting requirements of the Department of Education which are part of the school's Delivery and Performance Agreement and annual Funding Agreement with the Director-General of Education.

The report was prepared by the Principal, Adrian Lister, with significant input from the School Leadership Team, School Staff and the School Board. Data reported includes three school based measures (the Literacy Assessment Profile (LAP), Progressive Achievement Tests (PAT) and the Social and Emotional Wellbeing (SEW) Survey. It also includes system-wide data (NAPLAN and OLNA testing), behaviour and attendance information, the school's financial position and workforce data.

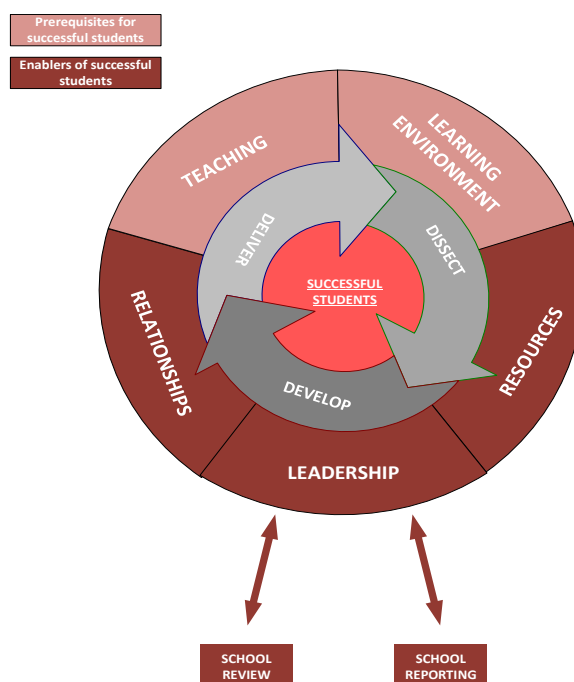
SCHOOL GOVERNANCE AND IMPROVEMENT CYCLE MODEL

At Beverley District High School (BDHS) we have worked hard to establish and refine a working organisational structure, with clear articulated roles and responsibilities of important decision making bodies and groups within the school including committees, working parties and staff voice. Our governance framework in conjunction with our improvement cycle model are used as a dual point of reference for the development, implementation and evaluation of the strategic direction, priorities, targets and milestones of Beverley DHS.

BDHS Governance Framework

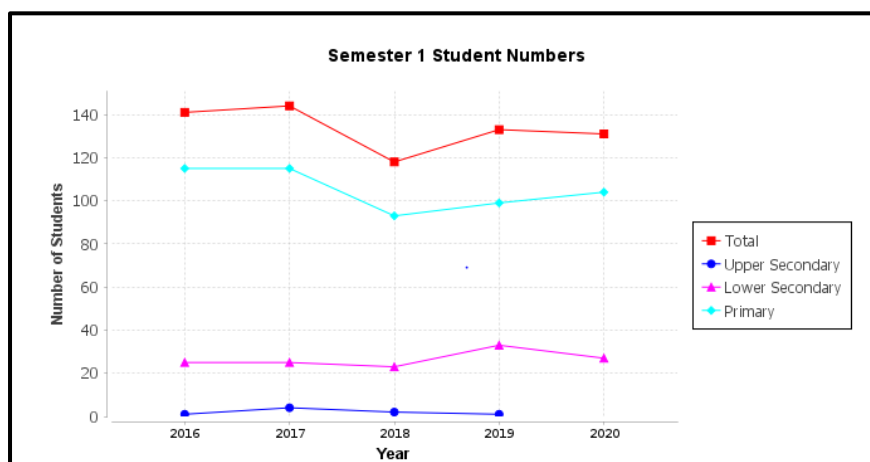


BDHS Improvement Cycle Model



ENROLMENT TRENDS 2016 – 2020

Our enrolment profile indicates that we are maintaining total enrolments between 120 – 145 students. This profile needs constant monitoring as it can significantly impact the level of resourcing the school receives and its ability to meet strategic directions as outlined in the School Business Plan.



Student Destination at the end of Year 6 and Year 10

Year 6

Destination Schools	Male	Female	Total
4060 Beverley District High School	6	5	11
4158 Ballajura Community College		1	1
1074 Guildford Grammar School	1		1
1193 Hale School	1		1
1042 Methodist Ladies' College		1	1
4041 Northam Senior High School	1		1
1171 Scotch College	1		1
1103 St Brigid's College		1	1
1122 St Hilda's Anglican Sch - Girls		1	1
1157 St Mary's Anglican Girls' Sch		1	1

Year 10

Destination Schools	Male	Female	Total
4041 Northam Senior High School	1	1	2
4201 Wa Col Of Agri - Cunderdin	2		2
4060 Beverley District High School	1		1
4015 Cyril Jackson Senior Campus		1	1

SCHOOL BUSINESS PLAN – PRIORITIES, TARGETS AND MILESTONES

The School Business Plan outlines the strategic direction of the school for the 2020-2022 period. It describes strengths and challenges for the school in its unique context, and outlines strategies, milestones and student achievement targets which were developed in consultation with a range of stakeholders. During 2020 at each level within our organisational structure we reviewed, evaluated and assessed our achievement against each of the identified, priorities, targets and milestones of our business plan.




“Every student, Every classroom, Every day”




SUCCESSFUL • SUPPORTIVE • SUSTAINABLE













By undertaking this process, we have since developed operational plans in key areas to track and assess our achievement moving forward. Additionally, we have developed a rating system that maps our current timeline and the status of each of our priorities, targets and milestones.

School Business Plan Monitoring Tool









Status	
	On schedule
	Behind schedule – Low Risk
	Behind schedule – High Risk

Issue	
	No issues
	Issue under control
	Major issue









1. DEVELOPING SUCCESSFUL STUDENTS

Target	
1.1	  <i>Rich and engaging learning is taking place in all classrooms.</i>
Target	
1.2	  <i>Use of evidence based whole school approaches are evident throughout all classrooms.</i>
Target	
1.3	  <i>A team approach and clear processes in place for identifying and supporting students at educational risk.</i>
Target	
1.4	  <i>Continue to promote the importance of Early Years Education.</i>
Target	
1.5	  <i>Monitor individual student progress and emotional development through the ABE component of reporting modules.</i>









2. SUPPORTING A POSITIVE LEARNING ENVIRONMENT

Target	
2.1	  <i>Embed a culture of high care throughout the school.</i>
Target	
2.2	  <i>Continue to embed our PBS SPARK mantra throughout school ethos.</i>
Target	
2.3	  <i>Embrace inclusivity and diversity.</i>
Target	
2.4	  <i>Develop an environment that is vibrant and has motivating spaces to optimise student learning.</i>

3. SUPPORTING INNOVATION IN TEACHING & LEADERSHIP

Target	
3.1	  <i>STEAM integrated programs and inquiry based learning is evident across the whole school.</i>
Target	
3.2	  <i>Build staff capacity to meet the diverse and changing needs of our students.</i>
Target	
3.3	  <i>Improve the school community's impact on the environment (sustainability).</i>
Milestones	
Progress / Issue / Action / Comment	
Target	
3.4	  <i>Effective leadership of innovation and staff development.</i>

4. STRONG, SUSTAINABLE SCHOOL COMMUNITY

Target	
4.1	  <i>The School Board has a lead role in the accountability processes of the school.</i>
Target	
4.2	  <i>Draw upon the expertise and engage the wider Beverley community to enhance the range and delivery of learning experiences.</i>
Target	
4.3	  <i>Enhance the positive public image of our school within and beyond the school community.</i>
Target	
4.4	  <i>Provide a variety of opportunities for parents and families to be engaged with student learning and our school community.</i>

QUALITY TEACHING AND LEARNING

Some of the major school programs, partnerships and strategies that add value to our student achievement are:

- Whole school implementation and approaches to Science, Technology, Engineering and Mathematics (STEM) Education.
- Talented and Gifted Program Year 3 - 6.
- Secondary SIDE Design and Technology Woodwork classes in purpose built Design & Technology Workshop.
- Emergency Services Cadet Unit which offers our Year 7 to 10 students the opportunity to learn new skills and experience a variety of activities in an emergency services context.
- In-Term Primary student swimming program at the local pool.
- Student Leadership Program for Years 4 to 10.
- Student Transition Programs to assist students as they progress through the school years.
- Sports program for Years 1 to 10. Students participated in a range of school and interschool events, including swimming and athletics carnivals, winter sports and cross-country running.
- Private Instrumental Music Tuition and Visual Art Programs.
- Workplace Learning Programs for Year 10 students.
- School Chaplaincy and School Breakfast Program

Professional Learning

Significant professional learning undertaken and supported by staff attendance and enrolment during 2020:

- Talk for Writing PL Refresher.
- Leading School Improvement: Classroom Observation and Feedback.
- A Positive School Culture that Promotes Learning.
- Manager, Corporate Services Leadership and Operational Management.
- Newly Appointed Principal Program Aspirant Principal Program.
- Health and Well-Being Consultation Conversation.
- Avon Schools Network (ASN) STEM Strategic Planning and Implementation.

STUDENT ACHIEVEMENT AND PROGRESS

Tracking student achievement is the key to ensuring that all students are successful. For students to be deemed successful, they need to demonstrate good achievement, as well as, good progress. The school is committed to regular assessment of student achievement and progress across many areas. Beverley District High School is fortunate that our Assessment and Reporting Schedule from K-10 ensures that we have a variety of assessments being conducted over the year.

Literacy and Numeracy

National Assessment Program Literacy and Numeracy (NAPLAN)

As a result of the COVID-19 Pandemic in 2020, NAPLAN testing was cancelled nationally. Our NAPLAN achievement and analysis would normally have featured in our Annual Report.

Online Literacy and Numeracy Assessment (OLNA)

The OLNA is an online literacy and numeracy assessment. It is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standard of literacy and numeracy. Annually Year 10 - 12 students are required to complete the OLNA assessments in Reading, Writing and Numeracy.

OLNA 2020 Year 10 Data vs Like Schools

	Year 10	Not Qualified
2020	4	1
	80.0%	20.0%
Like Schools	36.3%	47.4%

In 2020 Year 9 students also where required to undertake this assessment due to NAPLAN being cancelled and the need to pre-qualify for Year 10 OLNA.

OLNA 2020 Year 9 Data

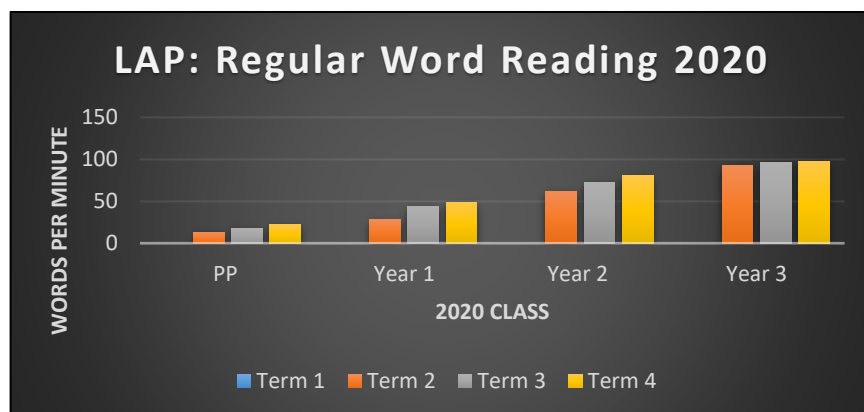
2020	Pass	Category 2	Category 1
Reading	3	5	1
Writing	2	4	3
Numeracy	7	1	1

Literacy Acquisition Profile (LAP) Data

Because student academic achievement relies on adequate literacy, we monitor student progress carefully to ensure that students cannot 'fall through the gaps' and students at risk are identified early to ensure appropriate intervention can be provided. Term by term assessments of literacy using the LAP (Literacy Acquisition Profile) are undertaken for each student in Kindergarten through to Year 3.

Targets outlined in 2020 Literacy Operational Plan for Pre Primary to Year 3:

- 80% End of PP rate of 20 words/2 mins - Not met – 65% achieved target
- End of Yr 1 rate of 50 words/2 mins - Not met – 39% achieved target
- End of Yr 2 rate of 80 words/2 mins - Not met – 69% achieved target
- End of Yr 3 rate of 90 words/2 mins - Not met – 73% achieved target



Student progress on regular word reading (decoding) from the Literacy Acquisition Profile

Progressive Assessment Testing (PAT) – (Reading, Spelling, Numeracy)

Progressive Achievement Tests (PAT) are standardised tests that allows us to track individual student progress as well as being able to compare our school progress to that of students across Australia. Our Literacy Curriculum Committee set targets at the beginning of the year which were outlined in our Literacy Operational Plan. We set a target for '70% of all students will achieve stanine 4 or above in PAT-Reading and Spelling'. The results of PAT – Reading and Spelling are summarised below. This highlights not only strong achievement of students at stanine 4 or higher but also an upward trend in the number of students achieving stanine 4 or above from year to year.

Our Numeracy Curriculum Committee set targets at the beginning of the year which were outlined in our Numeracy Operational Plan. We set a target for '75% of all students in years one to six, and 65% of all secondary students will achieve stanine 4 or above in PAT-Mathematics'. The results of PAT – Mathematics are summarised below.

This highlights that all of our primary years achieved our operational plan targets along with two out of the four secondary grades. Years 6, 7 and 10 reached the business plan target of setting an upward trend in the amount of students achieving Stanine 4 or above in all PAT tests. With small cohorts in our junior primary and secondary classes, the movement in or out of just one child can have a large impact on these percentages.

Percentage of students from each year group achieving Stanine 4 or above.

Business Plan Target: 'Set an upward trend in the amount of students achieving Stanine 4 and above in all PAT tests'

	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10
Reading	57	76	82	92	75	73	70	33	100	100
Spelling	N/A	N/A	91	91	91	84	100	33	38	100
Numeracy	100	86	92	91	75	100	80	25	57	100

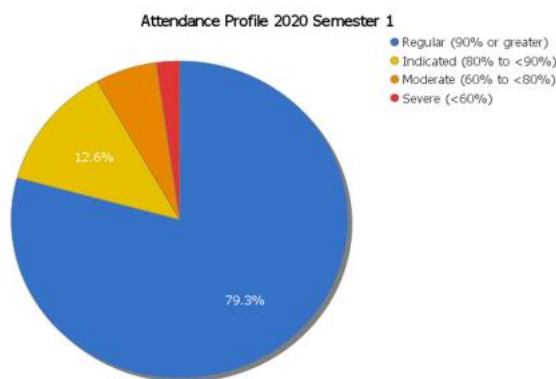
Green = Business Plan Target achieved.

Pink = Business Plan Target not achieved.

Attendance

Semester 1 2020 Semester 1 2020 attendance were severely impacted by the COVID-19 pandemic and the attendance rates are not comparable to previous periods. In order to validly compare Semester 1 2020 attendance, the data excludes Term 1 Weeks 7-10.

Enrolments	Available HD	Total HD Ab	Attend Rate	Auth HD Ab	Unauth HD Ab
Current	19988	1581	92.1%	1160 (73%)	421 (27%)
Former	28	0	100.0%	0 (0%)	0 (0%)
All	20016	1581	92.1%	1160 (73%)	421 (27%)



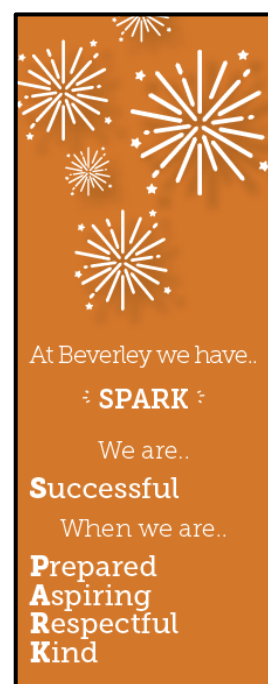
POSITIVE BEHAVIOUR SUPPORT, HEALTH AND WELL-BEING

PBS and Behaviour

Our Positive Behaviour Programs and whole school pastoral care initiatives continue to see a reduction in behaviour referrals and significant behaviour incidents at Beverley DHS. The table below represents a 42% reduction in suspension days and 50% reduction in the number of students suspended.

Beverley DHS Suspension Data

Year	Suspensions	Students	Total Number of Days
2020	27	7	52.5

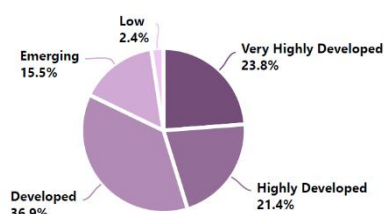


Health and Well-Being

Social Emotional Wellbeing (SEW) Survey

Compared to SEW Survey results in 2019 we reduced the number of students in the low and emerging categories on the PAT SEW Survey in 2020.

YEAR 3 – 6 2020



YEAR 10 2020

Results by year level

This is the distribution of overall social-emotional wellbeing of your school's students across developmental levels for each year level.

	Year 10 (%)
Very Highly Developed	0.0
Highly Developed	11.5
Developed	65.4
Emerging	23.1
Low	0.0

RELATIONSHIPS AND PARTNERSHIPS

Student, Parent and Teacher Satisfaction – National School Opinion Survey

The National School Opinion Survey (NSOS) is biannually administered by school to collect comparative information about school performance from students, parents and staff.

Student Survey Data

RATING SCALE FOR ALL SURVEYS

Strongly Agree	5
Agree	4
Neither agree or disagree	3
Disagree	2
Strongly disagree	1
N/A	Null

Questions	2020
My teachers expect me to do my best	4.4
My teachers provide me with useful feedback about my school work	4.1
Teachers at my school treat students fairly	4.1
My school is well maintained	3.8
I feel safe at my school	4.2
I can talk to my teachers about my concerns	3.7
Student behaviour is well managed at my school	3.7
I like being at my school	4.1
My school looks for ways to improve	4.1
My school takes students' opinions seriously	3.8
My teachers motivate me to learn	4.1
My school gives me opportunities to do interesting things	4.1
My teachers are good teachers	4.4
My teachers care about me	4.1
Most students in my class behave appropriately most of the time	3.6
My teachers are good at managing students who are rude or distracting in class	4.0
Students in my class know how they are expected to behave at school	3.8
My teachers encourage students to behave well, and they praise or reward good behaviour	4.1
My teachers let students know when they are not behaving properly and follow up with consequences	4.2
It is easier to learn when students are behaving well in class	4.4
I often feel frustrated at school when other students are misbehaving	3.3
I often feel unsafe at school when other students are misbehaving	2.4
My teachers keep lessons fast paced and interesting so students don't have time to muck around	3.5
Most of my classmates treat their teachers and peers with respect	4.0
I prefer being in classes when students are on-task and behaving well	4.1

Parent Survey Data

RATING SCALE FOR ALL SURVEYS

Strongly Agree	5
Agree	4
Neither agree or disagree	3
Disagree	2
Strongly disagree	1
N/A	Null

Questions	2020
I am familiar with the school's Behaviour Management Policy	4.1
The school's Behaviour Management Policy is a good fit for the school's needs	3.9
The Policy gives clear guidelines to the school community about the behaviours and attitudes expected at the school	4.2
My child learns strategies for managing their emotions and behaviour at school	3.8
Teachers at this school expect my child to do their best	4.5
Teachers at this school	4.2
Teachers at this school treat students fairly	4.1
The school is well maintained	4.1
My child feels safe at school	4.4
I can talk to my child's teachers about my concerns	4.5
Student behaviour is well-managed at this school	4.1
My child likes being at this school	4.3
The school looks for ways to improve	4.2
The school takes parents' opinions seriously	4.1
Teachers at this school motivate my child to learn	4.2
My child is making good progress at this school	4.1
My child's learning needs are being met at this school	4.2
The school works with me to support my child's learning	4.2
The school has a strong relationship with the local community	4.4
The school is well led	4.0
I am satisfied with the overall standard of education achieved at this school	4.1
I would recommend this school to others	4.1
My child's teachers are good teachers	4.2
Teachers at this school care about my child	4.0
The classroom learning environment allows students to develop important capabilities including literacy, numeracy and technology (ICT)	4.4
The lessons are designed to ensure that students all make good progress with their learning	4.2
Teachers have good knowledge about where my child is at with his or her learning	4.0
Students at this school receive additional help if they need it	3.9
The kinds of things that students at this school learn are valuable for their future	4.4
I am confident that student progress and achievement at this school compares well with other schools in the region	4.1
The school makes me feel welcome in and around the grounds and classrooms	4.4
I feel like a part of the community	4.4
I feel that am I able to raise sensitive issues with staff at this school	4.2
Teachers and school leaders make time to listen to my concerns and act upon them	4.3
The school invites me to contact teachers or school leaders if I have concerns	4.3
The school encourages me to help out or be involved at the school if I want to do so	4.2

Teacher Survey Data

RATING SCALE FOR ALL SURVEYS

Strongly Agree	5
Agree	4
Neither agree or disagree	3
Disagree	2
Strongly disagree	1
N/A	Null

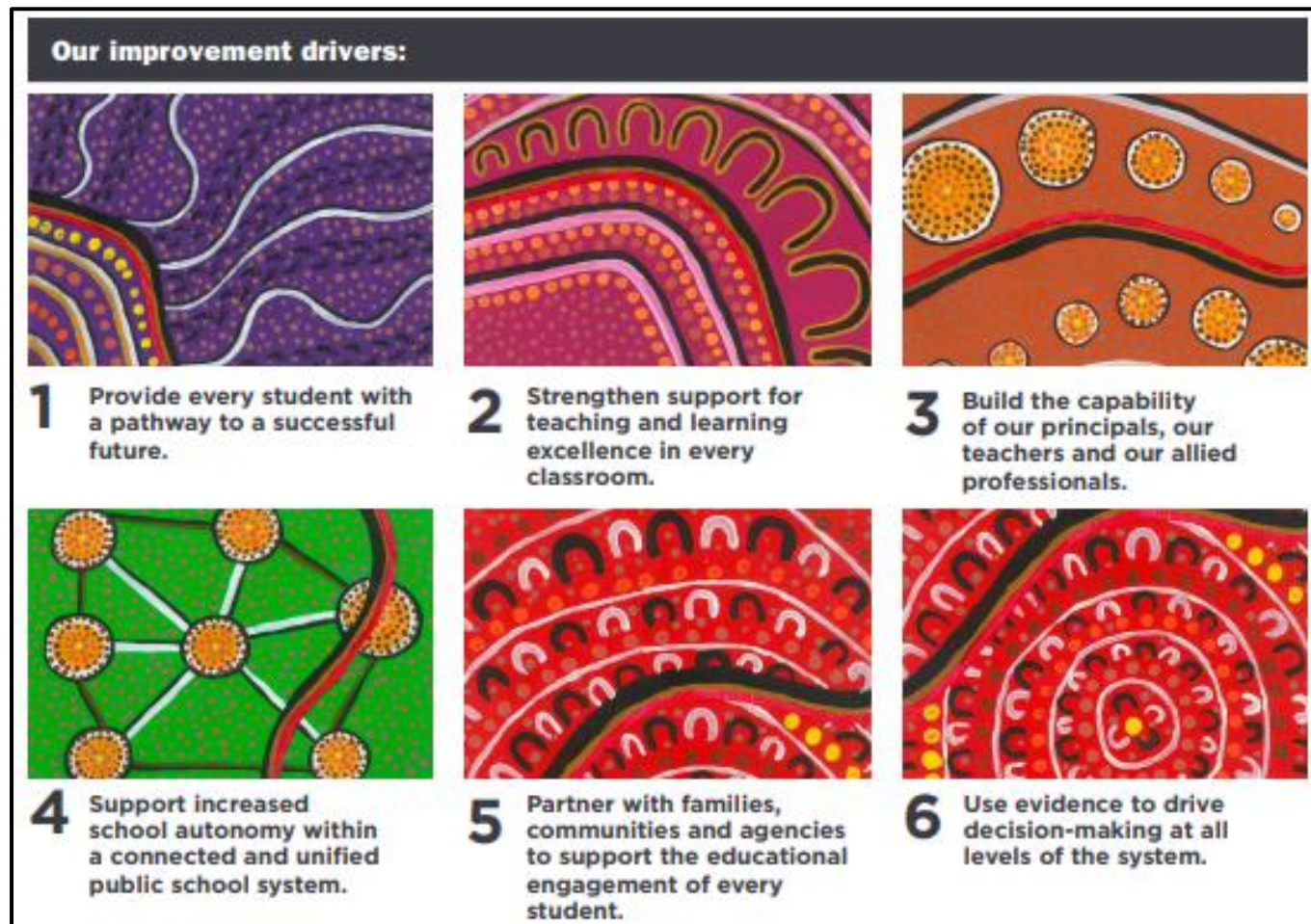
Questions	2020
Teachers at this school expect students to do their best	4.7
Teachers at this school provide students with useful feedback about their school work	4.4
Teachers at this school treat students fairly	4.5
The school is well maintained	3.5
Students feel safe at this school	4.3
Students at this school can talk to their teachers about their concerns	4.7
Parents at this school can talk to their teachers about their concerns	4.3
Student behaviour is well managed at this school	4.3
Students like being at this school	4.3
This school looks for ways to improve	4.3
This school takes staff opinions seriously	3.9
Teachers at this school motivate students to learn	4.5
Students' learning needs are being met at school	4.4
This school works with parents to support students' learning	4.6
I receive useful feedback about my work	4.0
Staff are well supported at this school	3.9
The school has a strong relationship with the local community	4.4
The school is well led	4.0
I am satisfied with the overall education achieved at this school	4.2
I would recommend this school to others	4.6
Teachers at this school are good teachers	4.6
Teachers at this school care about their students	4.7
There is a school-wide focus on improvement	4.4
The school collects comprehensive data about student achievement	4.4
The school collects comprehensive data about student wellbeing	4.2
The school collects comprehensive data about student behaviour and engagement	4.2
The school uses data effectively to plan strategies and targets for improvement	4.3
The principal communicates a shared and unifying vision that provides clear school-wide direction	3.9
The principal fosters effective school leadership teams	4.1
The roles and responsibilities of the school board and the school leadership teams are clear	3.8
When leadership teams plan initiatives they follow through with them within set timelines	3.9
Change is managed strategically to encourage whole school involvement and sustainable practice	3.9
Leaders build leaders and create effective distributed leadership structures	3.9
Leaders provide quality instructional and curriculum leadership	3.8
Leaders set high expectations and standards, hold staff accountable and support staff to meet them	3.9
Staff development is supported through professional learning and performance management systems that provide supportive feedback	4.0
The whole staff acts as a team to drive school improvement processes	3.9

LEADERSHIP

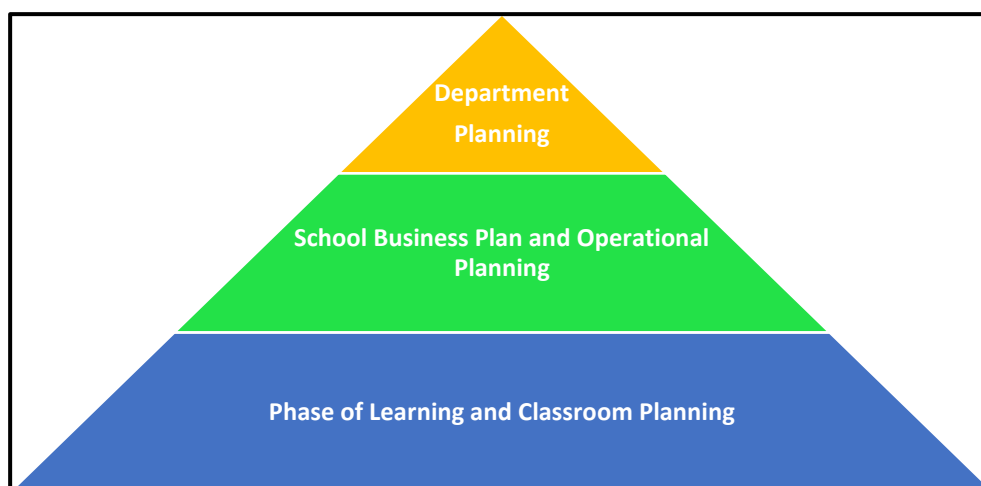
Our school continues to build a clear vision, priorities and direction which aligns with the Department of Education's expectations:

- Building on Strength: Future Directions for the Western Australian Public School System 2020 - 2024.
- Focus 2020 (and Focus 2021).
- Every Student, Every Classroom, Every Day Strategic Directions for Public Schools 2020 - 2024.

Figure 5: DoE Improvement Drivers 2020 – 2024.



Leadership is distributed throughout the school's Governance Framework and staff are provided with opportunities to lead key projects and initiatives. School Planning is evidence-based and aligns with the learning needs of students. At Beverley DHS our planning model is tiered:



USE OF RESOURCES

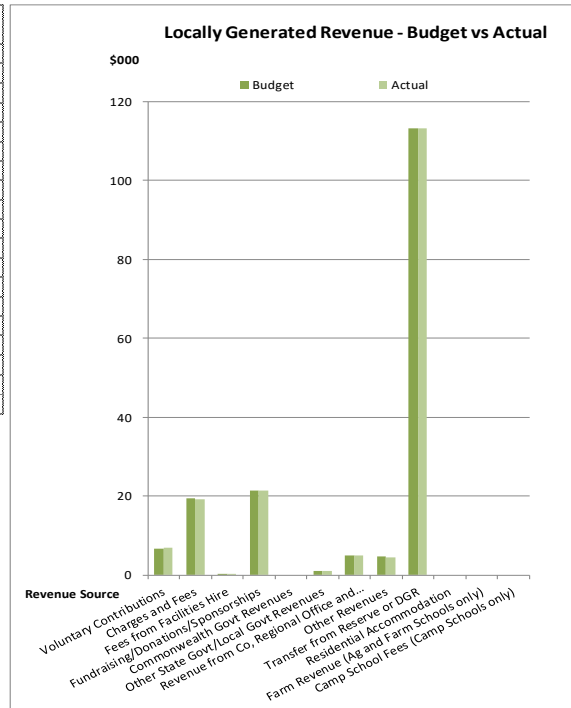
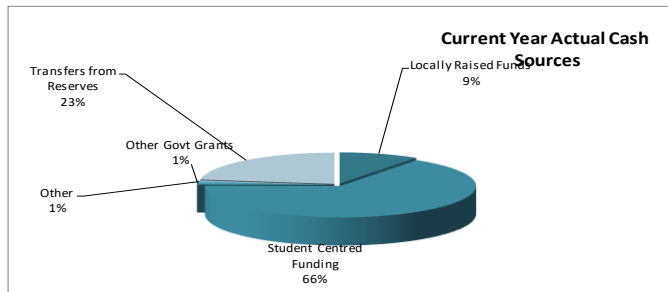
Funding Accountability

The Principal, Manager Corporate Services and Finance Committee monitor the relationship between Budget and Actual Expenditure to ensure that school expenditure does not exceed the budget allocations. The following tables and charts show the financial position of the school accounts at the end of the 2020 school year.

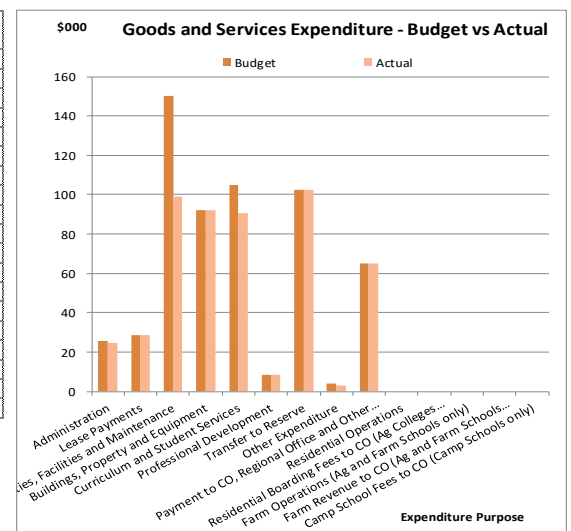
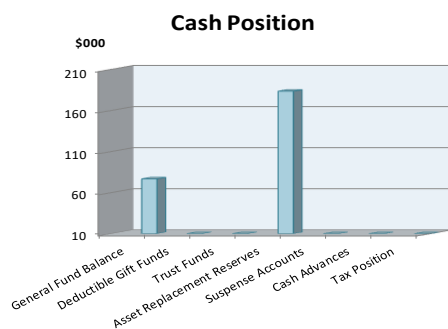
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Beverley District High School Financial Summary as at 31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 6,708.00	\$ 7,006.70
2	Charges and Fees	\$ 19,340.75	\$ 19,092.77
3	Fees from Facilities Hire	\$ 90.91	\$ 90.91
4	Fundraising/Donations/Sponsorships	\$ 21,504.20	\$ 21,394.20
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ 4,856.00	\$ 4,855.80
8	Other Revenues	\$ 4,642.00	\$ 4,502.79
9	Transfer from Reserve or DGR	\$ 113,296.27	\$ 113,296.27
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 171,538.13	\$ 171,339.44
	Opening Balance	\$ 91,704.98	\$ 91,704.98
	Student Centred Funding	\$ 326,517.36	\$ 326,664.36
	Total Cash Funds Available	\$ 589,760.47	\$ 589,708.78
	Total Salary Allocation	\$ 2,171,208.00	\$ 2,171,208.00
	Total Funds Available	\$ 2,760,968.47	\$ 2,760,916.78



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 25,666.32	\$ 24,377.96
2	Lease Payments	\$ 28,435.00	\$ 28,434.24
3	Utilities, Facilities and Maintenance	\$ 150,307.82	\$ 98,715.36
4	Buildings, Property and Equipment	\$ 91,846.65	\$ 91,846.44
5	Curriculum and Student Services	\$ 104,984.57	\$ 90,700.40
6	Professional Development	\$ 8,518.48	\$ 8,518.48
7	Transfer to Reserve	\$ 102,300.00	\$ 102,300.00
8	Other Expenditure	\$ 4,064.00	\$ 3,138.32
9	Payment to CO, Regional Office and Other Schools	\$ 65,020.00	\$ 65,000.00
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	\$ 581,142.84	\$ 513,031.20
	Total Forecast Salary Expenditure	\$ 2,008,336.00	\$ 2,008,336.00
	Total Expenditure	\$ 2,589,478.84	\$ 2,521,367.20
	Cash Budget Variance	\$ 8,617.63	



Cash Position as at:	
Bank Balance	\$ 258,337.38
Made up of:	\$ -
1 General Fund Balance	\$ 76,677.58
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 183,400.94
5 Suspense Accounts	\$ 2,007.86
6 Cash Advances	\$ -
7 Tax Position	\$ (3,749.00)
Total Bank Balance	\$ 258,337.38

Targeted Initiatives

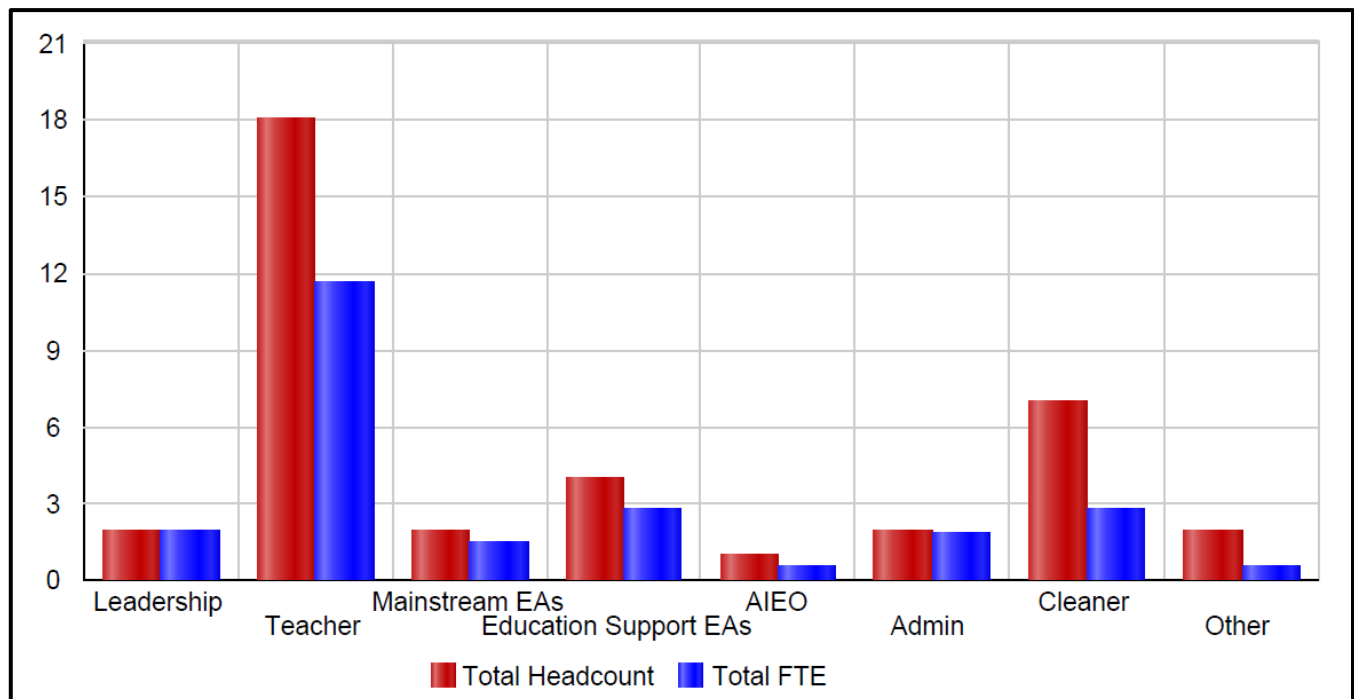
	Amount
Targeted Initiative: In School State Funded Chaplaincy Program	\$1,489.13
Targeted Initiative: National School Chaplaincy Programme	\$20,280.00
Targeted Initiative: Sporting Schools Programme	\$2,500.00
Total	\$24,269.13

	Funded Student FTE	Amount
Targeted Initiative: National Partnership on Universal Access to Early Childhood Education	14.00	\$13,580.00
Total		\$13,580.00

Workforce Plan

FTE and headcount of staff for occupation groups

Occupation Groups	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	2	2.0	0	0.0	2	2.0
Teacher	16	9.8	2	1.8	18	11.6
Mainstream Education Assistants	2	1.5	0	0.0	2	1.5
Education Support EA's	4	3.0	0	0.0	4	3.0
AIEO	1	0.4	0	0.0	1	0.4
Admin	2	1.9	0	0.0	2	1.9
Cleaner	7	2.8	0	0.0	7	2.8
Gardener	1	0.8	0	0.0	1	0.8
Library Officer	1	0.4	0	0.0	1	0.4
Network Support Officer	1	0.2	0	0.0	1	0.2
Total	36	22.0	2	1.8	39	24.6



Total employment FTE and headcount 2019-2020

Year	Headcount	FTE
2019	35	24.5
2020	38	23.8

Students and Staff Trend

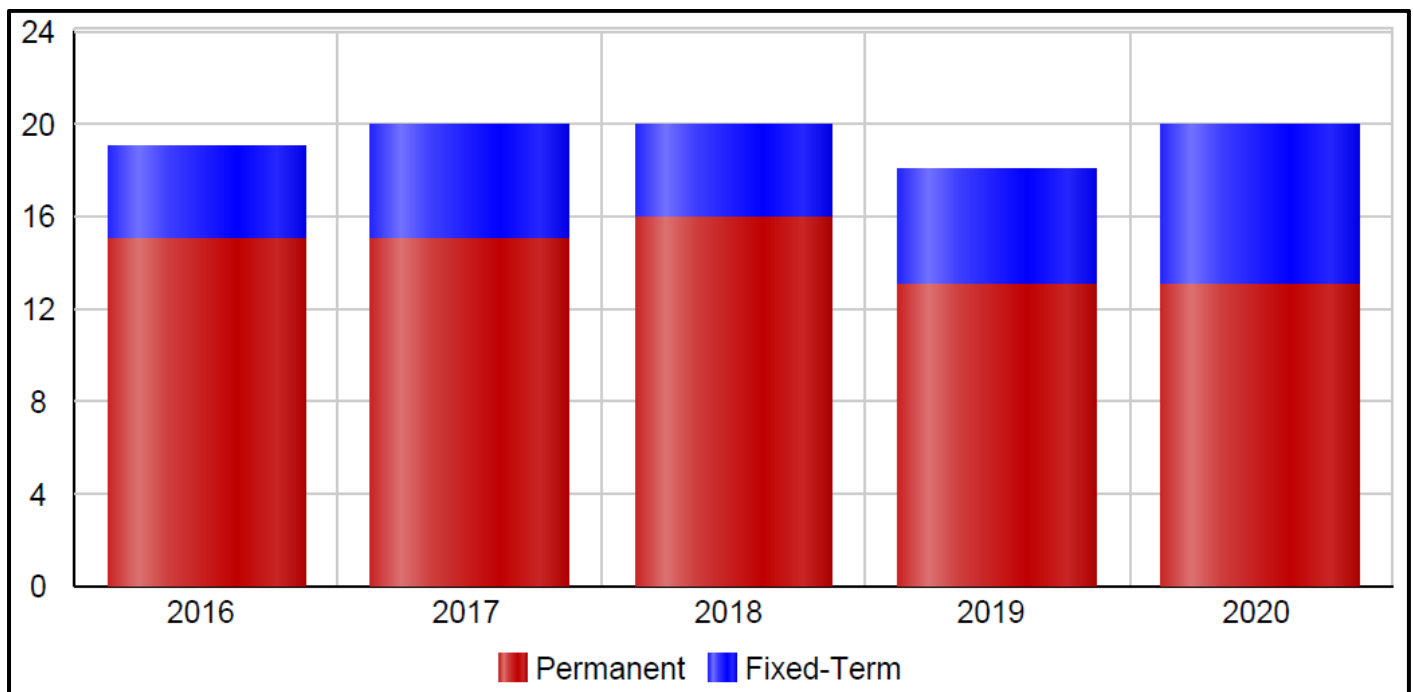
Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2016	36	19	17	156
2017	40	20	20	158
2018	37	20	17	132
2019	35	18	17	148
2020	38	20	18	145

* Note: student numbers are taken from Semester 1 schools online figures each year

Comparison of Age Profile Data

	2016			2020		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	1	0	1	1	1	0
25 to 34	2	0	2	2	0	2
35 to 44	9	8	1	9	7	2
45 to 54	13	7	6	12	9	3
55 to 59	8	2	6	8	2	6
60 to 64	3	2	1	6	1	5

Employment Class (Teachers)



HIGHLIGHTS AND ACHIEVEMENTS

- Reviewed, updated and agreed BDHS School Board Terms of Reference, Code of Conduct and Meeting Protocols.
- Beverley DHS COVID-19 Response, Planning and Recovery was highly commended at Corporate Executive, Regional Executive and Network level.
- School Business Plan: Development, review, feedback, support and endorsement.
 - School Business Plan Monitoring and Action Tool: Development, review and feedback leading to development of Annual BDHS Operational Plan 2021 & 2022.
 - Review of BDHS School Governance, Improvement and Accountability Model.
- National School Opinion Survey Review (Students, Parents and Staff): Review and analysis of data indicates that the school is performing highly in most areas.
- School assessment data indicates a positive, engaging and supportive learning environment exists and is responsible for fostering strong staff, student, parent and community belonging and connection.
- Quality, evidence based whole school educational practices ensure high levels of student performance and a commitment to a case-management approach support individual student progress and successful pathways.
- School Oval Reconstruction - Priority: Included in three-year Grounds Plan. Engagement with Department of Education Assets and Facilities Management Team.

School Focus for 2021:

- Public School Review: Planning, Preparation and involvement in Public School Review Process.
- Ongoing advocacy and promotion to secure Oval Reconstruction at Beverley DHS.
- Making BDHS “A school of choice” through a whole of child focus from Kindergarten to Year 10.
- Annual and wide-ranging review of BDHS Behaviour Management Policy and its endorsement prior to implementation.
- Development of an Information, Communication and Technology (ICT) Operational and Replacement Plan.
- The review, development and implementation of a student services “case-management” approach which supports a tiered response to intervention planning.

CONCLUSION

The information in this annual report presents a snapshot of the achievements of the students and staff in a range of areas across K – 10. This report assist to build the understanding of the school student population, performance and profile of our context. Our student achievements have been possible due to the hard work of a dedicated, passionate and professional staff, together with the assistance of a very supportive Beverley Community. The partnership that exists between parents, staff and students is a feature of our school and allows our school to grow. We look forward to continued success for our students, supportive and positive learning environments and a sustainable approach to delivery of quality academic and social outcomes in future years.

