

Beverley

District High School

Independent Public School

Annual Report 2017



Beverley District High School

The heart of our community

Working in unity to make a difference for every child

Our vision:

The Beverley community is committed to ensuring that its school is...

Successful

Supportive

Sustainable

Principal: Wendy Moore

School Board Chair: Brendan McLean

Overview

Beverley DHS – An Independent Public School

Beverley District High School began operating as an independent public school (IPS) at the start of the 2017 school year. The process of applying to become an IPS followed significant consultation with the community and strong support from staff and parents. The three focus areas that arose from consultation with the school community are now embedded in the school's vision and planning, namely that the school is *successful*, *supportive* and *sustainable*. This report details the school's journey towards embedding those school characteristics through the targets, strategies and milestones described in the Business Plan.

Development of the School Board

The key to effective schools is strong and accountable governance. The School Board provides the overarching governance processes for the school. Establishing an effective and committed School Board was the school's first important task as an IPS. Elections were held for both staff and parent positions. The 2017 School Board has the following members:

Brendan McLean (Parent representative and Chair)

Ros Mellick (Parent representative)

Carly Veitch (Parent representative)

Damien Murray (Parent representative)

Wendy Moore (Principal)

Kellie Shaw (Staff representative)

Angela Sims (Staff representative)



The School Board developed a *Code of Conduct* and *Terms of Reference*, and worked with the school leadership team to develop the inaugural *Business Plan*, which it endorsed. The Board has participated in governance training, undertaken self-audit processes, analysed the school's performance against achievement targets, participated in selection of the Chaplain and teaching and non-teaching staff, and assisted with planning for a number of initiatives in the school.

Development of the Business Plan

The school business plan outlines the strategic direction of the school for the 2017-2019 period. It describes strengths and challenges for the school in its unique context, and outlines strategies, milestones and student achievement targets which have been developed in consultation with a range of stakeholders. The annual report addresses progress against the priority areas of 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 with the Director-General of Education.

Overview of the Annual report:

This annual report provides a snapshot of the school's progress against the strategies, milestones and targets outlined in its Business Plan. The report was prepared by the Principal, Wendy Moore, with significant input from the school leadership team and the School Board. A broad set of data has been used to verify the school's position in relation to these goals. This includes school achievement data (Literacy Assessment Profile and Progressive Achievement Tests, Social and Emotional Wellbeing Survey), system-wide data (NAPLAN and OLNA testing), attendance information, school based behaviour tracking, survey results (National School Opinion Survey), school financial information and other system generated performance reports.

A Successful School

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 progress in literacy and numeracy.

LAP data

Because student academic achievement relies on adequate literacy and numeracy, we monitor student progress carefully to ensure that students cannot 'fall through the gaps'. Term by term assessments of literacy using the LAP (literacy acquisition profile) are undertaken for each student in Kindergarten through to Year 2. From 2018, term by term assessments of numeracy progress will also be undertaken. The school tracks individual achievement and also performance of cohorts from year to year.

Regular Word Reading Assessment 2017

This quick assessment is used to measure how accurately and fluently students can sound out or recognise words using known 'phonic' patterns, because this is a very good indicator of current and future spelling ability. As a group, students have progressed well (Figure 1.) and progress has improved each year. Any students who have made slower rates of progress receive small group support using Lit Booster or Macqlit to support their early reading development.

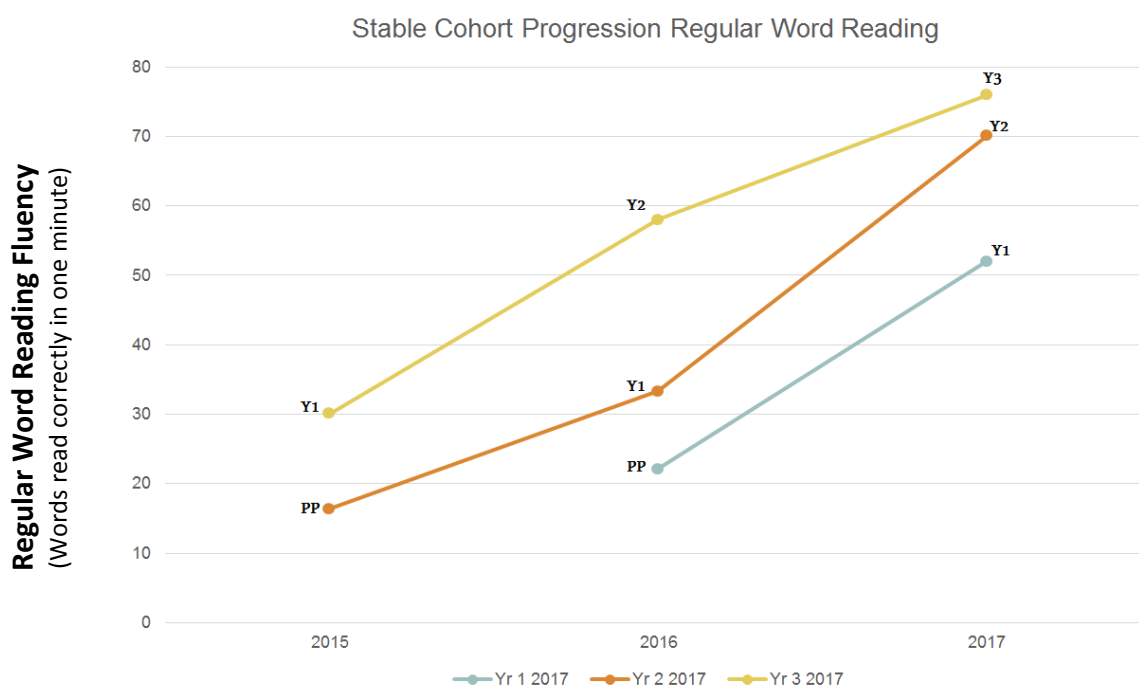


Figure 1. Student progress on regular word decoding from the Literacy Acquisition Profile.

NAPLAN, PAT and OLNA test data

Pre-Primary to Year 3 Progress

Students are first assessed using the national tests of literacy and numeracy (NAPLAN) in Year 3. Progress from Pre-Primary to Year 3 is estimated based on student performance in the on-entry assessment undertaken by the students' class teachers in Pre-Primary. Progress is measured in comparison with 'like' schools (those with a similar Index of Community Social and Educational Advantage (ICSEA) rating). Students who had been assessed both in Pre-Primary mostly demonstrated moderate or high progress, and some showed very high progress (Figure 2). The number of students demonstrating low progress was smaller than that in similar schools. Nonetheless, the school will continue to work to ensure that both high achieving and struggling students are challenged and supported to continue to improve.

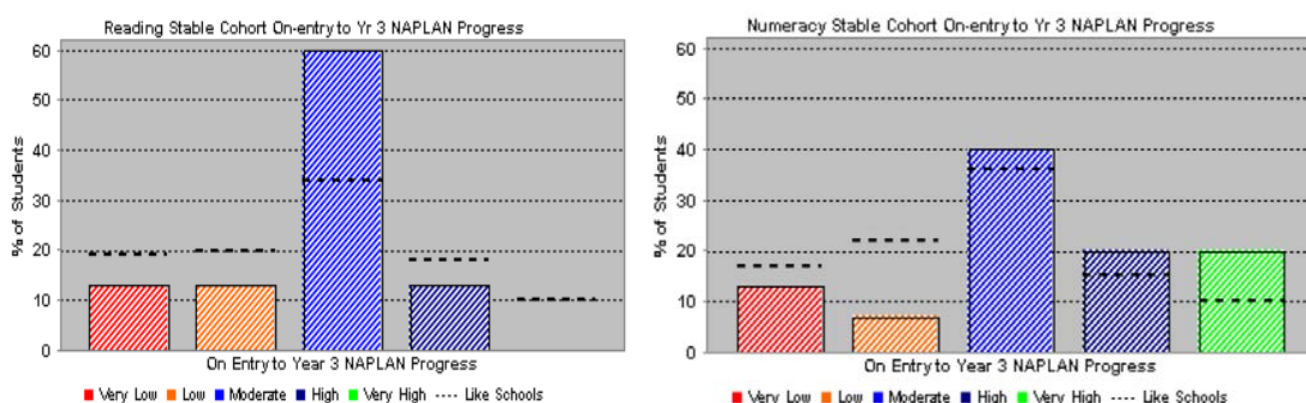


Figure 2. Pre-primary to Year 3 progress in reading (left) and numeracy (right) in comparison with 'like' schools.

Year 3 to Year 5 Progress

From Year 3 to Year 5, the average progress of students at Beverley DHS who had been tested at both years was strong compared to 'like' schools (those with similar ICSEA ratings). It is also possible to compare progress of students at Beverley DHS to all WA public schools (Figure 3). Beverley DHS students made greater progress between Year 3 and Year 5 than students in all WA schools in the areas of numeracy, reading, spelling and grammar, but slightly lower progress than all WA schools in spelling.

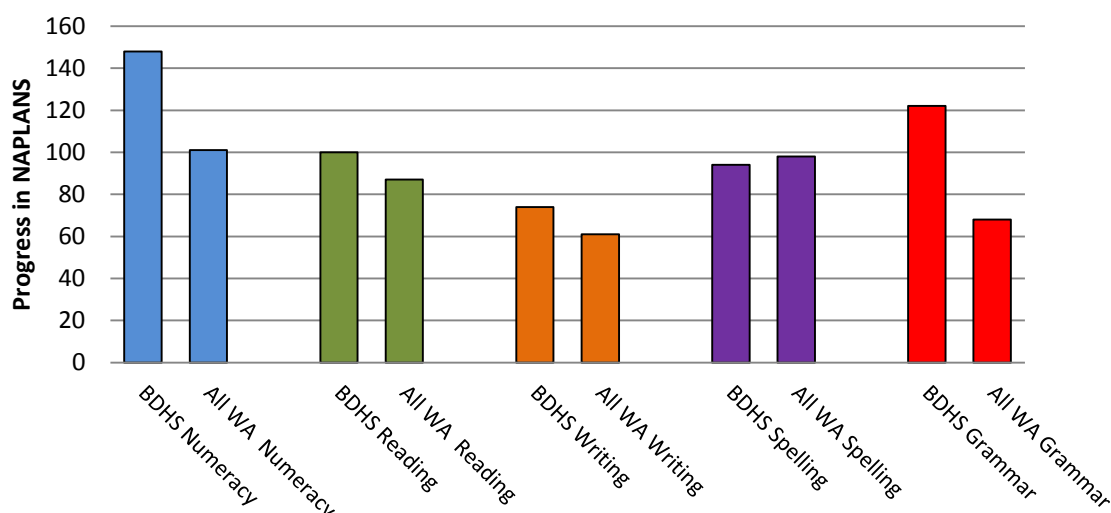


Figure 3: Progress of Beverley students between Year 3 and Year 5 compared to all WA public schools.

Year 5 to 7 and Year 7 to 9 progress

Small stable cohort sizes make comparisons of the progress of students in Year 7 and Year 9 to the WA public school average difficult to interpret. However, it is clear that progress for our students was variable: some made good progress on their NAPLAN results while others made limited gains in some areas. Combining the secondary groups (Year 7 and Year 9), overall progress was higher than the WA public school average for numeracy and mathematics, but lower than the WA public school average for writing.

As well as measuring progress, we can compare student achievement to that of 'like' schools.

Year 3 achievement data

Our Year 3 students who had been at the school since Pre-Primary (stable cohort) performed at levels higher than the average of 'like' schools in all three assessed areas, numeracy, reading and writing. There were more Beverley students performing at 'good' or 'excellent', and fewer students performing at 'satisfactory' or 'limited' levels than at schools with similar socio-economic and educational backgrounds.

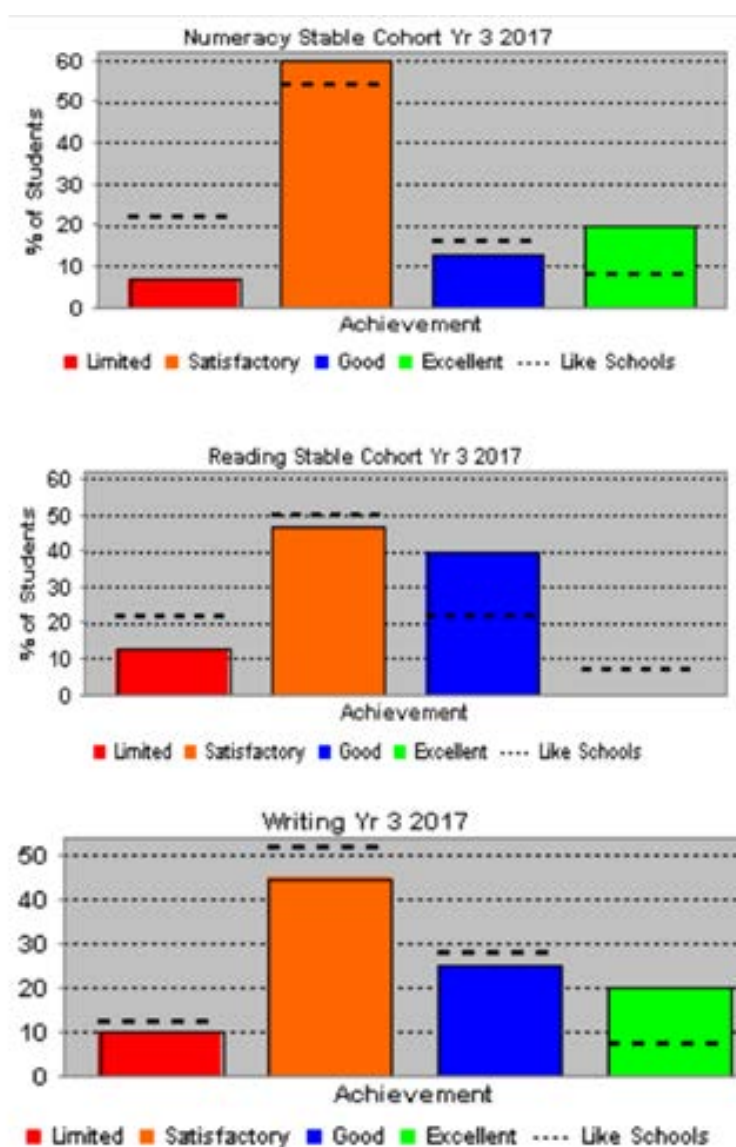


Figure 4. Yr 3 NAPLAN achievement data and comparison to 'like' schools'

Year 5 achievement data

Our Year 5 students who had been at the school since at least Year 3 (stable cohort) performed at a 'satisfactory' level in numeracy, with fewer high achieving or low achieving students than 'like' schools. In reading, our students performed at similar levels to 'like' schools. In writing, we had fewer students performing at 'limited' or 'good' levels than 'like' schools, with most students performing at a 'satisfactory' level. Despite the modest achievement of this group, it should be noted that progress since Year 3 was very sound, as illustrated above, suggesting that the educational programs and supports that were in place were of benefit.

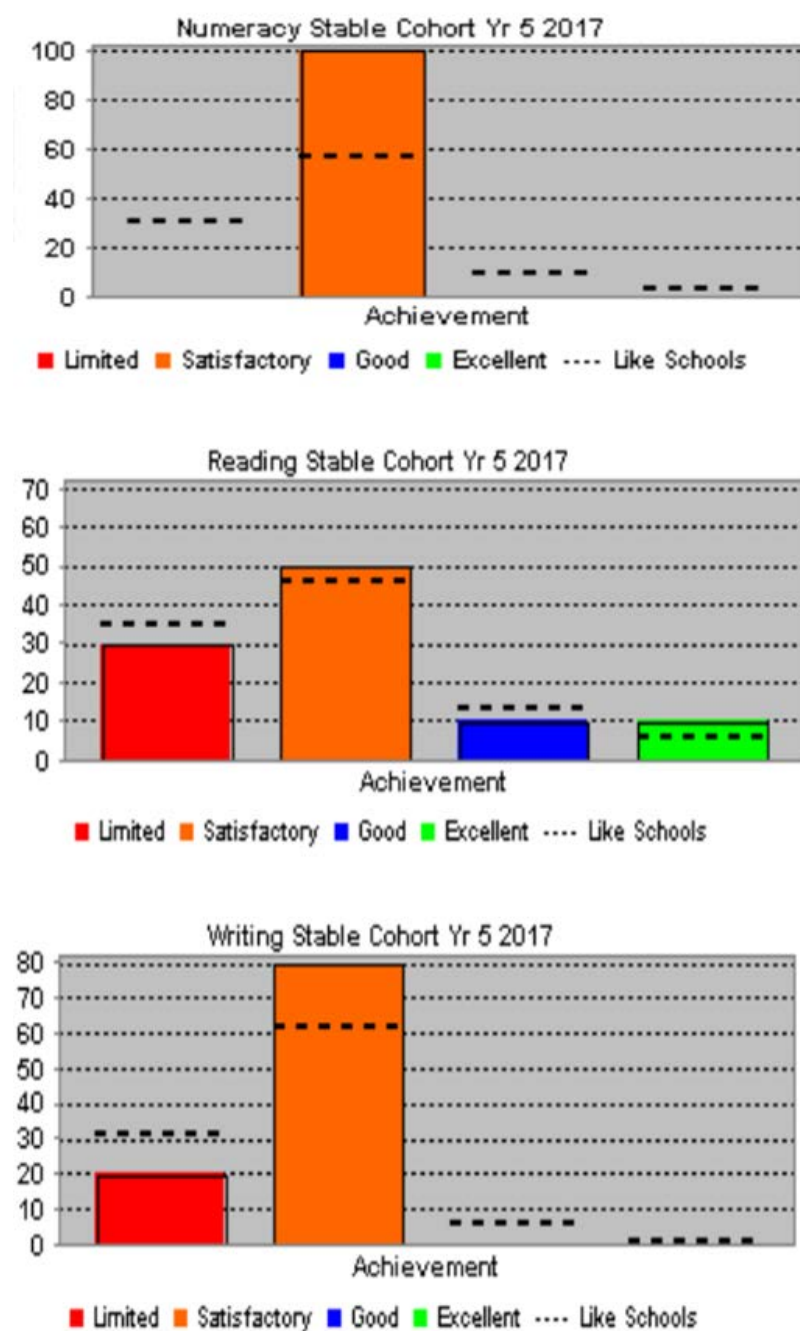


Figure 5. Yr 5 NAPLAN achievement data and comparison to 'like' schools'

Progressive Achievement Tests

The school has undertaken to assess students annually using a standardised set of tests, the Progressive Achievement Tests (PAT) that allow us to compare student achievement to that of students across Australia from all states and territories, the private and public education sector, and a range of socio-economic and linguistic backgrounds. The school has set a target over the three year life of its current Business Plan of having 70% of students at each year level achieving stanine 4 or above on the Progressive Achievement Tests in reading comprehension, mathematics and science. The tests are conducted in the first half of Term 4 of each year. The results from the 2017 round of testing have been summarised in Table 1.

Table 1. Summary of 2017 achievement data from the Progressive Achievement Tests in Reading comprehension, Mathematics and Science.

	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7-10
Reading	75	69	74	100	67	76	78
Maths	100	69	68	76	50	76	48
Science	N/A	N/A	79	79	58	86	57

Green = 70% target met, amber = close to 70% target, pink = well below 70% target.

This represented an overall increase since testing in 2016 of around half of one stanine across the school for reading, and around one quarter of one stanine for mathematics for students tested in both years.

Online Literacy and Numeracy Assessments (OLNA) for Year 10 students

Year 10 students who have not pre-qualified in Year 9 sit the Online Literacy and Numeracy tests in March and September each year. Students are required to achieve a pass in the OLNA by Year 12 if they are to graduate with a WA Certificate of Education. Of our 2017 Year 10 cohort, 50% had achieved an OLNA pass by the September round of assessment. This compares with 47% of students in like schools.

Science and Technology initiatives & TAGS programs

Our school is keen to ensure that students have the opportunity to develop science technology and



engineering skills to ensure that they are well-equipped for the future. A whole of school focus on science using Primary Connections materials in primary school and the Pearson materials in the secondary school has been maintained over a number of years. As indicated above, students at Beverley have performed creditably in the PAT-Science tests. Our talented and gifted (TAGS) students in Years 4-6 have had the opportunity to participate in additional

programs each week, and enter a range of competitions and challenges including the STAWA Science and Engineering awards, the regional Megaminds competition and the BHP Engineering awards.

The school has invested in additional laptop computers for our primary students to allow them to develop their ICT skills and to be ready for NAPLAN online assessments in 2018. Teachers have become increasingly familiar with a range of technologies to teach students simple coding and other digital technologies. Students, staff and the parent community have increased their familiarity with the Connect platform as a way of sharing student work, as well as using a range of applications and programs to investigate, analyse, communicate and create.

A Supportive School

A number of important initiatives designed to ensure that Beverley is a supportive school have progressed over the course of 2017. Each of these initiatives is outlined in the school's 2017 -2019 Business Plan. With an ICSEA of 944 (Decile 8), the school caters for students from a variety of home contexts, and is determined to ensure successful outcomes for students from all backgrounds.

Early Years Network

The school has committed to supporting and promoting an active Early Years Network in Beverley. The purpose of the network is to improve interagency co-operation to support parents to develop networks and access resources to assist them to support their own children from birth. Kindergarten teacher Angela Sims has taken a leadership role within the Network in order to promote the initiative and liaise with parent volunteers and representatives of other community organisations including the Department of Health, Playgroup, Hollyoake and Wanslea, the CRC and the Shire of Beverley. The Network has met regularly throughout the year. Initiatives established to date include a community based weekly story time for pre-school students and a commitment to re-establish the community toy library, which will be housed in the MOASH building on the school site where the playgroup also operates. In a related initiative, the school has funded the training of Mrs Sims as a Triple P parenting presenter for the network and the school, with a view to expanding the provision of a range of parenting courses in partnership with the Network.

Student engagement and wellbeing



The school uses several measures to assess student wellbeing and engagement with their schooling with a view to continuing to improve both. Student attendance is a rough gauge of both wellbeing and engagement – when students feel good about themselves at school and feel that they are making good progress that will improve their future prospects, they are likely to attend and participate. Student behaviour tracking is another measure of engagement with the school system. The school has both system data relating to suspensions, and school-

level behaviour data is now systematically collected and collated.

Attendance

Regular school attendance is highly valued and the school expects and encourages students to be at school every day that they are well. Satisfactory attendance is considered to be above 90%. In 2017, the following overall percentage attendance rates were achieved.

Overall Attendance %	School	Like Schools	WA Public Schools
Primary	93	92	93
Secondary	88	85	88

We also track the percentage of students who have attendance in one of four categories. This can also be compared to like schools and all WA public schools. The school needs to continue to focus on ensuring that a greater proportion of our students has attendance at above 90%.

Overall Attendance %	School	Like Schools	WA Public Schools
Regular	48	55	62
Indicated at risk	36	22	20
Moderate non-attendance	10	13	11
Severe non-attendance	6	10	7

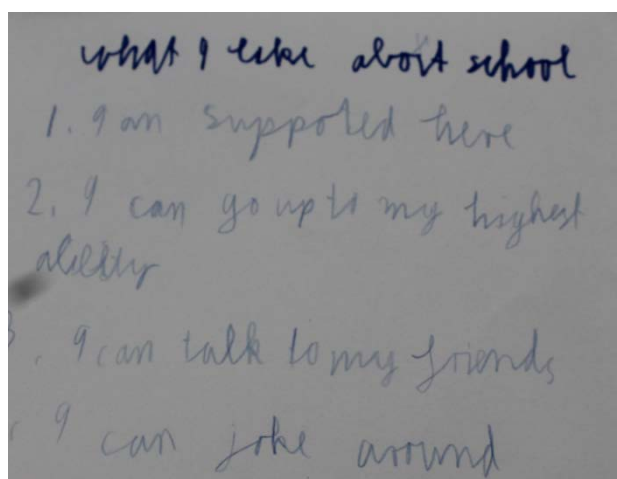


Social - Emotional Wellbeing

The school undertook its first comprehensive assessment of student wellbeing in Term 1 of 2017, using a standardised instrument, the Social and Emotional Wellbeing Survey. This will allow us to compare how well are students are feeling about themselves and their school and home lives in comparison to other students of similar ages from across Australia.

For students in Years 1-3, the social-emotional wellbeing of students at Beverley DHS was similar to that of students of a similar age across the national sample. At the time of the survey, around 18% of Beverley DHS students reported low wellbeing, 40% reported moderate wellbeing, and 42% indicated high levels of wellbeing.

Summary data for the Year 4-6 cohort (Figure 6) indicates positive levels of student wellbeing in comparison to the national average. More students were rated as having high levels of wellbeing, and fewer were rated as having low levels of wellbeing, than the average ratings of students of similar age in schools across Australia.



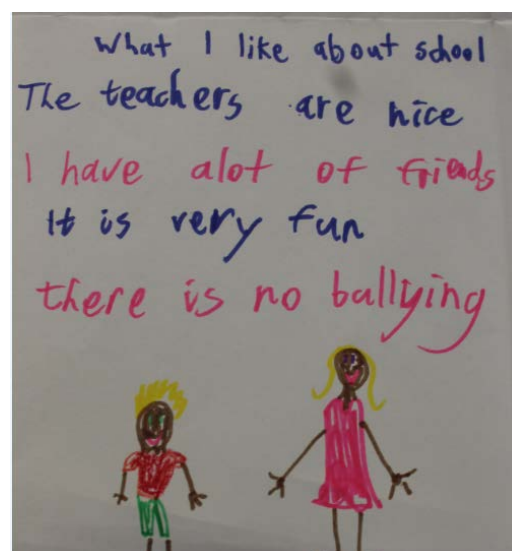
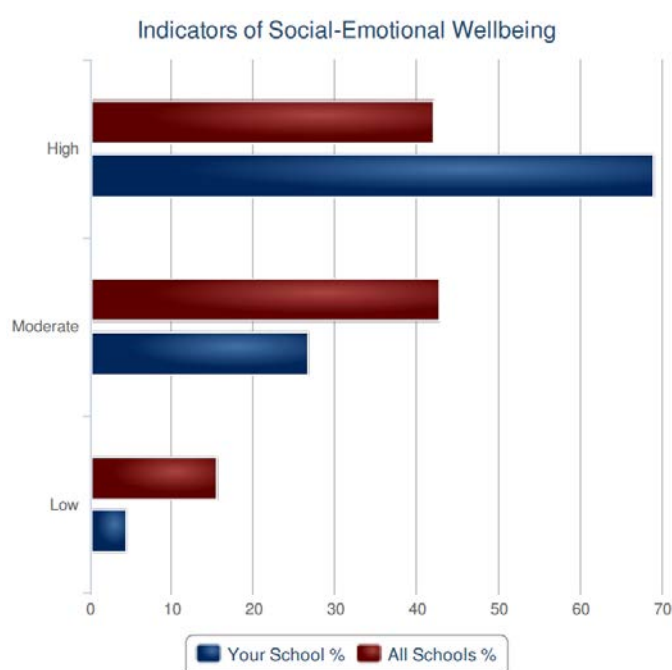


Figure 6. Distribution of Year 4-6 responses to indicators of social-emotional wellbeing in comparison to the national sample, indicating low, moderate or high levels of wellbeing.



By way of comparison, the Year 7-10 data indicates that, at the time of assessment, more students at Beverley DHS had low levels of social-emotional wellbeing than the national average for students of similar age (67% compared to 24%), and fewer students had high levels of social-emotional wellbeing than the national average (10% compared to 31%). The lower than average social-emotional wellbeing of the secondary cohort has confirmed the importance of the school's Chaplaincy

program, its social-emotional learning programs including Rock and Water and Positive Behaviour Support, the drug education and mental health education programs run each year (such as Keys for Life), and the vocational programs with clear employment and post-school training pathways.

Behaviour Tracking

Over the second half of 2017, the school began to systematically track all undesired behaviour according to categories of severity and behaviour type. Classroom teachers have logged this data to allow the school to identify trends and to assess the impact of the positive behaviour schools initiative.

Chaplaincy program

The school applied for and received a grant for chaplaincy services through Youthcare and appointed Chris Footer as our Chaplain after consultation with the School Board. Chris works at the school for two days per week, and supports the Rock and Water initiative and other learning and leadership programs. Chris provides counselling support for students who have parental permission to access this service, and also provides practical help and referrals for parents who might require some short or long term assistance.

Positive Behaviour Support Framework

The school made the decision to implement a Positive Behaviour Support framework in response to perceptions by students, staff and parents that behaviour management at the school was viewed less positively than other aspects of the school's business. All staff members were in favour of the initiative, and a Positive Behaviour Support committee was established consisting of teachers, administrators, an education assistant and a parent.

After consultation with staff, students and parents, the committee developed the 'SPARK' approach which affirmed that staff and students are 'successful' when we are 'prepared, aspiring, respectful and kind'. Staff developed specific behaviour expectations for each of these attributes for playground, classroom, and other contexts. For example, to be *kind* in the playground, students 'let people play', 'share equipment', 'help others' and 'say sorry if they hurt someone or their feelings'.

These clear but simple expectations are a guide for students, and they have the opportunity to explore and practise these behaviours within their classes. The school's data tracking will be used, along with survey and observational data, to measure the impact of the initiative.



Learning support programs

The Room 10 learning support area provides an additional context for students with diagnosed and imputed disabilities to access a combination of modified and mainstream learning programs. Students work on modified programs where these a better fit with their abilities and needs than regular classes. Student from Year 6 to Year 12 access this support, and their progress is reported through individualised monitoring and reporting.

Literacy support programs have been established across the school for students with specific learning difficulties including language impairments and dyslexia. These students access small group or individual tutoring support using evidence-based programs such as Macqlit and Multilit. Progress



of students completing these programs has been very positive. From Semester 2 of 2017, students at risk in Pre-Primary and Year One are provided with support through Lit Booster; students who are at risk by Year 2 are provided with a place in the Macqlit support program four times per week until they are performing at a similar level on word reading and spelling and text level reading fluency as their peers when assessed on the Literacy Acquisition Profile.

Students identified as having difficulties with speech and language development are provided with targeted individual or small group articulation programs and/or play- and story-based language development sessions each week.

Secondary pathways

Beverley DHS provides pathways for secondary students for further education and training and for vocational and trades outcomes.



Literacy and Numeracy: In 2017, the school provided all secondary students with daily skills lessons in addition to their regular English and Mathematics classes in order to develop the literacy and numeracy skills required for the workplace or further training. These skills are assessed via the Online Literacy and Numeracy assessment which students pre-qualify for in Year 9 or sit in Year 10.

Vocational Learning: All secondary students undertake Careers education. In Semester 2, all Year 10 students were able to complete an accredited workplace learning course with a 55 hour placement at a local business. In addition, Year 10 and eligible Year 9 students were provided with the opportunity to undertake an accredited Certificate 1 Construction course and obtain an industry White Card. These



opportunities provided students with credits towards completion of the WA Certificate of Education in Year 12 as well as providing practical experience that will assist them in the transition to the workplace.

SIDE studies: In 2017, a small group of Year 11 and 12 students who were unable to travel to a senior secondary campus were able to study ATAR or general courses on site at Beverley DHS through the School of Isolated and Distance Education. Courses included English, Chemistry, Art, Mathematics, Physics and Human Biology.

A sustainable school

The community is committed to ensuring that the school remains at the heart of the community, and planning for sustainability of the buildings and grounds, student numbers in both primary and secondary, school resourcing and the attraction and retention of suitably qualified and experienced staff are all important aspects of this aim.

School grounds

The Beverley P&C Association successfully applied for a \$98 000 grant from the Department of Water which was used to support the construction of a stormwater catchment basin on the school grounds. The basin was completed in August 2017 with assistance from contractors and P&C and community volunteers, and now allows the school to harvest and re-use water runoff from the buildings and grounds to reticulate lawns and gardens around the school. The basin has been fenced, and native shrubs and trees planted around the perimeter. It is anticipated that the cost to the school will be recovered in two years, with significant ongoing savings in water costs achieved from that point. This will allow us to maintain our lawns and gardens in a sustainable manner into the medium to long term.

The P&C Association was successful in securing donations and grants to begin a nature playground on site which will add to the students' wellbeing. As well as being designed to improve upper and lower body strength, the playground will provide students with opportunities for risk-taking, co-operation, and creativity.



Human Resource planning and leadership development

The school has seen the retirement in 2017 of two long serving teachers, Mrs Wansbrough and Mrs Colebrook, and a long-serving education assistant, Carol Veitch. We welcomed the appointment of new staff including Jennifer McCarthy, Shirley Wallis, part-time teachers Emma Davey and Chris de Groot, and education assistant Helen Simpson.

Governance

The School Board works closely with the school administration on planning and accountability. The School Board Chair and the principal co-sign the Delivery and Performance Agreement with the Director-General of Education. It is essential that the Board has the capacity to effectively support planning for the school's future and to question and support the school's broad strategic and financial decision-making to ensure that it is in the best interests of students and the community. The Board undertook an audit during 2017 to identify areas of strength and identify opportunities to diversify.

Enrolments

School enrolments for the second semester of 2017 totalled 154 students: 15 students in Kindergarten (pre-compulsory, part-time), 111 students in Pre-Primary to Year 6, and 28 students in the secondary school, including 4 senior secondary students enrolled with the School of Isolated and Distance Education. Of these students, 19 identify as Aboriginal.

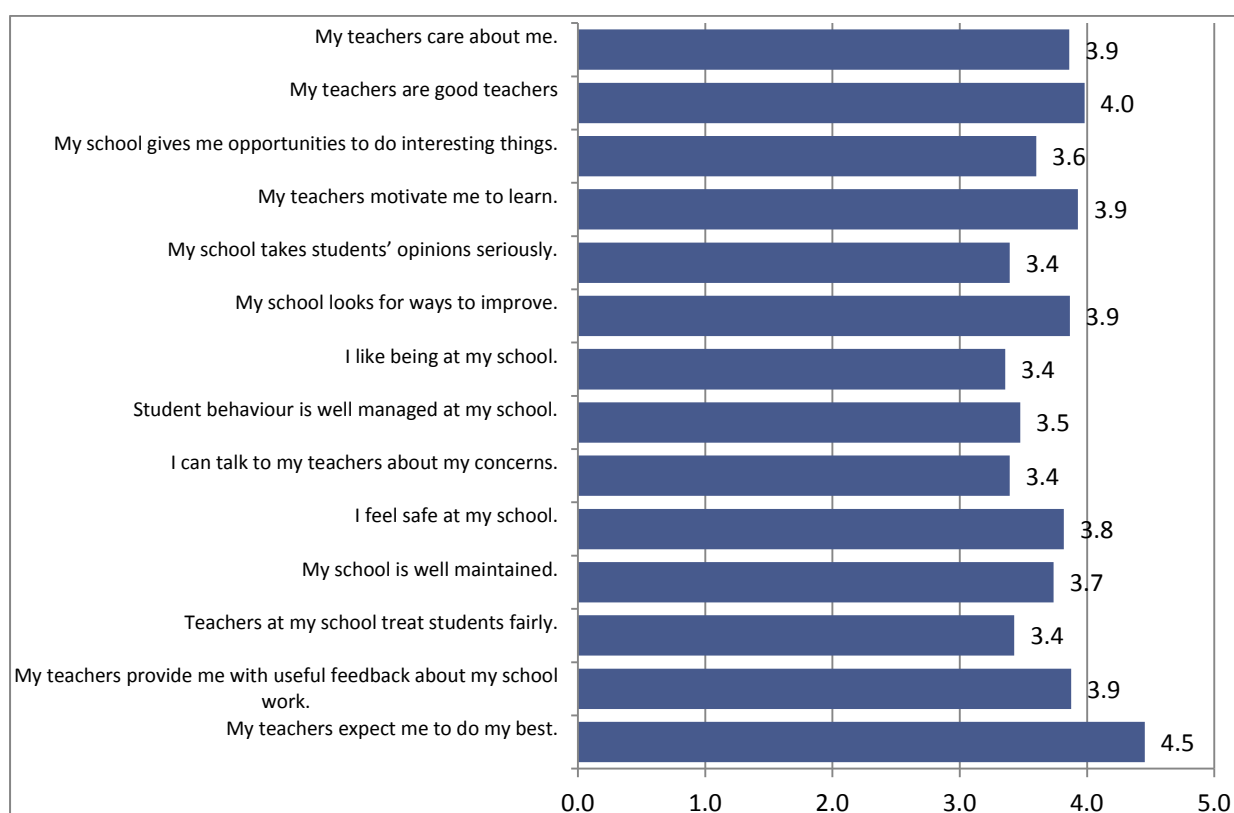
The school has seen a gradual decline in enrolments over the last five years, with smaller incoming cohorts each year. This trend is likely to continue in the medium term.

Semester 2	2013	2014	2015	2016	2017
Primary (Excluding Kin)	158	150	121	114	111
Lower Secondary	13	16	38	25	24
Upper Secondary				1	4
Total	171	166	159	140	139

School opinion survey

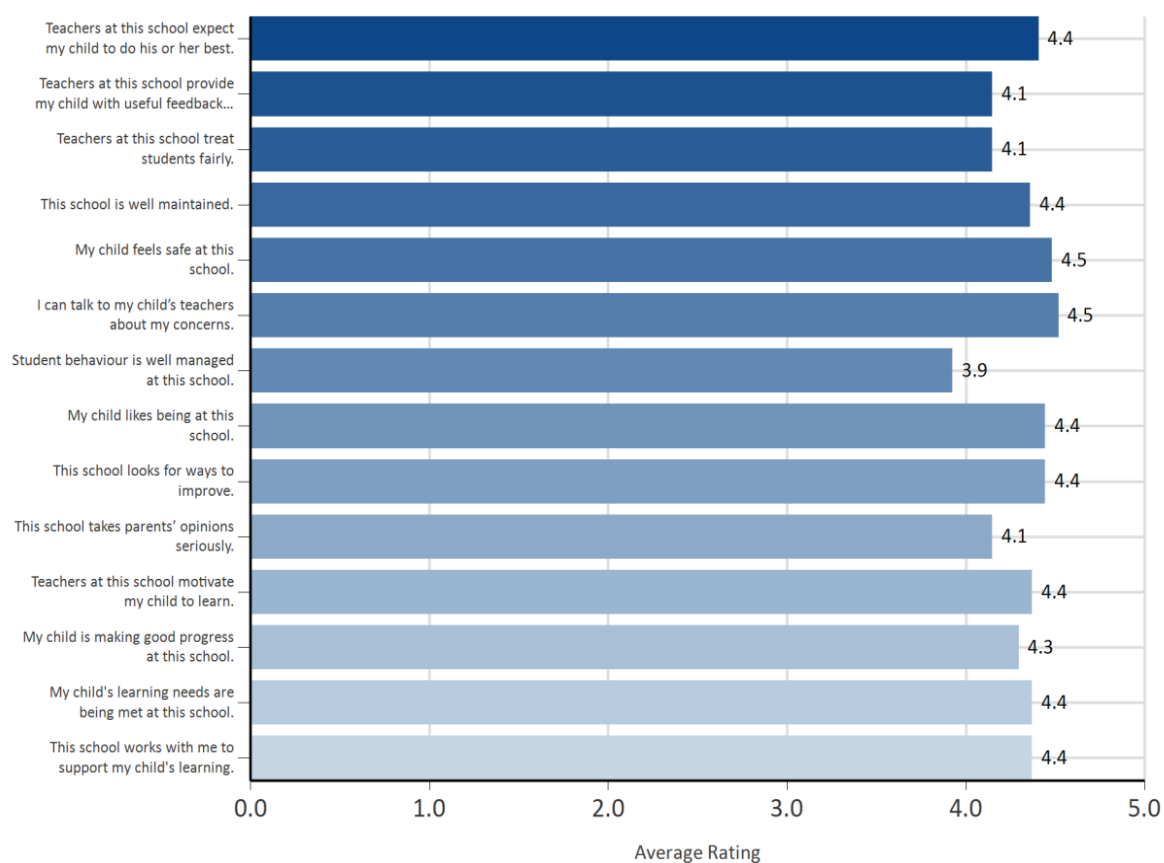
Every year the school undertakes an opinion survey with staff, students and parents to obtain feedback about their perceptions about the school. The following data summarises this information.

Student responses (Yr 5-10)

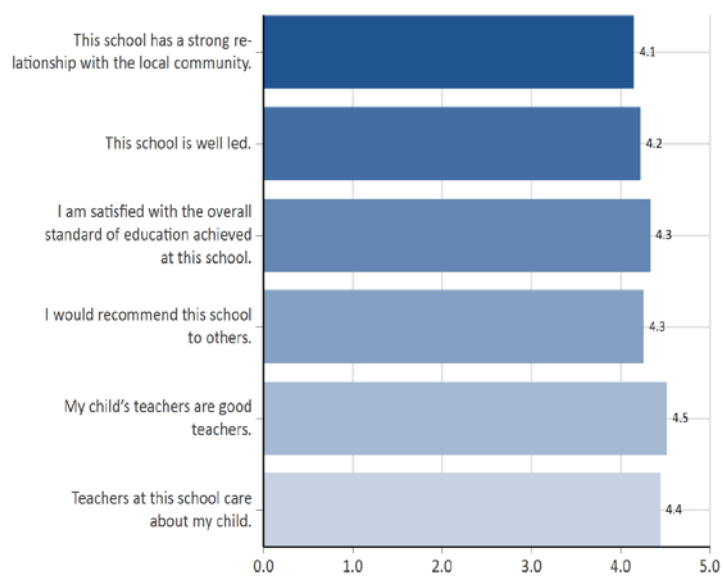


Number of student responses = 50

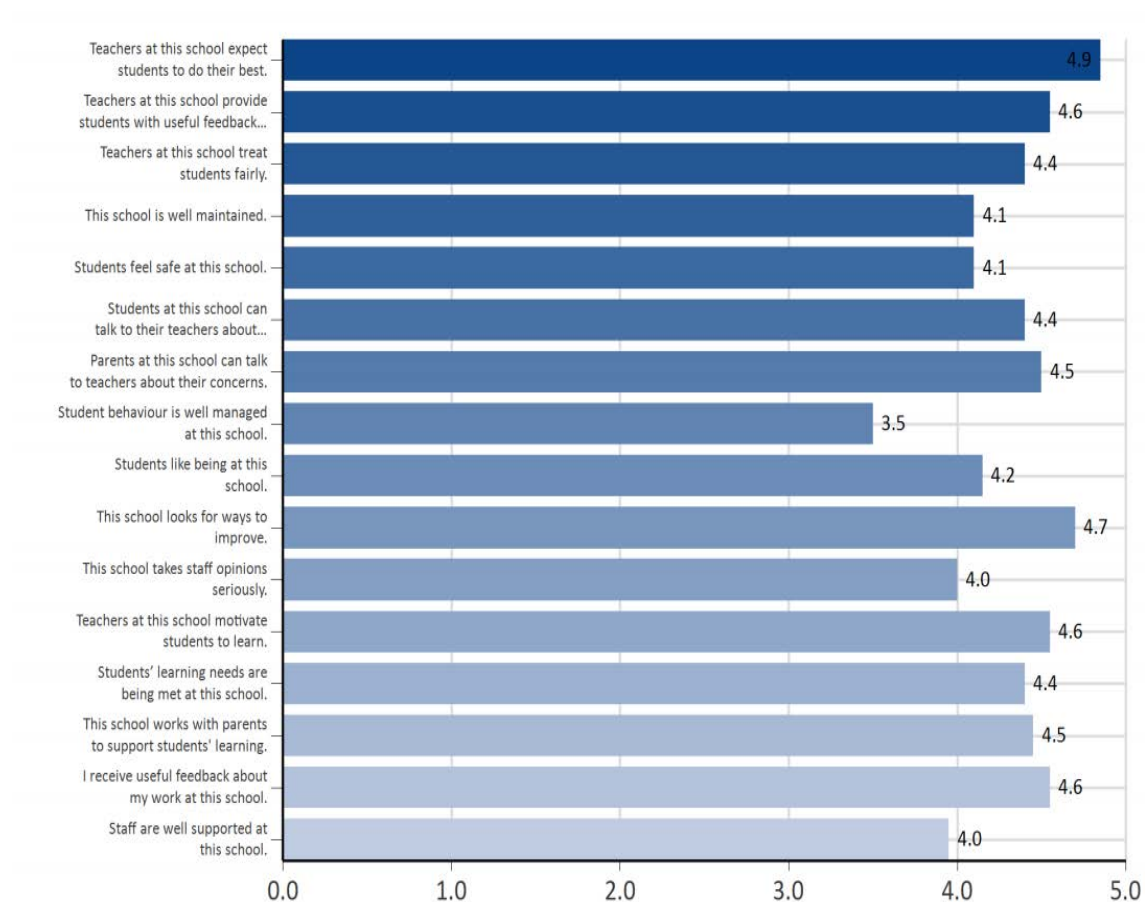
Parent responses



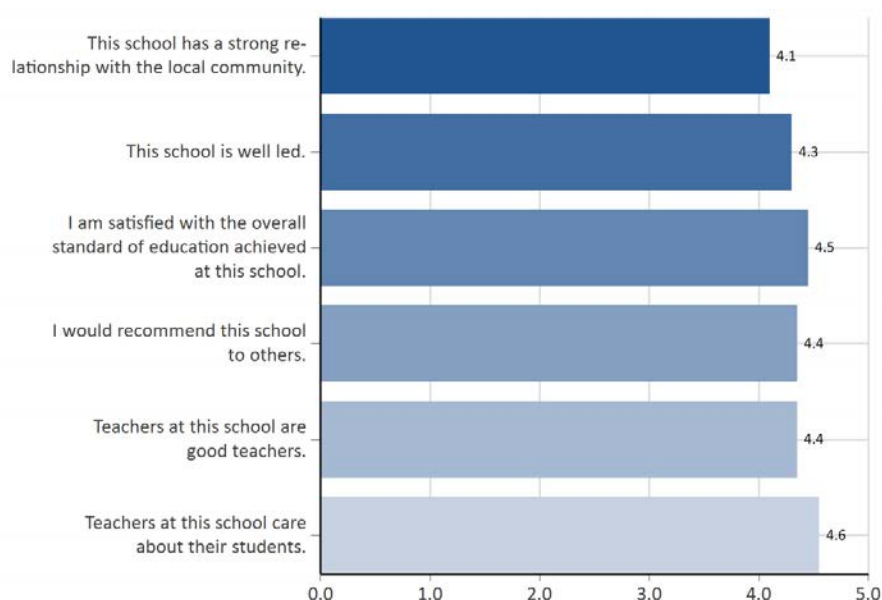
Number of parent responses = 27



Staff responses:



Number of staff responses = 20



School financial position

The following tables and figures represent the school's financial position as at 31 December 2017.

Locally raised revenue:

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 7,327.00	\$ 7,223.85
2	Charges and Fees	\$ 20,416.00	\$ 20,441.16
3	Fees from Facilities Hire	\$ 30.00	\$ 30.00
4	Fundraising/Donations/Sponsorships	\$ 98,038.00	\$ 98,038.25
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 15,000.00	\$ 15,000.00
8	Other Revenues	\$ 13,811.00	\$ 17,317.73
9	Transfer from Reserve or DGR	\$ 91,700.00	\$ 91,700.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 246,322.00	\$ 249,750.99
	Opening Balance	\$ 97,211.00	\$ 97,211.56
	Student Centred Funding	\$ 216,240.00	\$ 216,399.31
	Total Cash Funds Available	\$ 559,773.00	\$ 563,361.86
	Total Salary Allocation	\$ 2,113,607.00	\$ 2,113,607.00
	Total Funds Available	\$ 2,673,380.00	\$ 2,676,968.86

Expenditure Summary 2017

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 16,967.00	\$ 14,880.66
2	Lease Payments	\$ 21,549.00	\$ 28,220.04
3	Utilities, Facilities and Maintenance	\$ 208,411.00	\$ 200,753.84
4	Buildings, Property and Equipment	\$ 85,990.00	\$ 85,395.57
5	Curriculum and Student Services	\$ 127,904.00	\$ 96,595.79
6	Professional Development	\$ 6,000.00	\$ 3,545.97
7	Transfer to Reserve	\$ 40,000.00	\$ 40,000.00
8	Other Expenditure	\$ 4,383.00	\$ 4,776.51
9	Payment to CO, Regional Office and Other Schools	\$ 45,426.00	\$ 44,674.54
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	\$ 556,630.00	\$ 518,842.92
	Total Forecast Salary Expenditure	\$ 2,064,642.00	\$ 2,064,642.00
	Total Expenditure	\$ 2,621,272.00	\$ 2,583,484.92
	Cash Budget Variance	\$ 3,143.00	

Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 97,211.56
Current Year Budgeted Revenue	\$ 462,562.00
Actual Revenue Received	\$ 466,150.30
Revenue Shortfall/Surplus	-\$ 3,588.30
Revenue Collected as a % of Current Budget	100.8%
Total Funds Available	\$ 563,361.86

Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 556,630.00
Actual Expenditure	\$ 518,842.92
Expenditure Remaining	\$ 37,787.08
Cash Budget Variance	\$ 3,143.00
Variance as a % of Total Funds Available	0.6%
Actual Expenditure as a % of Budgeted Expenditure	93.2%

Reconciled Bank Balances:		
	Current Year as at: 31/12/2017	Previous Year - Same Time
Cheque Account	\$ 11,463.23	\$ 43,665.13
Investment Account(s)	\$ 203,073.82	\$ 272,392.75
Building and Other Fund(s)	\$ -	\$ -
Total	\$ 214,537.05	\$ 316,057.88

Bank Account Composition	
General Fund	21%
Reserves	80%
Suspense/Tax	-1%

Reserve Transfers

Transferred from Reserves:

Assets	\$ -
Building Fabric & Infrastructure	\$ -
Other	\$ 91,700.00
Total	\$ 91,700.00

Asset and Resource Acquisitions

Expenditure on Resources	\$ 62,223.21
Expenditure on Assets	\$ -
Expenditure on Building Fabric and Infr.	\$ 23,172.36
Total Resource/Asset Exp	\$ 85,395.57

Transferred to Reserves:

Assets	\$ 13,500.00
Resources	\$ 26,500.00
General	\$ -
Building Fabric & Infrastructure	\$ -
Total	\$ 40,000.00

Reserve Balances

Asset Reserves	\$ 91,775.50
Resource Reserves	\$ 78,089.71
General Reserves	\$ -
Building Fabric & Infrastructure Reserves	\$ -
Total Reserves	\$ 169,865.21

School Salary Allocation (SCFM)								
As at 31/12/2017								
Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
\$ 33,227.00	\$ 2,267,613.00	\$ 187,233.00	\$ 2,113,607.00	\$ 2,064,642.00	\$ 48,965.00	98%	\$ 2,064,642.00	\$ 48,965.00

