

# Beverley District High School

Independent Public School



## 2022 Annual Report

Successful

Supportive

Sustainable

*Empowering individuals to be inspired, motivated, and committed to achieving their unique potential.*

*BDHS sits on the lands of our Noongar people, and we acknowledge them as the traditional custodians of the Ballardong country.*

## BEVERLEY DISTRICT HIGH SCHOOL ANNUAL REPORT 2022

*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 178 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 2022 School Board was made up of the following members:

Damien Murray (Parent Representative/Chair)  
Darrell Hagan (Parent Representative)  
Deb Kitai (Parent Representative)  
Vanessa Hewitt (Parent Representative)

Adrian Lister (Principal)  
Sam Gollan (Staff Representative)  
Sally Kilpatrick (Staff Representative)  
Michael Barrett-Lennard (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 system-wide data (NAPLAN and OLN testing), behaviour and attendance information, the school's financial position and workforce data.

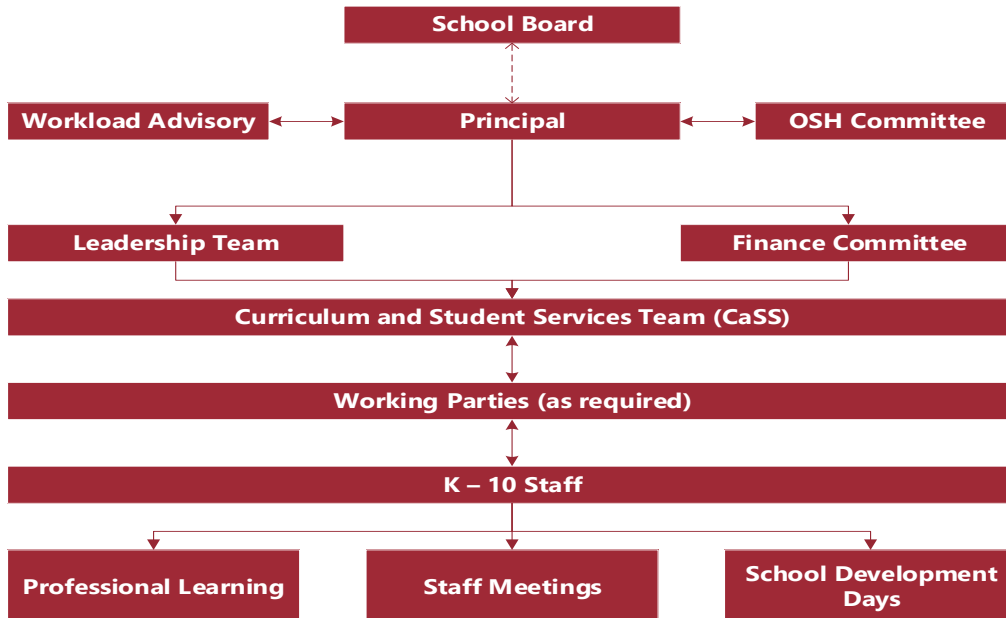
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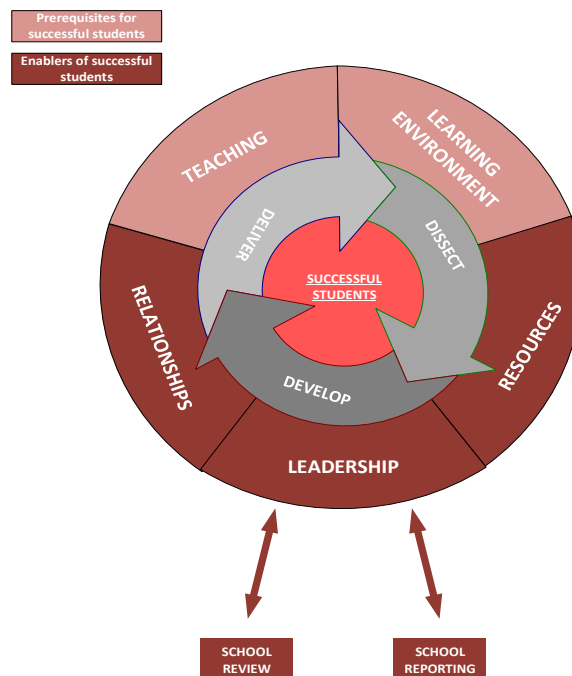
## SCHOOL GOVERNANCE AND IMPROVEMENT CYCLE MODEL

At Beverley District High School (BDHS) we have worked hard to establish and refine a working organisational structure, with clearly 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

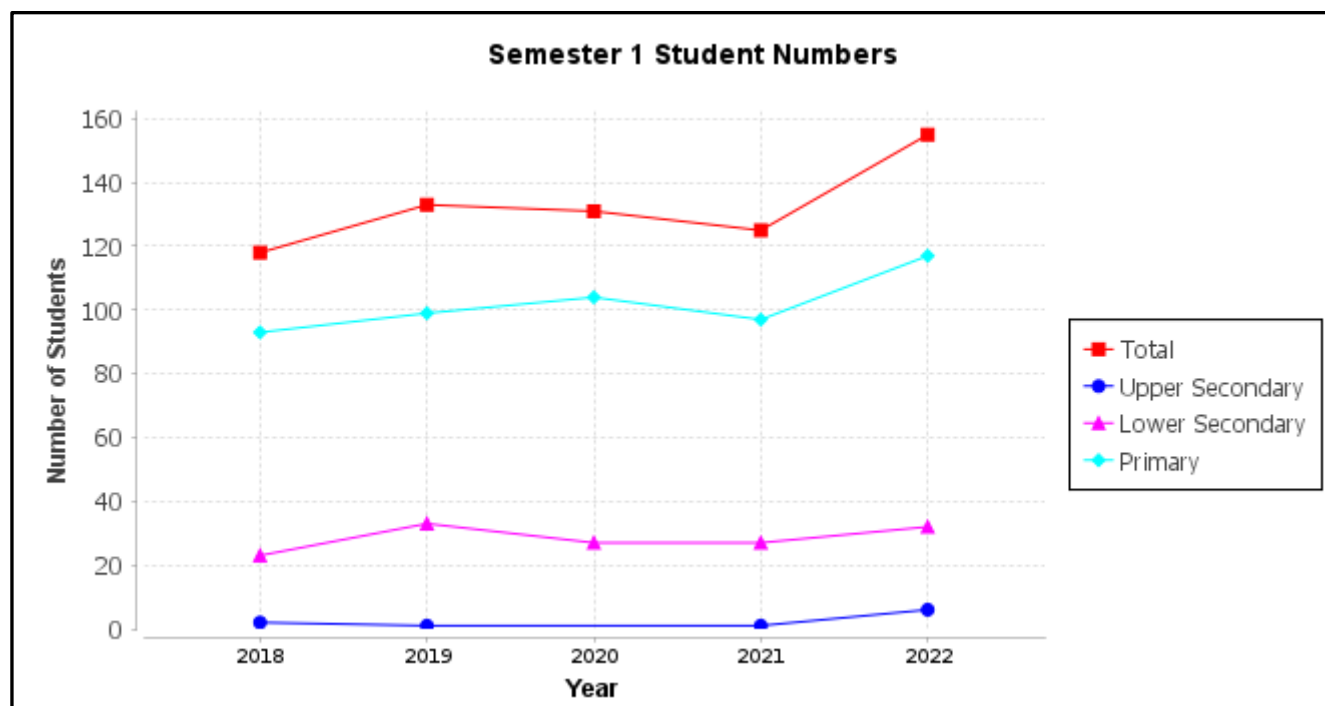


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## ENROLMENT TRENDS 2018 – 2022

Our enrolment profile indicates that we are maintaining total enrolments between 120 – 160 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.

### Semester 1 Student Enrolment 2022



### Student Destination at the end of Year 6 and Year 10 - 2022

#### Year 6

Destination Schools	Male	Female	Total
4060 Beverley District High School	7	7	14
1139 St Joseph's School	2		2
1193 Hale School	1		1
1103 St Brigid's College		1	1

#### Year 10

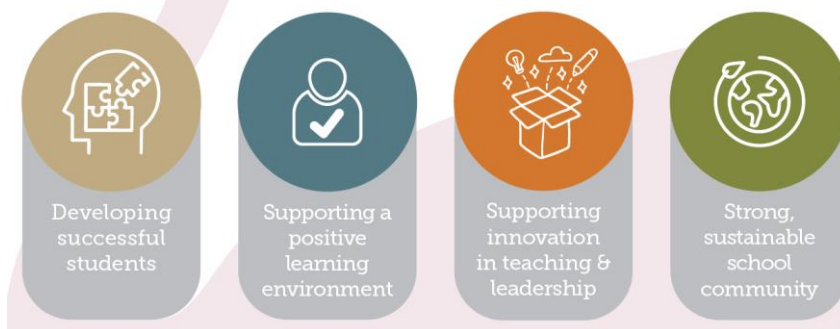
Destination Schools	Male	Female	Total
4060 Beverley District High School		2	2
4041 Northam Senior High School	2		2
4141 School Of Isolated And Distance Education	1		1

## 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 2022 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>
1.2	●	●	<i>Use of evidence based whole school approaches are evident throughout all classrooms.</i>
1.3	●	●	<i>A team approach and clear processes in place for identifying and supporting students at educational risk.</i>
1.4	●	●	<i>Continue to promote the importance of Early Years Education.</i>
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>
2.2	●	●	<i>Continue to embed our PBS SPARK mantra throughout school ethos.</i>
2.3	●	●	<i>Embrace inclusivity and diversity.</i>
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>
3.2	●	●	<i>Build staff capacity to meet the diverse and changing needs of our students.</i>
3.3	●	●	<i>Improve the school community's impact on the environment (sustainability).</i>
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>
4.2	●	●	<i>Draw upon the expertise and engage the wider Beverley community to enhance the range and delivery of learning experiences.</i>
4.3	●	●	<i>Enhance the positive public image of our school within and beyond the school community.</i>
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:

- MultiLit Literacy Programs including intervention.
- Oxford Maths Numeracy Program.
- Talented and Gifted Program Year 3 - 6.
- Instrumental Music Program, Choir, and specialist music classes.
- Secondary SIDE Mathematics, English, Science and Humanities and Social Sciences (HASS), VET Certificate 1 Workplace Readiness, Design and Technology Woodwork classes.
- 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.
- Expanded Student Leadership Program for Years 4 to 10 decided on in 2022 for implementation at commencement of 2023.
- 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, cross-country running, golf, hockey, tennis, and netball.
- Workplace Learning Program for Year 10 students.

### Professional Learning

Significant professional learning undertaken and supported by staff attendance and enrolment during 2022:

- Fogarty EDvance > Whole School Transformation Program.
- Well-Led Schools > Staff Health and Wellbeing.
- Team Teach Classroom Management and Restraint Training PL.
- Gatekeeper Suicide Prevention Training.
- Emerging Leaders and Team Leader Program.
- Work Health and Safety.
- Investigating Brightpath: Writing, Mathematics and Science Assessments for 2022.
- Child Protection: Policies and Procedures.

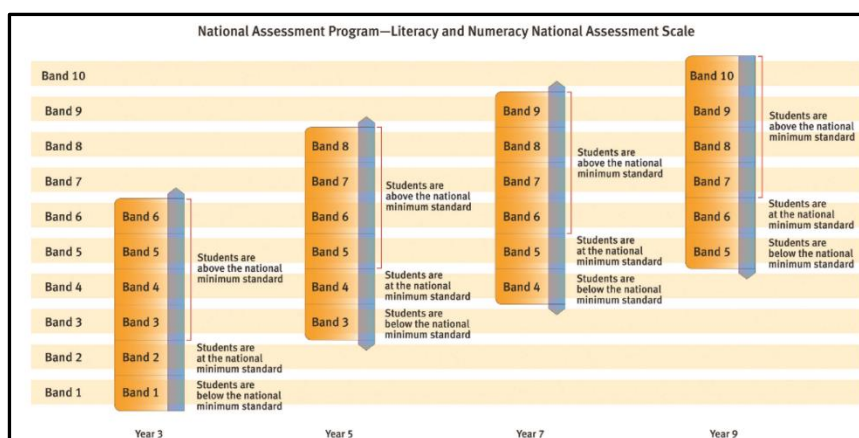
## STUDENT ACHIEVEMENT AND PROGRESS

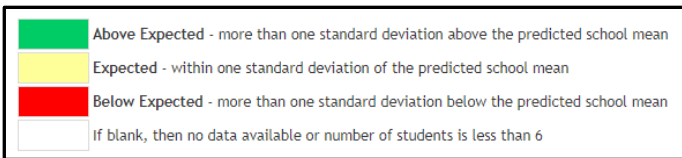
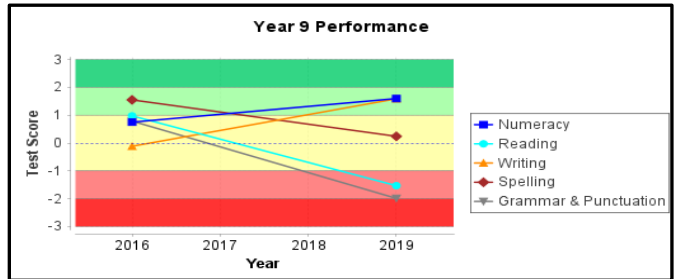
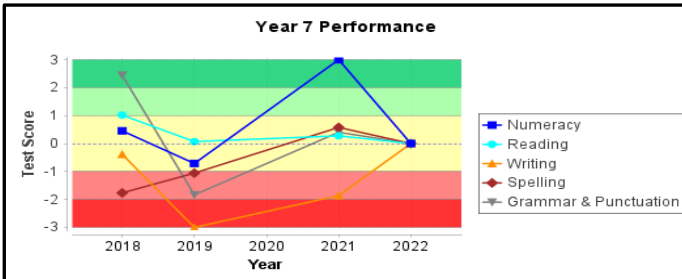
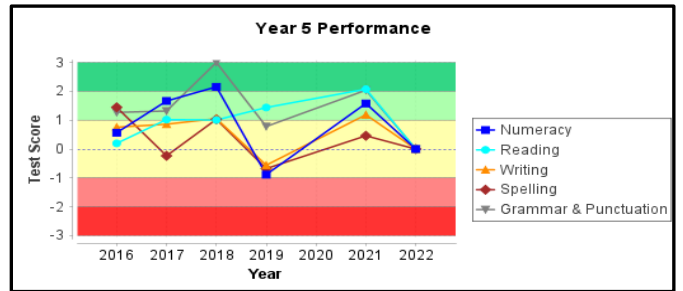
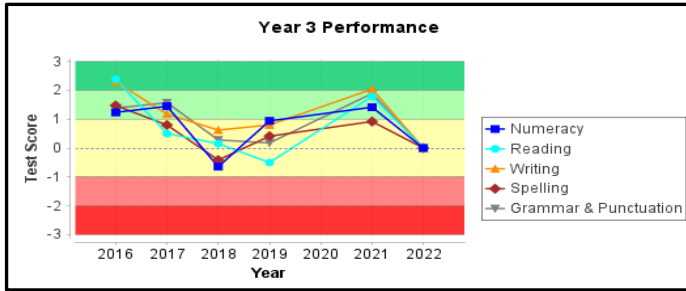
Tracking student achievement is the key to ensuring that all students are successful. For students to be deemed successful, they need to demonstrate good achievement, as well as good progress. The school is committed to regular assessment of student achievement and progress across many areas. Beverley 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)

#### NAPLAN Comparative Performance Data

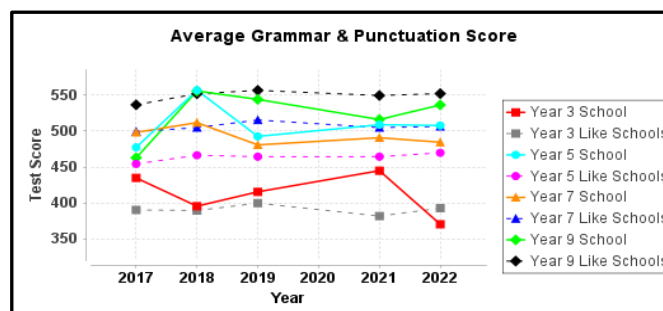
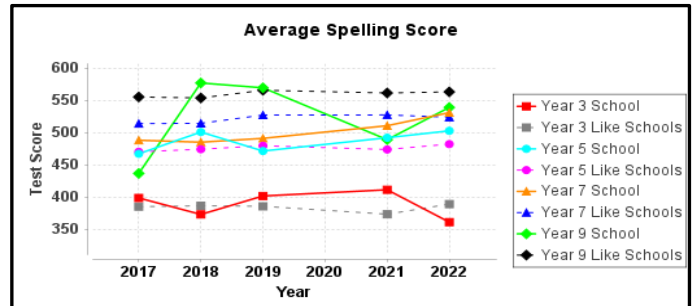
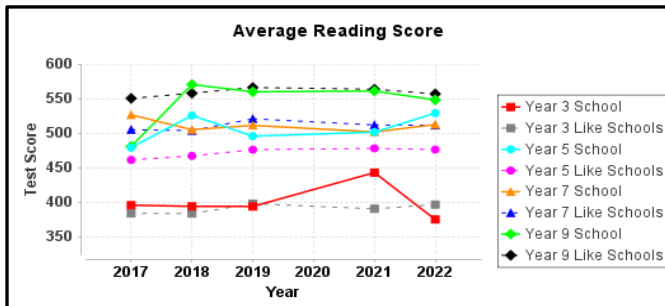
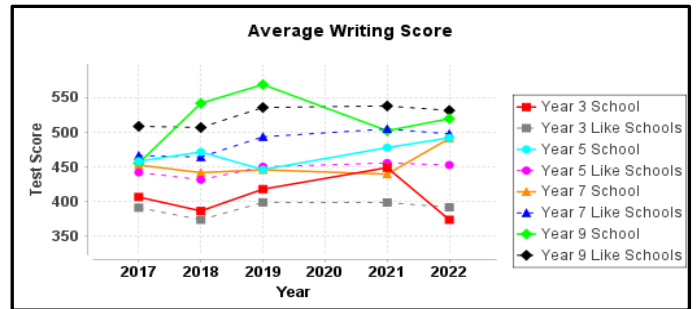
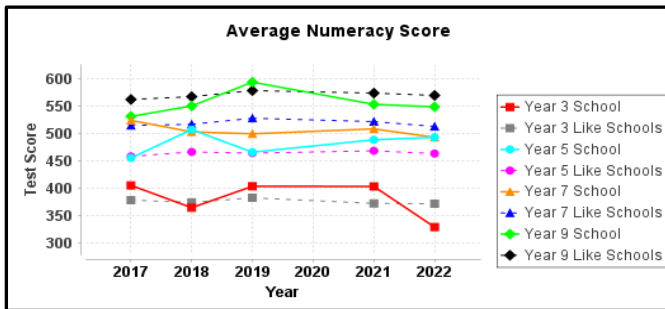
The National Assessment Program - Literacy and Numeracy (NAPLAN) is the only nation-wide assessment of students' literacy and numeracy skills. It provides parents important insights into their child's progress at school, and helps governments, education authorities and schools to see whether young Australians are reaching important literacy and numeracy goals.





## NAPLAN Longitudinal Data

### Beverley DHS vs. Like Schools



### 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 who have not met the minimum literacy standard in NAPLAN by the end of Year 9 are required to complete the OLNA assessments in Reading, Writing and Numeracy.

Our school data for 2022 was:

	Year 10 Students - Qualified In		
	Year 9	Year 10	Not Qualified
2022	0	1	5
	0.0%	16.7%	83.3%
Like Schools	13.7%	33.2%	53.1%

### LEARNING ENVIROMENT

#### Attendance

Semester 1 2022> Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2020	94.2%	92.1%	93.2%	83.4%	78.8%	77.6%	92.9%	90.6%
2021	94.1%	91.1%	92.4%	85.6%	77.5%	76.8%	92.9%	89.4%	91%
2022	87.2%	86.4%	88.3%	70.8%	70.6%	69.5%	85.1%	84.6%	86.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	80.6%	12.0%	5.6%	1.9%
2021	76.7%	16.5%	2.9%	3.9%
2022	43.1%	36.6%	13.8%	6.5%
Like Schools 2022	43.2%	33.9%	15.8%	7.1%
WA Public Schools	51.0%	32.0%	13.0%	5.0%



## Attendance Category Primary as at Semester 1, 2022

	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch
<b>Regular</b>	56%	48%	53%	51%	35%	52%	24%	53%	44%	51%	57%	51%	44%	49%
<b>At Risk - Indicated</b>	39%	33%	27%	32%	29%	32%	52%	31%	39%	32%	21%	32%	38%	33%
<b>At Risk - Moderate</b>	6%	14%	13%	13%	18%	12%	20%	12%	6%	12%	21%	13%	13%	13%
<b>At Risk - Severe</b>	0%	5%	7%	5%	18%	5%	4%	5%	11%	5%	0%	5%	6%	5%

Semester 1 2021> Secondary

## Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2020</b>	91.5%	88%	89.2%	73.8%	71.2%	65.9%	88.8%	86.4%	87.3%
<b>2021</b>	85.4%	84.9%	86.5%	92%	66.1%	62.6%	87.2%	83%	84.4%
<b>2022</b>	77.5%	81.8%	83%	71.9%	64.2%	55.2%	75.7%	79.8%	80.4%

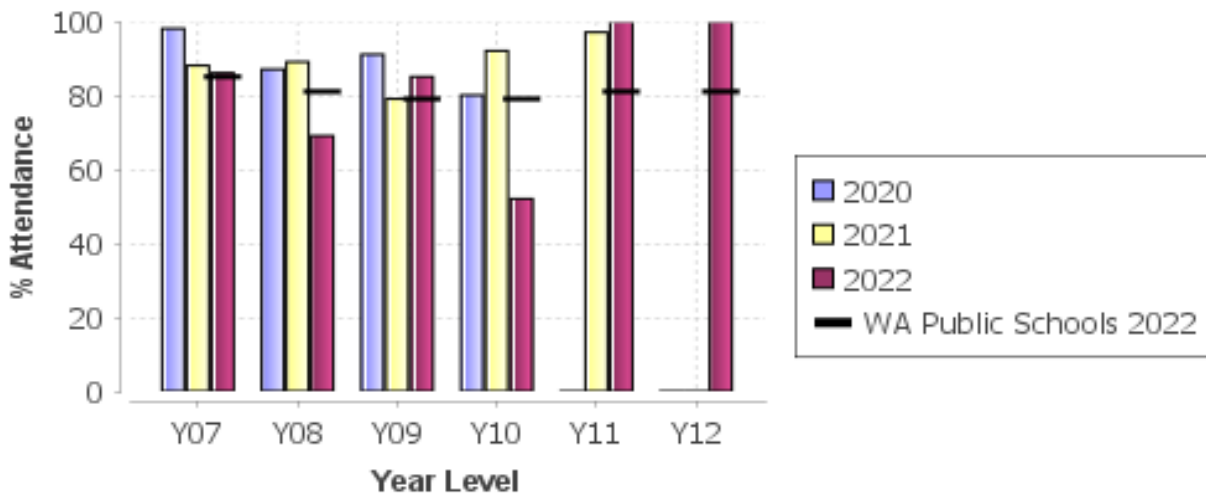
## Attendance Overall Secondary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2020</b>	74.1%	14.8%	7.4%	3.7%
<b>2021</b>	62.5%	12.5%	21.9%	3.1%
<b>2022</b>	36.6%	22.0%	26.8%	14.6%
<b>Like Schools 2022</b>	35.1%	30.3%	20.8%	13.8%
<b>WA Public Schools</b>	40.0%	29.0%	19.0%	12.0%

## Attendance Category Secondary as at Semester 1, 2022

	Y07		Y08		Y09		Y10		Y11		Y12	
	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch
<b>Regular</b>	50%	49%	14%	40%	43%	37%	17%	35%	100%	41%	100%	38%
<b>At Risk - Indicated</b>	20%	29%	21%	29%	43%	29%	17%	29%	0%	28%	0%	30%
<b>At Risk - Moderate</b>	30%	15%	43%	18%	14%	20%	17%	20%	0%	18%	0%	21%
<b>At Risk - Severe</b>	0%	8%	21%	12%	0%	14%	50%	16%	0%	13%	0%	12%

### Attendance % - Secondary Year Levels



## PBS, Behaviour and Health & Wellbeing

Our Positive Behaviour in Schools (PBS) Program and whole school pastoral care initiatives continue to see a reduction in behaviour referrals and significant behaviour incidents at Beverley DHS. The table below displays a reduction in the number of suspensions, but an increase in the number of students suspended, and suspension days increased between 2021 and 2022.

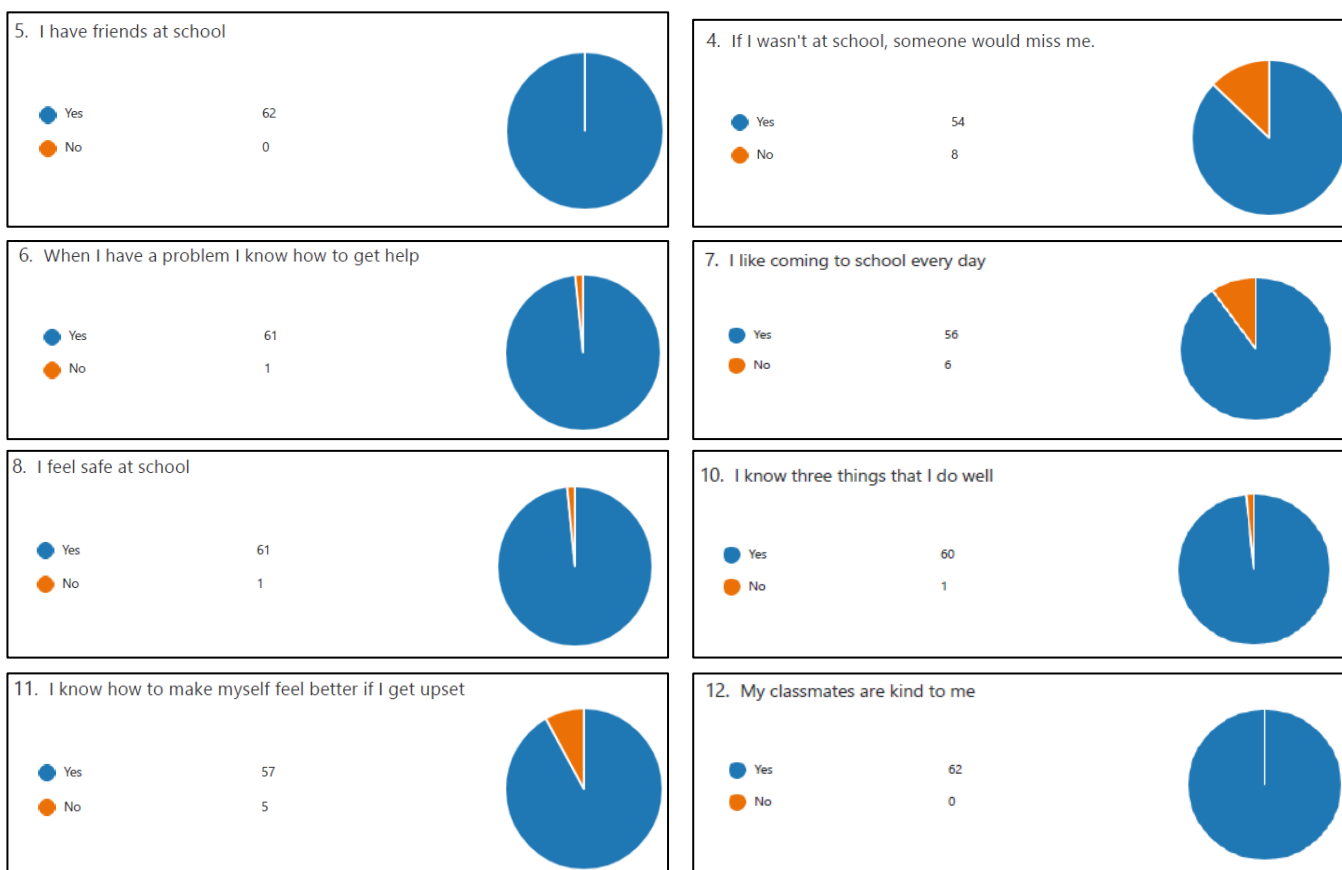
### Beverley DHS Suspension Data

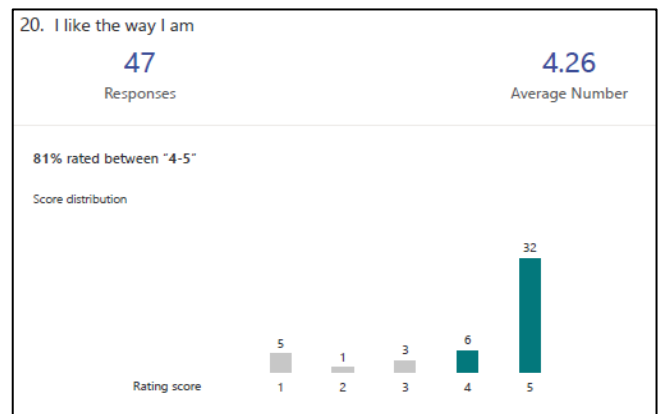
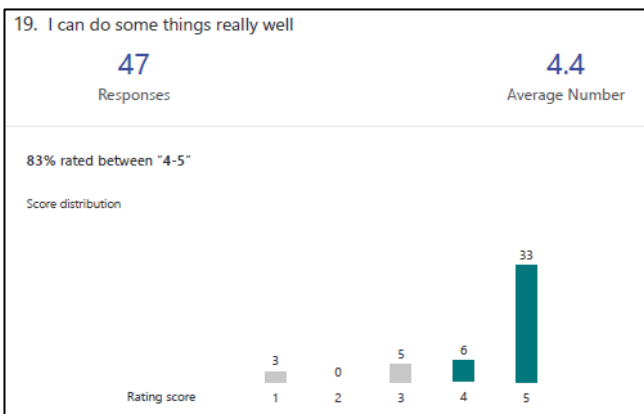
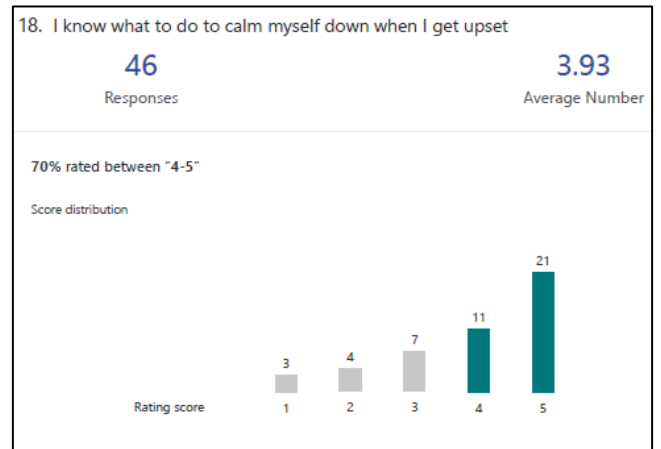
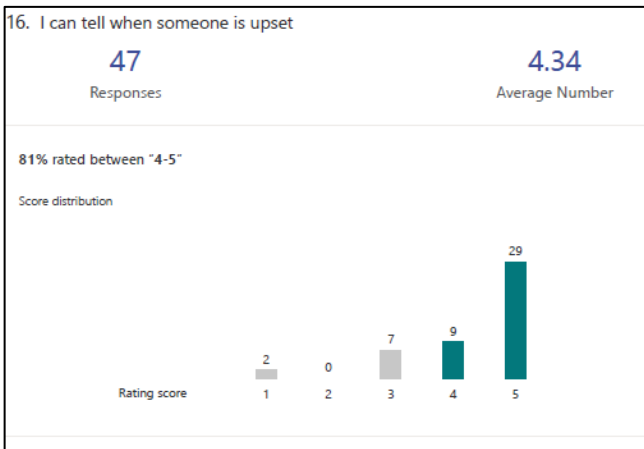
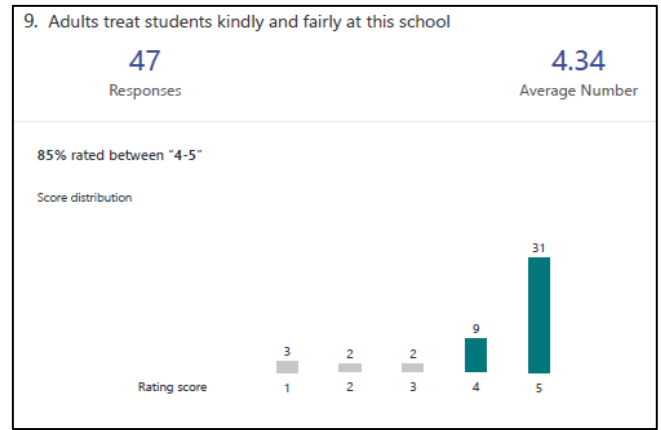
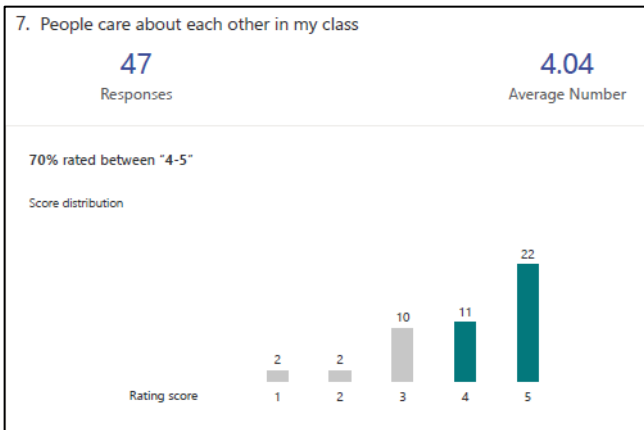
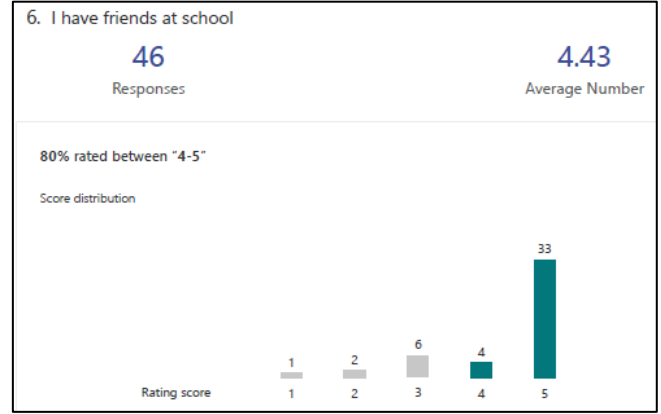
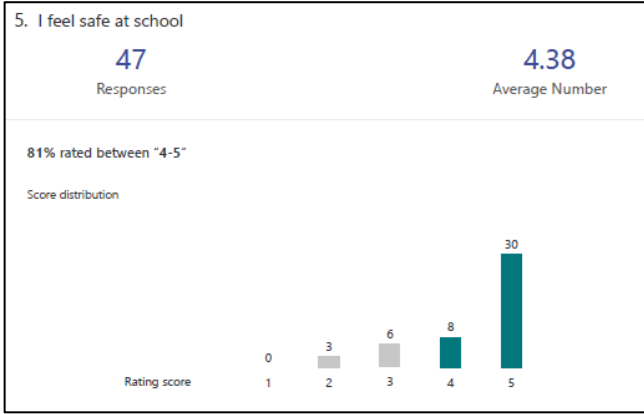
YEAR	SUSPENSIONS	STUDENTS	TOTAL NUMBER OF DAYS
2021	29	10	84
2022	14	7	28.5

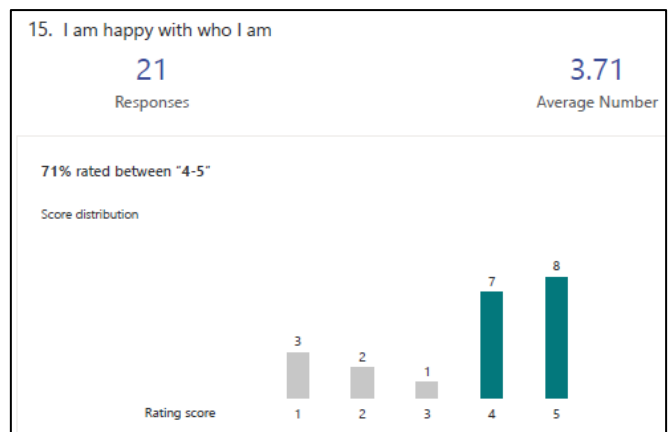
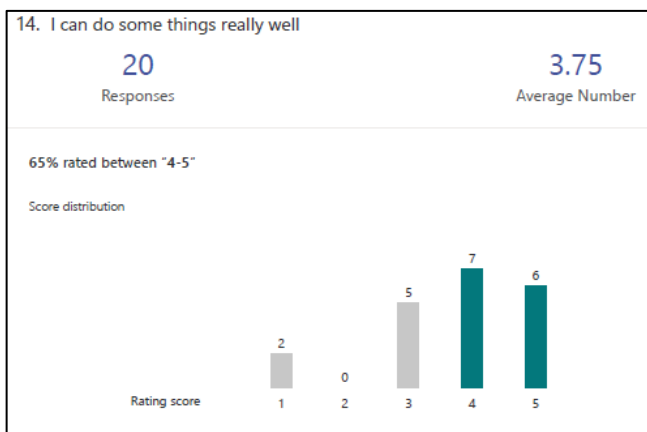
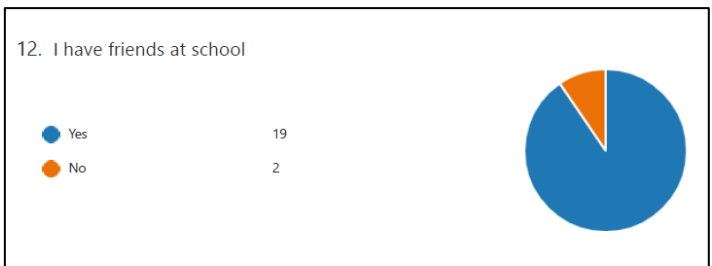
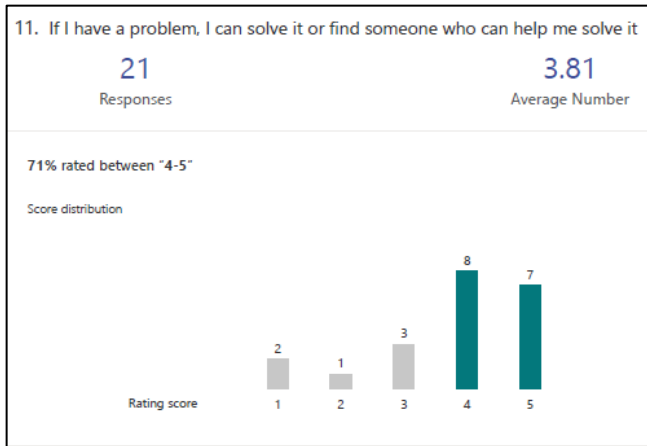
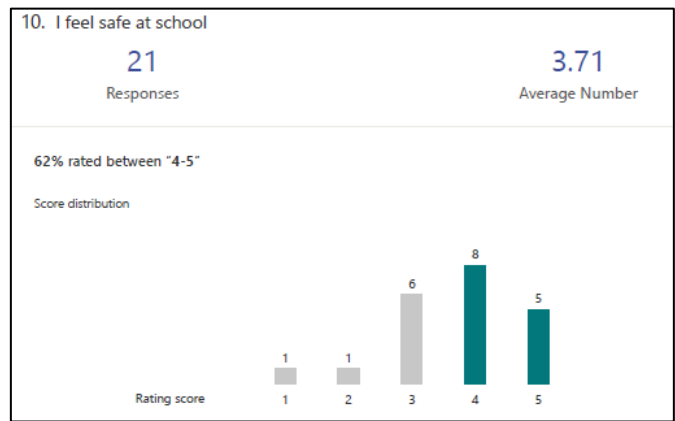
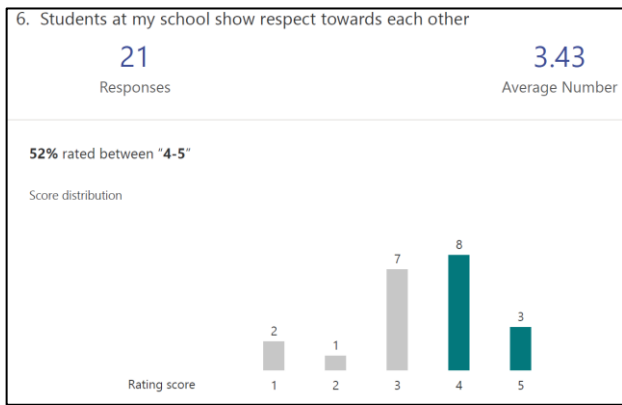
## Health & Wellbeing

As part of the Wheatbelt Education Region Strategic Plan all Wheatbelt schools are involved in a new social-emotional learning initiative. Recent data obtained during Term 2022, at the start of 2022, all of our students across K – 10 participated in a social-emotional learning survey. A selection of the survey data is available below:

### Kindergarten – Year 2



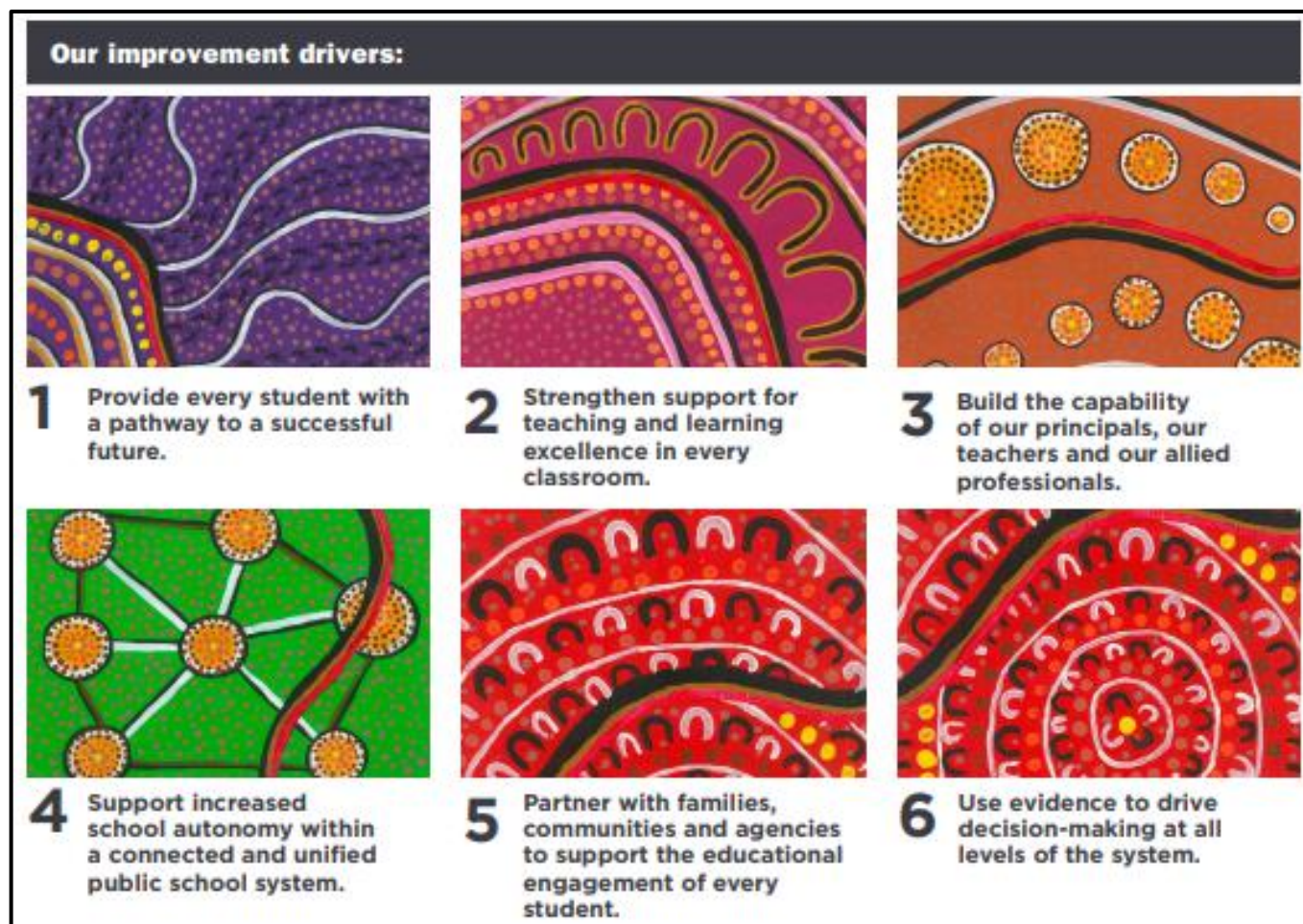




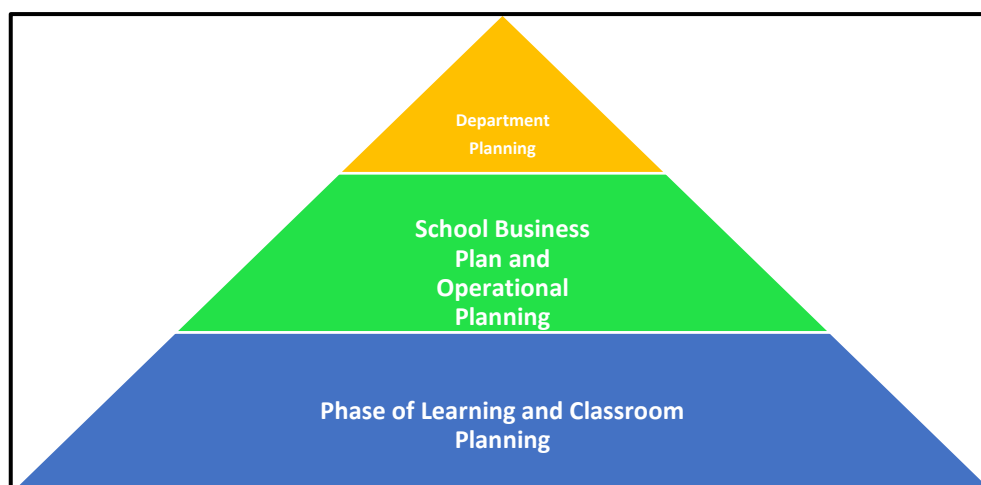
Our school continues to build a clear vision, priorities and direction which align with the Department of Education's expectations:

- Building on Strength: Future Directions for the Western Australian Public School System 2020 - 2024.
- Focus 2022.
- 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:

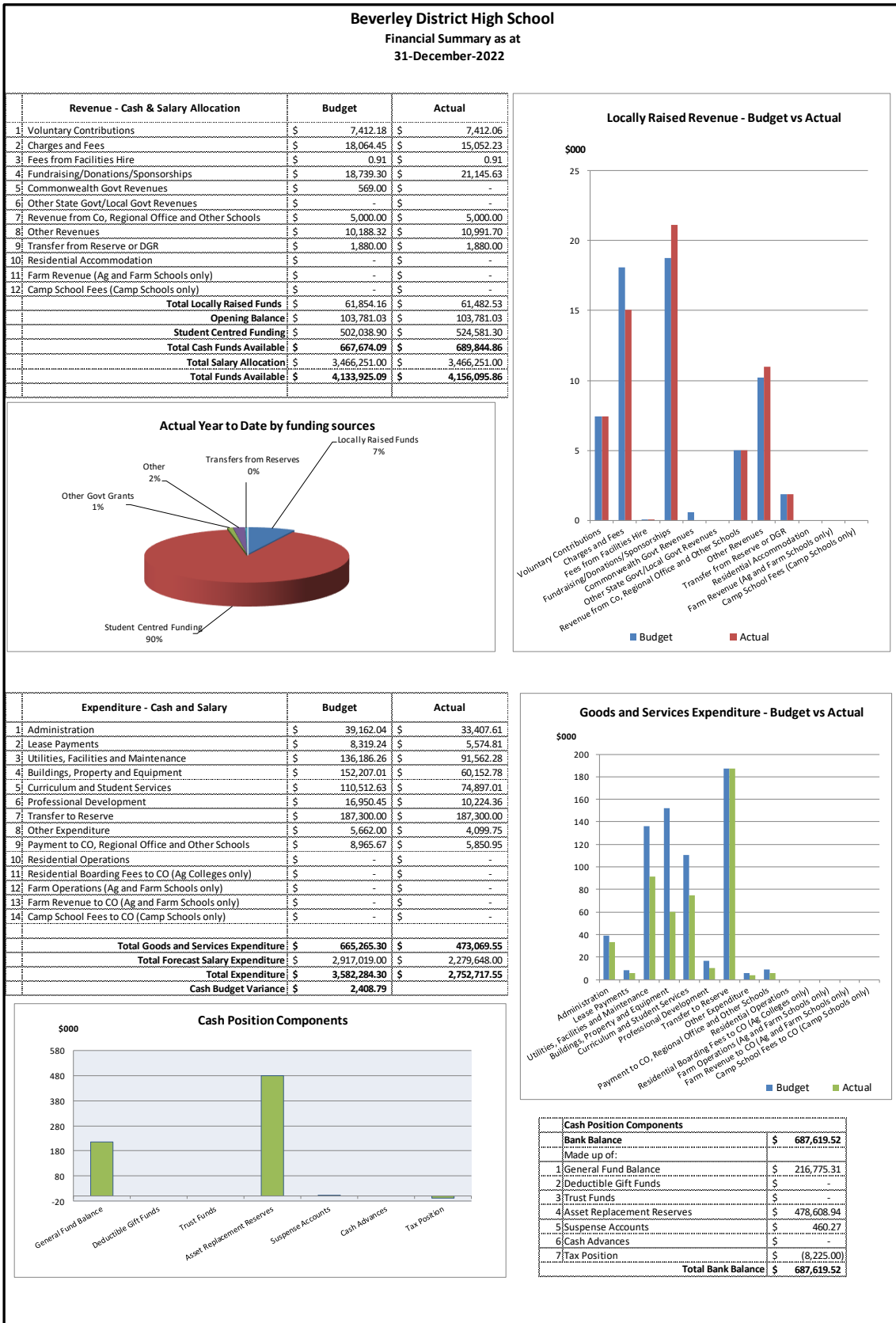


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# USE OF RESOURCES

## Funding Accountability

The Principal, Manager Corporate Services (MCS) 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 2022 school year.



## Targeted Initiatives and Operational Response

### Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Education Assistant FTE	\$45,553.03
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$7,731.54
Targeted Initiative: In School State Funded Chaplaincy Program	\$2,239.99
Targeted Initiative: National School Chaplaincy Programme	\$20,280.00
Targeted Initiative: Sporting Schools Programme	\$2,700.00
<b>Total</b>	<b>\$78,504.56</b>

### Targeted Initiatives – At Census

	Funded Student FTE	Amount
Targeted Initiative: Preschool Reform Agreement	16.00	\$15,968.00
Targeted Initiative: VET delivered to secondary students	5.00	\$7,090.00
<b>Total</b>		<b>\$23,058.00</b>

### Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	\$11,596.02
Operational Response: Covid-19 Support to Schools	\$5,000.00
<b>Total</b>	<b>\$16,596.02</b>



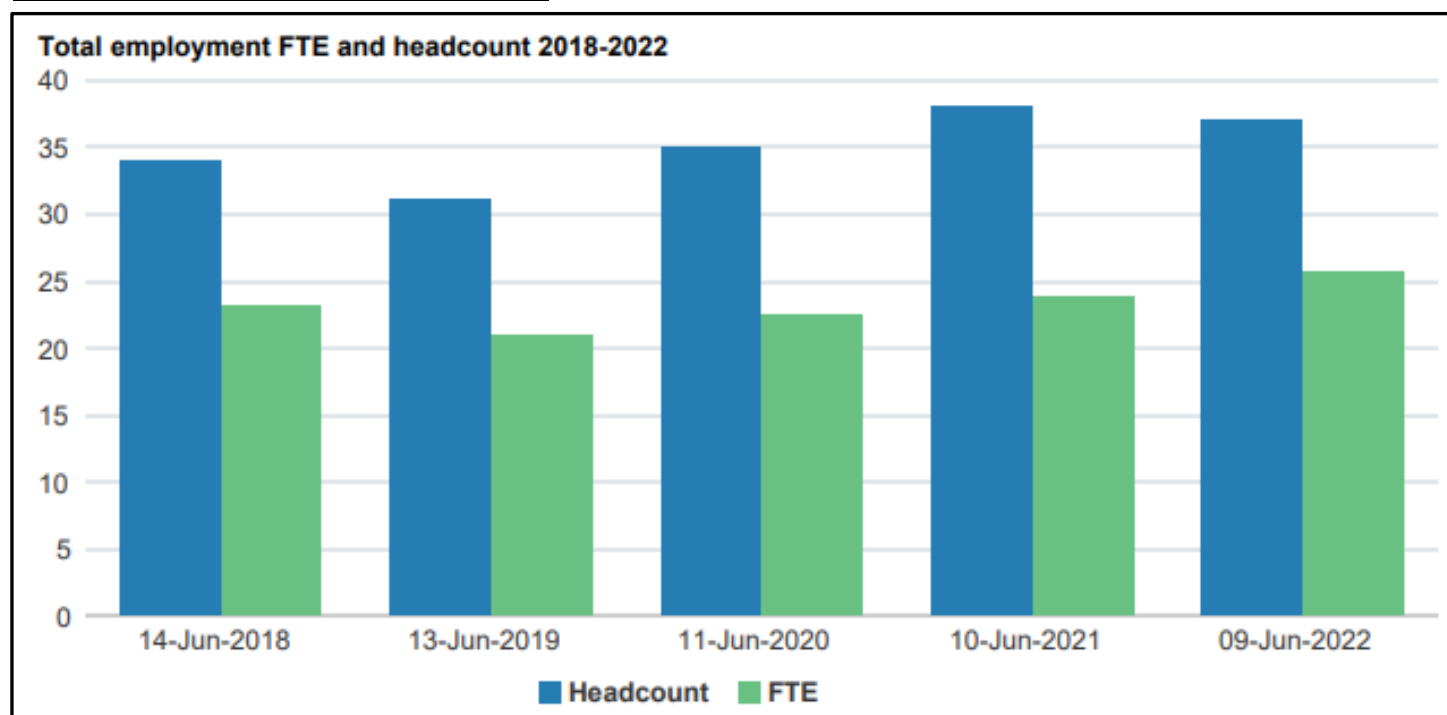


## Workforce Plan

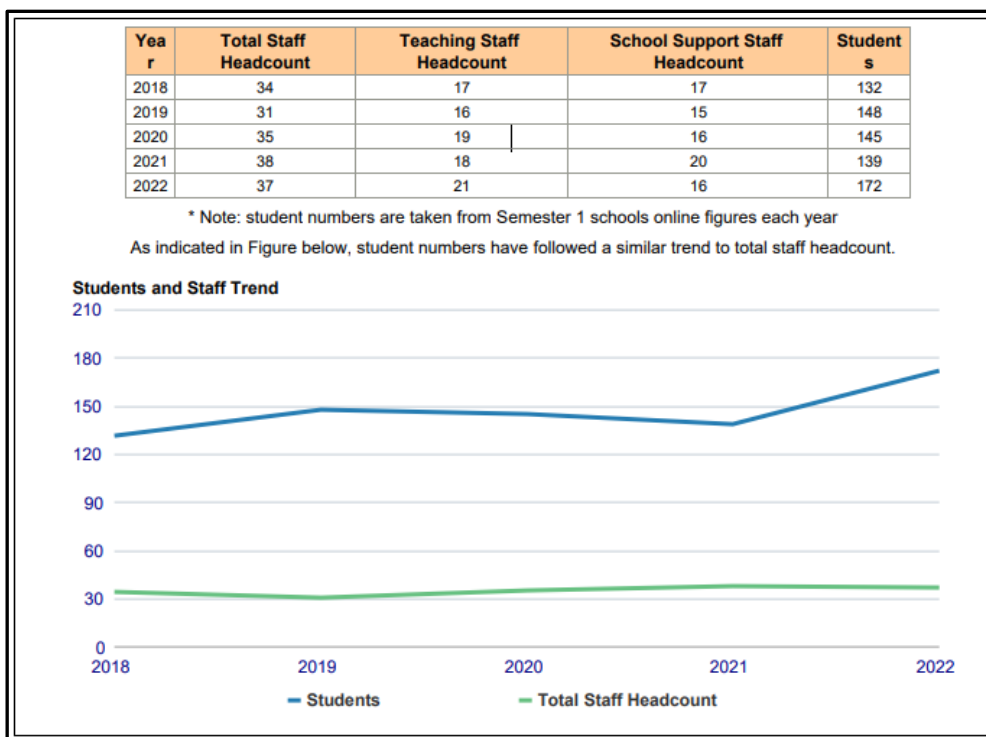
### FTE and headcount of staff for occupation groups

Occupation Groups	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	3	2.6	0	0.0	2	2.0
Teacher	16	11.00	3	2.6	19	13.6
Mainstream Education Assistants	2	1.3	0	0.0	2	1.3
Education Support EA's	4	2.7	0	0.0	4	2.7
AIEO	1	0.4	0	0.0	1	0.4
Admin	3	2.0	0	0.0	3	2.0
Cleaner	5	2.0	0	0.0	5	2.0
Gardener	1	0.8	0	0.0	1	0.8
Library Officer	1	0.2	1	0.2	1	0.4
<b>Total</b>	<b>36</b>	<b>23</b>	<b>4</b>	<b>2.8</b>	<b>39</b>	<b>25.2</b>

### Total employment FTE and headcount 2018-2022



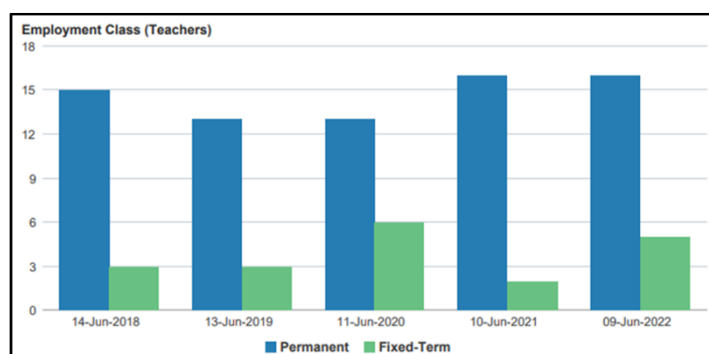
## Students and Staff Trend



## Comparison of Age Profile Data

Age Group	2022			2018		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	1	1	0	1	0	1
25 to 34	2	0	2	3	1	2
35 to 44	12	10	2	9	9	0
45 to 54	8	6	2	11	4	7
55 to 59	6	2	4	7	2	5
60 to 64	6	1	5	3	1	2
65 to 69	2	1	1			

## Employment Class (Teachers)



Pay Period	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
14-Jun-2018	15	3	88%	18%
13-Jun-2019	13	3	81%	19%
11-Jun-2020	13	6	68%	32%
10-Jun-2021	16	2	89%	11%
09-Jun-2022	16	5	76%	24%

## HIGHLIGHTS AND ACHIEVEMENTS

- 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 2022.
  - Review of BDHS School Governance, Improvement and Accountability Model.
  - Achievement of School Business Plan Focus Areas, Priorities, Targets and Milestones.
- 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 to support individual student progress and successful pathways.
- New School Oval completed in Term 1 2022.

### School Focus for 2023:

- Making BDHS “A school of choice” through a ‘whole of child focus’ from Kindergarten to Year 12.
- Fogarty EDvance Whole School Transformation Program: Cohort 9 > 2nd Year.
- Well-Led Schools > Staff Health and Wellbeing Initiative.
- Secondary Program enhancement and vitality.
- Aboriginal Education Programs and Partnerships: Stephen Michael Foundation
  - Rising Leaders.
  - Girls Engagement Program.

## 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 assists 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 partnerships 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.



## School Board Chair Report 2022

### School Board Chair Report

Beverley District High School is a high performing school that is going strength to strength every year since becoming an independent school in 2017. The school has seen high spend on capital works to provide excellent facilities for our children, fantastic results in this year's Naplan testing and received a resounding high standard in the independent school review report received this year.

The 2022 year remained a challenging time for teachers, students and the community with Covid impacting lessons and events throughout term one and two. The second half of the year has seen a return to pre-covid times where excursions, carnivals and extracurricular activities were able to be conducted as normal.

Throughout the year we have seen the rollout of the significant announcements made in 2021.

- The completion of our amazing fully reticulated school oval. The oval was showcased to the wider community at both the school and Interschool athletics carnivals in term 3. This along with the P&C funded artificial turf laid in the undercover area adjacent to the oval provides a great outdoor classroom.
- This year was the first year of the 'School of Instrumental music program'. This program has been a success and the school will now be offering a wider program next year for more students.
- The science STEAM room upgrades are still yet to be done however they are still scheduled to begin in the coming months.
- A fantastic Artist in Residence program ran this year, coordinated by the community group Beverley Station Arts.

To maintain good governance, the board throughout the 8 meetings conducted this year reviewed school policies ensuring the school remains current and contemporary. The introduction of 'Our school moral purpose' was presented and endorsed by the board also. Among reviewing policies, the board reviews school financials, future plans and communicates with student leaders in a yearly meeting. The board also received updates in the Fogarty EDvance program, capital works and student learning results from NAPLAN and OLNA testing.

This year's biggest achievement is the growth in the school numbers. We have seen a significant increase in school enrolments which equates to over 25% increase in numbers from a few years ago. Beverley has clearly become the 'school of choice'. I believe Beverley District High School, right now is a very strong and exciting school to be as a student, parent or staff member. The board of 2022 should be congratulated for the role it plays in the schools' outcomes.

Our principal Adrian Lister has been reappointed for the 2023 school year. This is a fantastic outcome for the school as Adrian, in two and a half years as principal has been instrumental to the significant growth and achievements at Beverley District High school.

New board member this year Sally Kilpatrick, joined as a school staff representative. Sally's leadership role within the Fogarty EDvance program has been pivotal in providing progress and feedback to board on this fantastic program. At the end of this year, Sam Gollan will retire as a staff board representative. Thanks to Sam for her time and contribution over her four years on the board.

We have two parent positions up for election this year, the outcome of these two positions will be announced later this year. Thank you to Darrell Hagan who has finished his three-year term, Darrell has generously renominated for election. My three-year term also has expired and after 6 years on the board have decided not to renominate.

An important community partner of our school that must be acknowledged is the Shire of Beverley. They have assisted with athletics carnivals, swimming carnivals and the provision of excess dam water to our school dam this winter for use on the school grounds. Their continued contributions and support throughout the year is greatly appreciated.

I urge the whole school community to get involved with the school and provide feedback positive or negative to the board. This is how we instigate change to create outcomes for the school. Happy festive season and I look forward to seeing what 2023 brings.

School Board Chair

Damien Murray