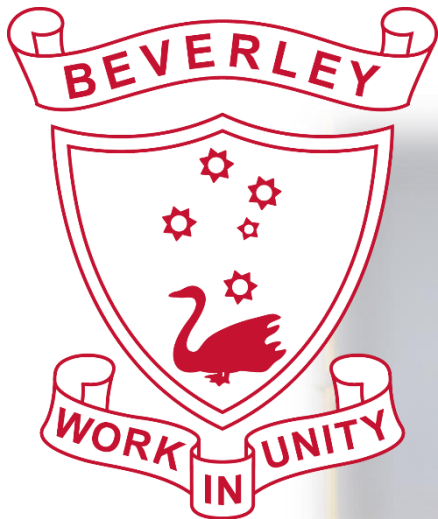


# Beverley District High School

Independent Public School



## 2023 Annual Report

Successful

Supportive

Sustainable

*Working in unity to empower individuals to achieve 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 2023

*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 182 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 MORAL PUPOSE

Working in unity to empower individuals to achieve their unique potential.

### OUR TEACHING AND LEARNING BELIEFS

1. Excellence in teaching and learning.
2. Targeted support and intervention for all students.
3. A safe, positive learning environment for all.
4. Foster strong partnerships and community links.

### SCHOOL BOARD

The key to effective schools is strong and accountable governance. The School Board provides the overarching governance processes for the school. The 2023 School Board was made up of the following members:

Darrell Hagan (Parent Representative/Chair)	Adrian Lister (Principal)
Vanessa Hewitt (Parent Representative)	Sally Kilpatrick (Staff Representative)
Deb Kitai (Parent Representative) resigned May 2023.	Narelle Bailey (Staff Representative)
Carly Veitch (Parent 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 and the new 2023 - 2025 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 School Business Plan and the 2023 - 2025 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.

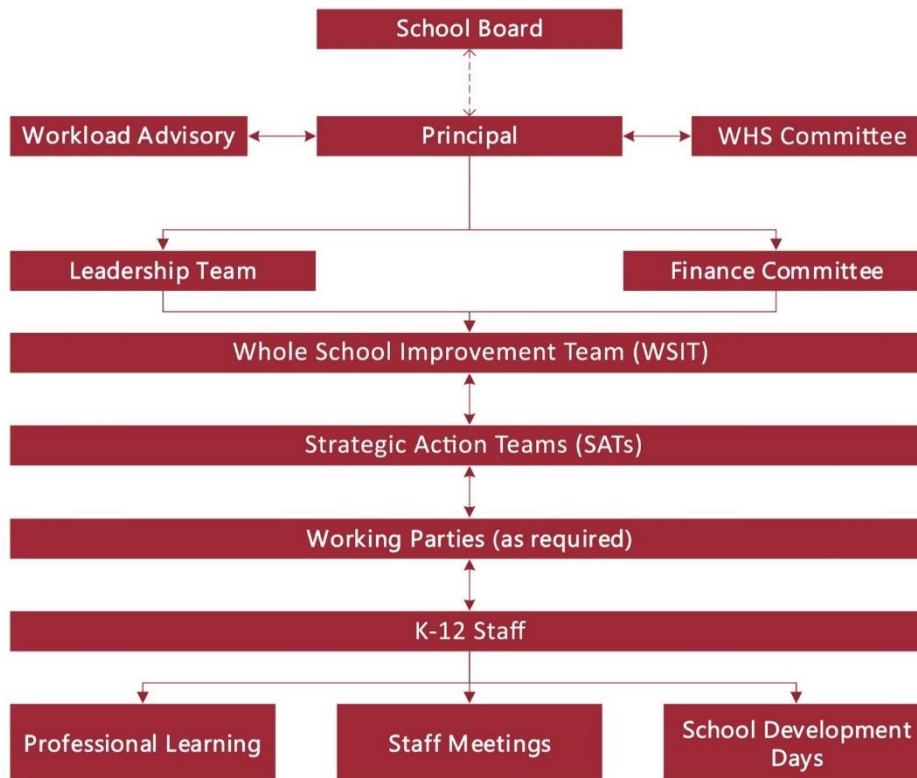
The report was prepared by the Principal, Adrian Lister, with significant input from the School Leadership Team, School Staff, and the School Board. Data reported includes system-wide data (NAPLAN and OLNA testing), behaviour and attendance information, the school's financial position and workforce data.

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

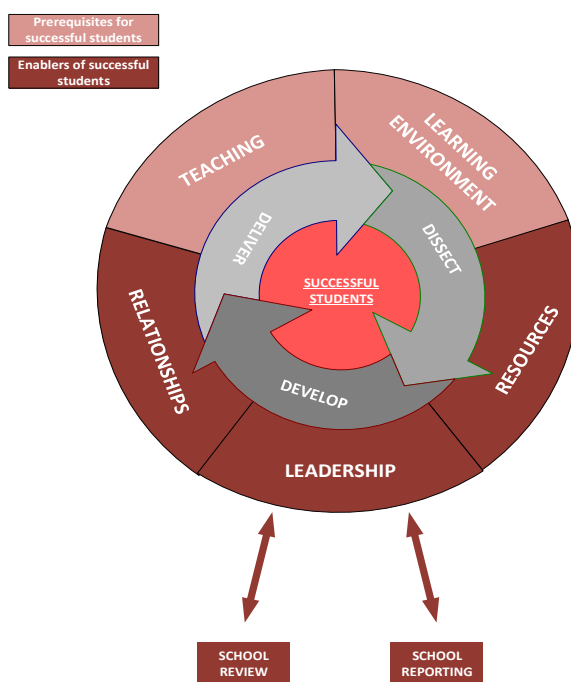
## SCHOOL GOVERNANCE AND IMPROVEMENT CYCLE MODEL

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

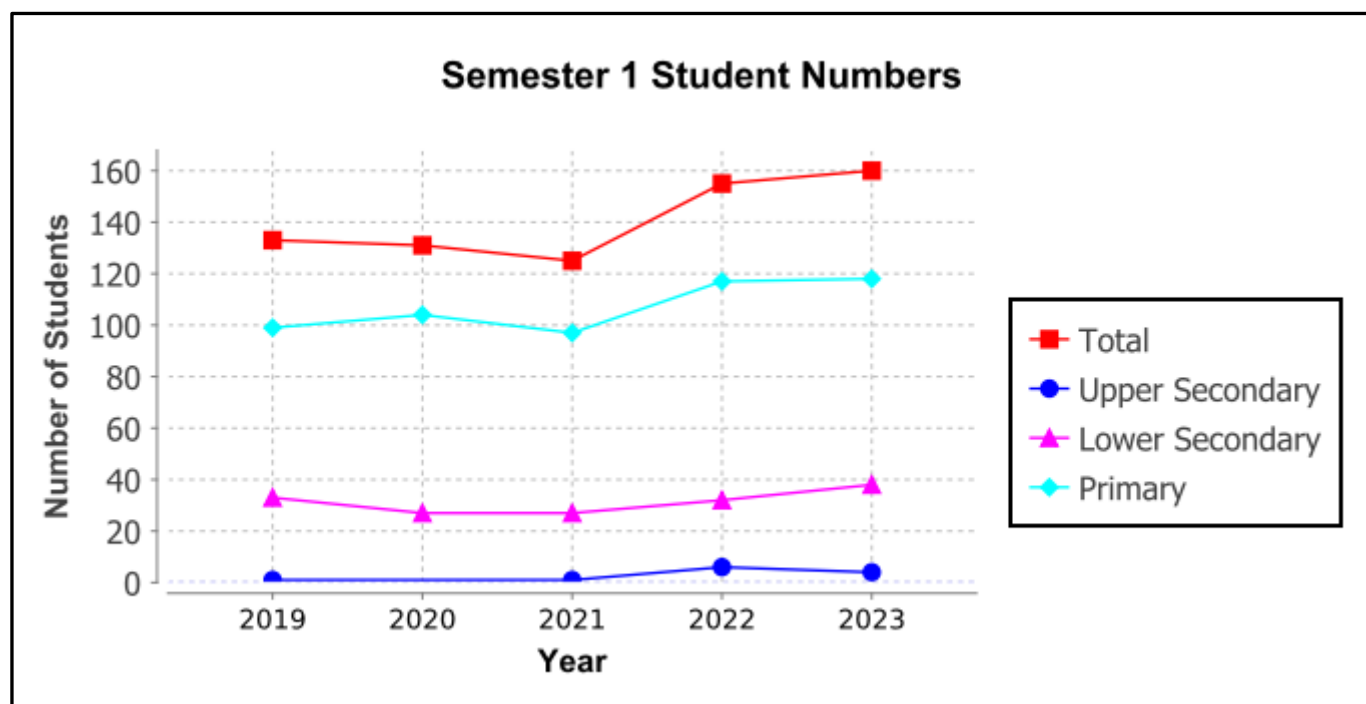


*BDHS sits on the lands of our Noongar people, and we acknowledge them as the traditional custodians of the Ballardong country.*

## ENROLMENT TRENDS 2019 – 2023

Our enrolment profile indicates that we are maintaining total enrolments between 170 - 180 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 2023 (Excluding Kindergarten students)



### Student Destination at the end of Year 6 and Year 10 - 2023

#### 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

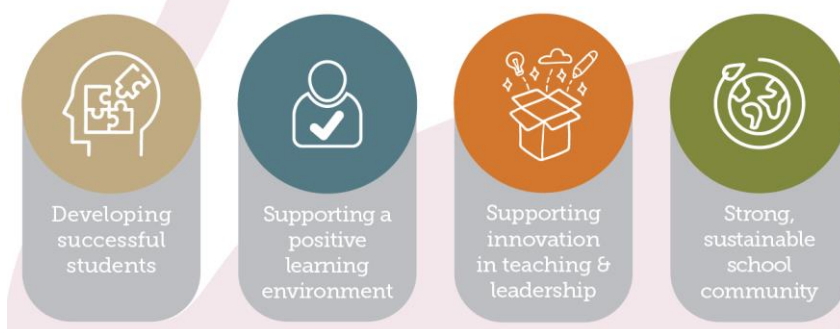
Destination Schools	Male	Female	Total
4060 Beverley District High School		2	2
4041 Northam Senior High School	2		2
4141 School Of Isolated And Distance Education	1		1

## SCHOOL BUSINESS PLAN – PRIORITIES, TARGETS AND MILESTONES

The School Business Plan outlines the strategic direction of the school for the 2023-2025 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 2023 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 2020 - 2023

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 (Language Lift, MiniLit & MacqLit).
- Talented and Gifted Program Year 3 – 6 and Primary Extension and Challenge (PEAC) Program.
- Instrumental Music Program, Choir, and specialist music classes.
- Secondary SIDE Mathematics, English, VET Certificate 1 Agrifoods, 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 in 2023.
- Student Transition Programs to assist students as they progress through the school years including Career Education, and Workplace Learning Program for Year 10 students.
- Sports program for Years PP 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.

### Professional Learning

Significant professional learning undertaken and supported by staff attendance and enrolment during 2023:

- Fogarty EDvance > Whole School Transformation Program.
- Well-Led Schools > Staff Health and Wellbeing.
- Instructional Coaching > Brabham PS.
- Teach Well Masterclass as a focus on instructional practice.
- Fogarty Intensives.
- Positive Behaviour in Schools (PBS).
- Work Health and Safety.
- Tracks to Two-Way Learning.
- Auslan PL.
- Classroom Management Strategies (CMS).
- Multi-Tiered Systems of Support (MTSS).
- Explicit Direct Instruction > Brooke Wardana and Lorraine Hammond.

## 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.

### **NAPLAN 2023**

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.

In 2023, achievement in NAPLAN is now reported against proficiency standards. The proficiency standards represent a challenging but reasonable expectation of student achievement at the time of testing. These standards are made up of 4 proficiency levels. The levels replace the previous numerical NAPLAN bands to deliver better information for teachers, parents and carers. The proficiency standards are reported on a new NAPLAN measurement scale that makes better use of the online adaptive tests. This is used in national reporting, as well as on the individual student reports received by parents and carers. The 4 proficiency levels that make up the standards are:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs Additional Support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

A new NAPLAN time series was established in 2023. This means results from 2023 on cannot be compared to results from 2008 to 2022.

Proficiency Level	Year 3 Numeracy			Year 5 Numeracy			Year 7 Numeracy			Year 9 Numeracy		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023
Exceeding	13%	5%	11%	6%	4%	11%	0%	4%	12%	0%	3%	11%
Strong	53%	42%	50%	56%	45%	53%	47%	42%	49%	56%	46%	53%
Developing	7%	28%	24%	31%	29%	23%	40%	34%	24%	22%	34%	24%
NAS	27%	26%	14%	6%	22%	12%	13%	20%	13%	22%	16%	10%

Proficiency Level	Year 3 Reading			Year 5 Reading			Year 7 Reading			Year 9 Reading		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023
Exceeding	20%	7%	16%	18%	10%	18%	7%	6%	17%	0%	8%	17%
Strong	27%	37%	45%	53%	45%	51%	53%	41%	45%	30%	40%	46%
Developing	20%	30%	24%	24%	27%	18%	27%	31%	22%	40%	36%	25%
NAS	33%	26%	14%	6%	18%	11%	13%	22%	14%	30%	15%	10%

Proficiency Level	Year 3 Writing			Year 5 Writing			Year 7 Writing			Year 9 Writing		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023
Exceeding	0%	4%	9%	13%	6%	10%	0%	4%	11%	0%	9%	16%
Strong	67%	59%	65%	75%	46%	54%	47%	38%	45%	29%	33%	40%
Developing	13%	19%	14%	6%	28%	22%	40%	37%	28%	57%	42%	31%
NAS	20%	17%	10%	6%	20%	12%	13%	22%	14%	14%	17%	11%

Proficiency Level	Year 3 Spelling			Year 5 Spelling			Year 7 Spelling			Year 9 Spelling		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023
Exceeding	13%	9%	15%	29%	13%	20%	20%	12%	22%	0%	9%	19%
Strong	33%	34%	42%	47%	42%	48%	33%	50%	49%	60%	50%	52%
Developing	27%	31%	28%	18%	26%	20%	33%	23%	18%	40%	27%	19%
NAS	27%	25%	13%	6%	19%	11%	13%	15%	10%	0%	14%	9%

Proficiency Level	Year 3 Grammar & Punctuation			Year 5 Grammar & Punctuation			Year 7 Grammar & Punctuation			Year 9 Grammar & Punctuation		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023
Exceeding	0%	4%	8%	18%	7%	13%	13%	5%	13%	0%	5%	14%
Strong	33%	32%	42%	53%	37%	46%	47%	37%	44%	30%	34%	40%
Developing	33%	34%	30%	24%	32%	26%	13%	33%	25%	40%	38%	30%
NAS	33%	30%	18%	6%	24%	14%	27%	24%	16%	30%	22%	14%

## 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 2023 was:

	Year 10 Students - Qualified In		
	Year 9	Year 10	Not Qualified
2023	1	0	4
	20.0%	0.0%	80.0%
Like Schools	12.1%	23.0%	64.9%

## LEARNING ENVIRONMENT

### Attendance

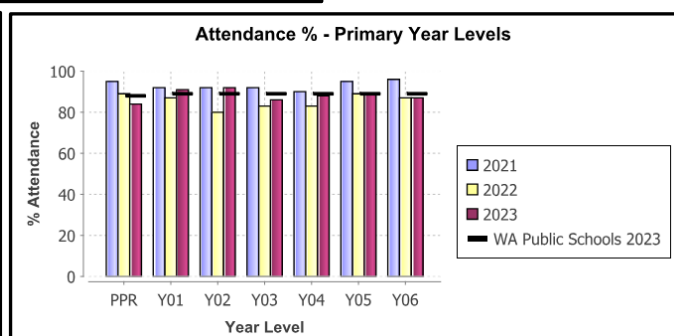
Semester 1 2023 > Primary

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2023	90.1%	88.6%	90.3%	61.1%	76%	74.3%	88%	86.5%	88.9%

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	76.7%	16.5%	2.9%	3.9%
2022	43.1%	36.6%	13.8%	6.5%
2023	61.8%	17.9%	17.1%	3.3%
Like Schools 2023	51.5%	27.8%	14.8%	5.9%
WA Public Schools	61.0%	25.0%	10.0%	4.0%



Attendance Category	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
Regular	58%	57%	69%	61%	69%	62%	60%	64%	60%	63%	63%	63%	56%	61%
At Risk - Indicated	21%	27%	23%	26%	19%	25%	20%	24%	12%	25%	16%	24%	19%	26%
At Risk - Moderate	11%	12%	8%	10%	13%	9%	13%	9%	28%	10%	21%	9%	19%	10%
At Risk - Severe	11%	4%	0%	3%	0%	3%	7%	3%	0%	3%	0%	4%	6%	3%



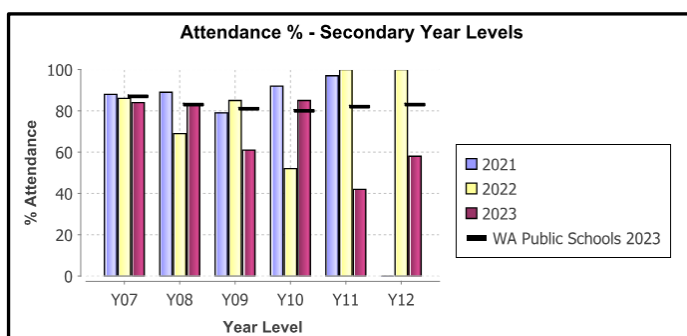
Semester 1 2023> Secondary

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
2021	85.4%	84.9%	86.5%	92%	66.1%	62.6%	87.2%	83%	84.4%
2022	77.5%	81.8%	83%	71.9%	64.2%	55.2%	75.7%	79.8%	80.4%
2023	77.6%	82.7%	84.9%	67.4%	63.3%	59.2%	75.1%	80.6%	82.5%

Attendance Overall Secondary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	62.5%	12.5%	21.9%	3.1%
2022	36.6%	22.0%	26.8%	14.6%
2023	29.8%	25.5%	25.5%	19.1%
Like Schools 2023	39.5%	27.8%	19.7%	13.0%
WA Public Schools	47.0%	26.0%	16.0%	11.0%



Attendance Category	Y07		Y08		Y09		Y10		Y11		Y12	
	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
Regular	31%	57%	50%	47%	21%	43%	40%	42%	0%	48%	0%	45%
At Risk - Indicated	44%	25%	13%	27%	14%	26%	40%	26%	0%	25%	0%	28%
At Risk - Moderate	19%	12%	38%	16%	29%	17%	0%	18%	50%	15%	50%	17%
At Risk - Severe	6%	6%	0%	10%	36%	14%	20%	14%	50%	12%	50%	10%

## 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 an increase in the number of suspensions and an increase in the number of students suspended, and suspension days increased between 2022 and 2023.

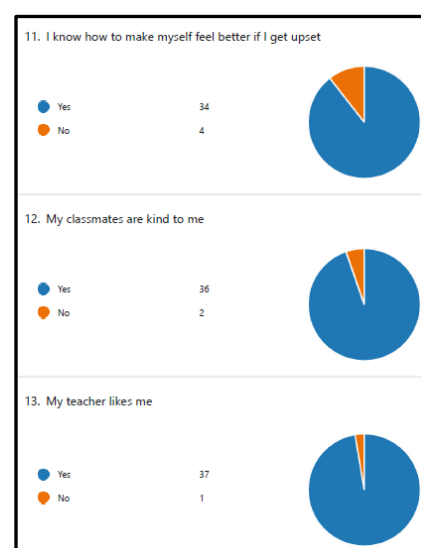
### Beverley DHS Suspension Data

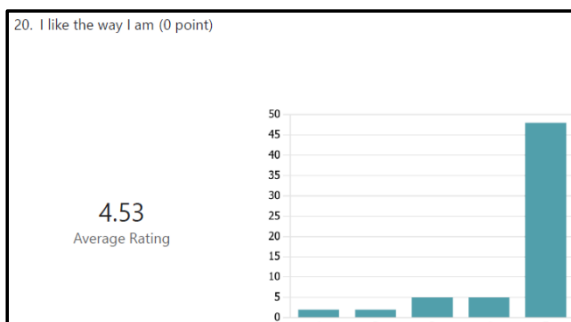
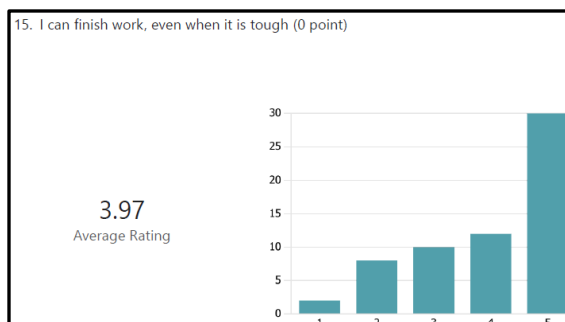
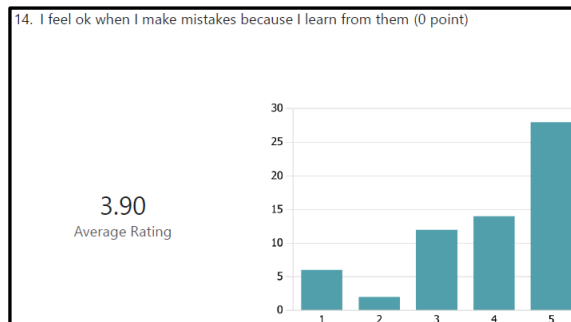
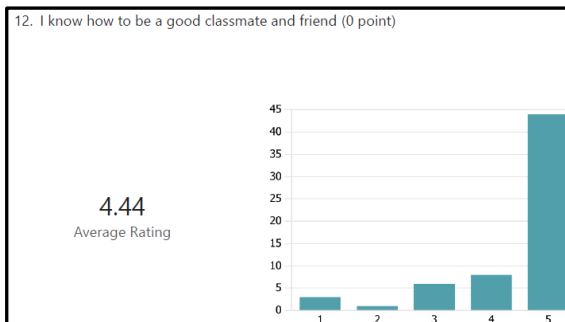
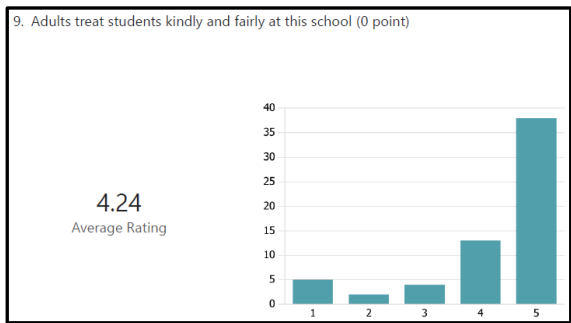
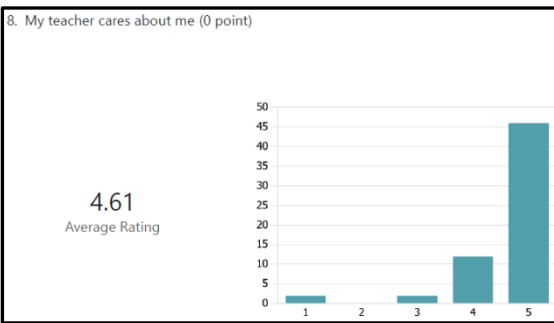
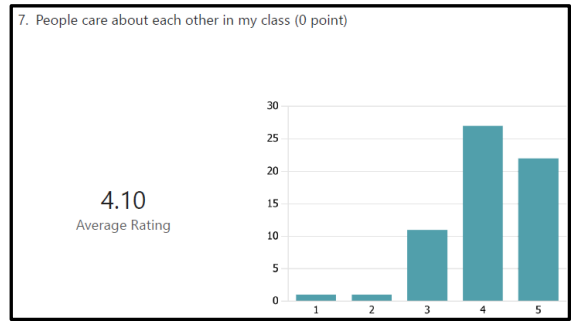
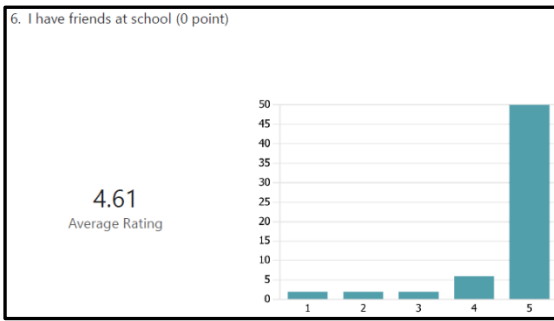
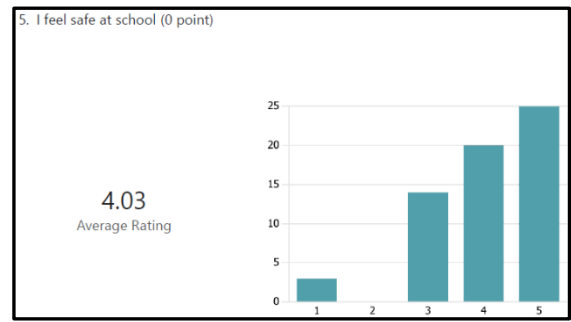
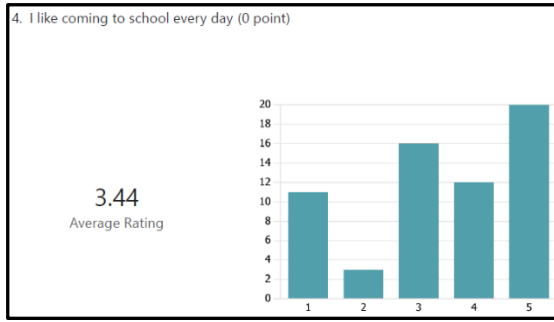
YEAR	SUSPENSIONS	STUDENTS	TOTAL NUMBER OF DAYS
2022	14	7	28.5
2023	24	10	69.5

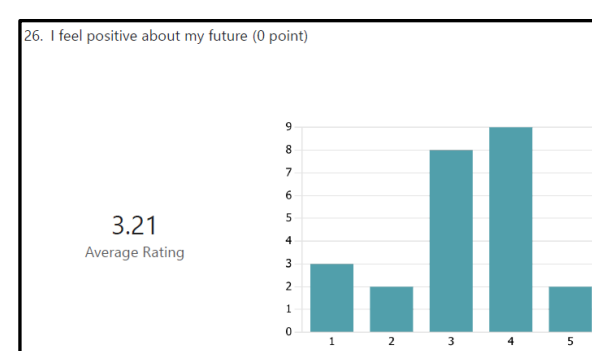
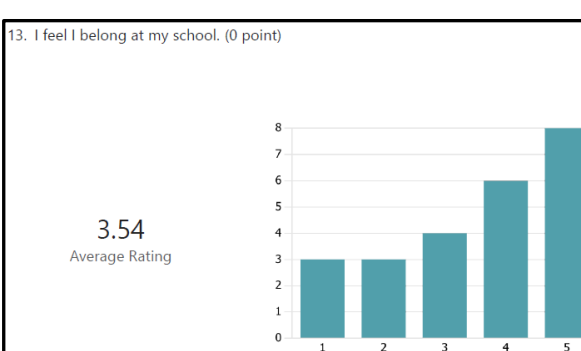
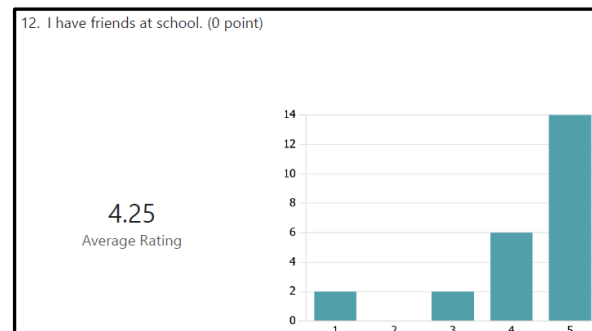
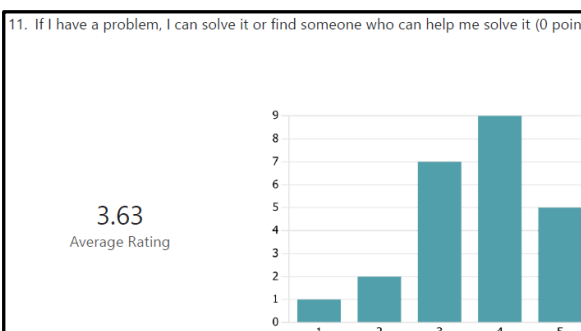
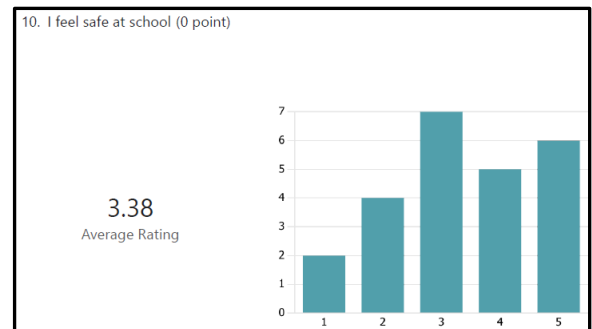
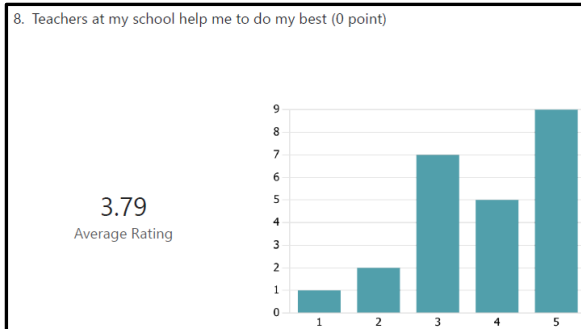
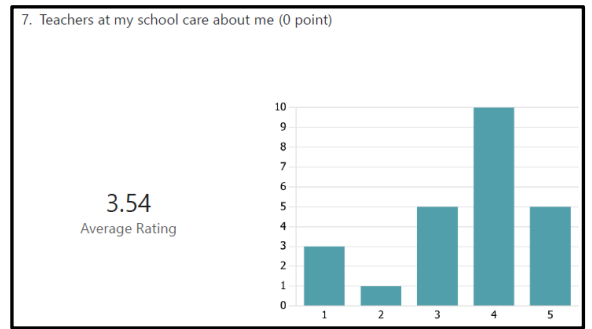
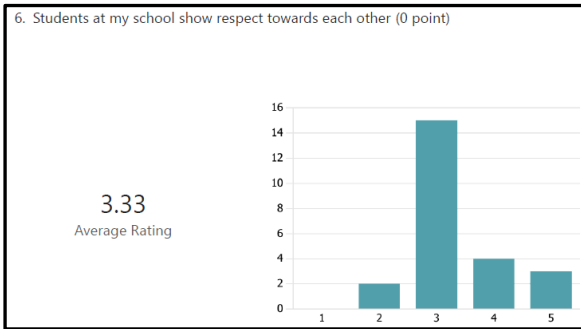
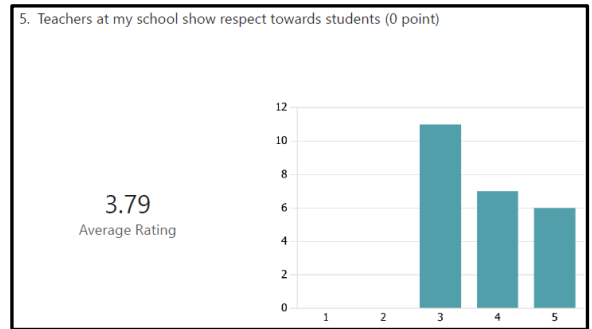
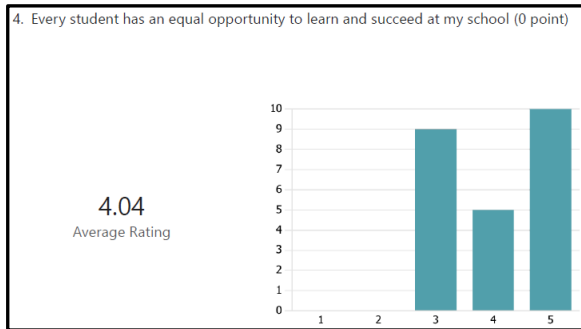
## Health & Wellbeing

As part of the Wheatbelt Education Region Strategic Plan all Wheatbelt schools are involved in a new social-emotional learning initiative. At the start of 2023 all students across K - 10 participated in a social-emotional learning survey. A selection of the survey data is available below:

### Kindergarten - Year 2





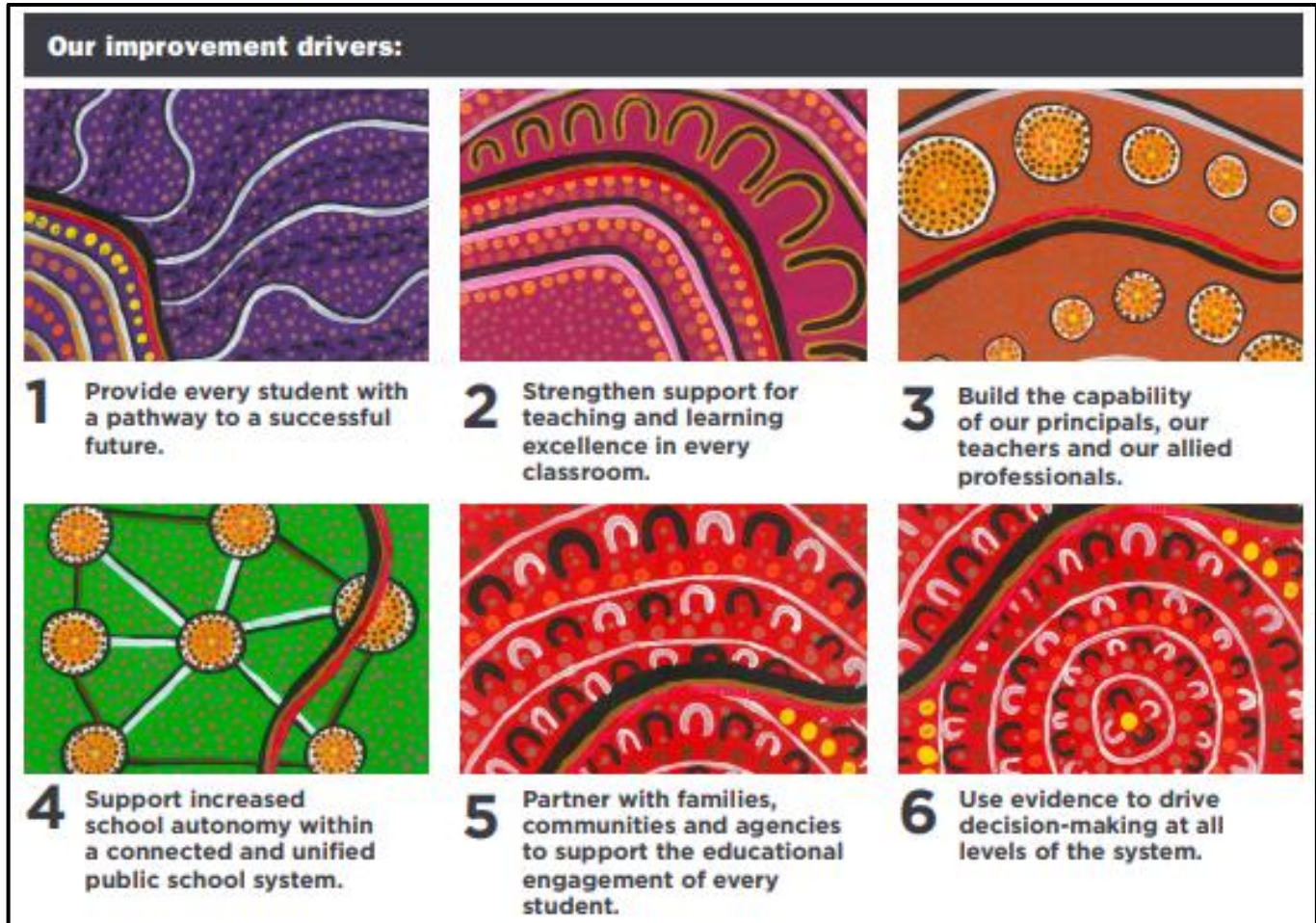


## LEADERSHIP

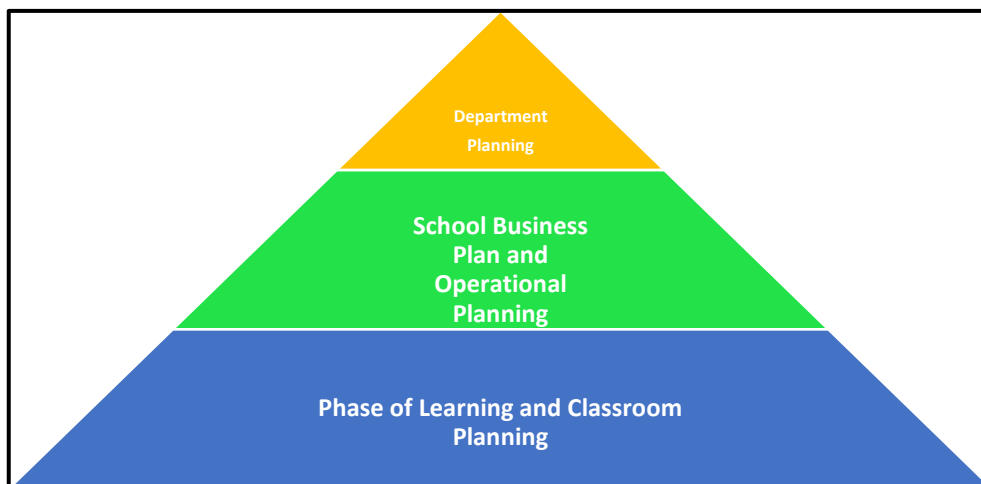
Our school continues to build a clear vision, priorities and direction which align with the Department of Education's expectations:

- 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 2023 school year.

ONE LINE BUDGET - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	216,775	216,775
Carry Forward (Salary):	223,268	223,268
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	3,273,487	3,273,487
Locally Raised Funds:	145,336	162,720
<b>Total Funds:</b>	<b>3,858,867</b>	<b>3,876,250</b>
<b>EXPENDITURE</b>		
Salaries:	2,812,663	2,812,663
Goods and Services (Cash):	697,256	774,095
<b>Total Expenditure:</b>	<b>3,509,918</b>	<b>3,586,758</b>
<b>VARIANCE:</b>	<b>348,948</b>	<b>289,493</b>

INCOME - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	216,775	216,775
Carry Forward (Salary)	223,268	223,268
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	1,490,156	1,490,156
School and Student Characteristics	1,232,242	1,232,242
Disability Adjustments	10,656	10,656
Targeted Initiatives	238,331	238,331
Operational Response Allocation	227,380	227,380
<b>Total Funds:</b>	<b>3,198,765</b>	<b>3,198,765</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(230,113)	(230,113)
School Transfers - Cash	304,835	304,835
Department Adjustments	0	0
<b>Total Funds:</b>	<b>74,722</b>	<b>74,722</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	8,650	8,716
Charges and Fees	25,390	21,326
Fees from Facilities Hire	1	250
Fundraising/Donations/Sponsorships	10,499	25,366
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	8,000	8,000
Other Revenues	29,320	35,587
Transfer from Reserve or DGR	63,476	63,476
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>145,336</b>	<b>162,721</b>
<b>TOTAL</b>	<b>3,858,866</b>	<b>3,876,251</b>

EXPENDITURE - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	2,491,839	2,491,839
New Appointments	0	0
Casual Payments	306,176	306,176
Other Salary Expenditure	14,648	14,648
<b>Total Funds:</b>	<b>2,812,663</b>	<b>2,812,663</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	39,793	37,889
Lease Payments	13,932	12,262
Utilities, Facilities and Maintenance	111,175	92,291
Buildings, Property and Equipment	209,805	220,970
Curriculum and Student Services	235,641	336,992
Professional Development	39,368	28,336
Transfer to Reserve	26,500	26,500
Other Expenditure	7,991	9,471
Payment to CO, Regional Office and Other schools	13,050	9,384
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>697,255</b>	<b>774,095</b>
<b>TOTAL</b>	<b>3,509,918</b>	<b>3,586,758</b>

## Targeted Initiatives and Operational Response

### Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Education Assistant FTE	\$48,557.59
Targeted Initiative: In School State Funded Chaplaincy Program	\$23,211.84
Targeted Initiative: Primary Science Program - Furniture	\$10,000.00
<b>Total</b>	<b>\$81,769.43</b>

### Targeted Initiatives – At Census

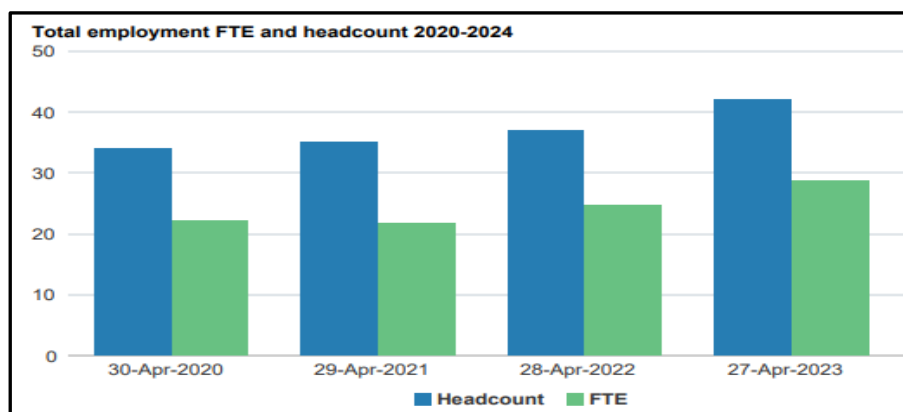
	Funded Student FTE	Amount
Targeted Initiative: Preschool Reform Agreement	13.00	\$13,728.00
Targeted Initiative: VET delivered to secondary students	3.33	\$5,006.66
Targeted Initiative: Additional Educational Adjustment	19.43	\$10,936.93
<b>Total</b>		<b>\$29,671.59</b>

## 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>

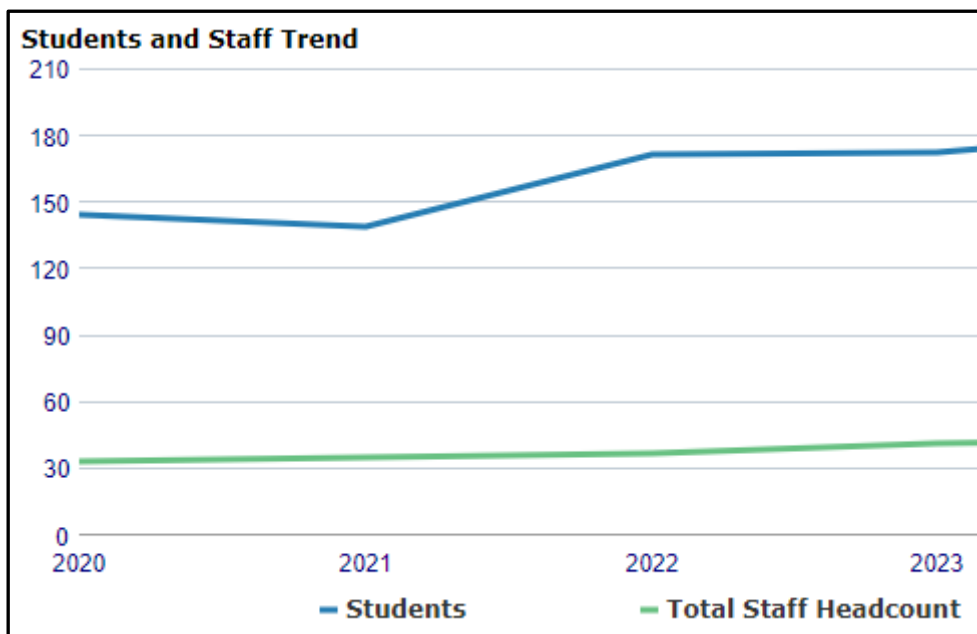
Total employment FTE and headcount 2020-2023



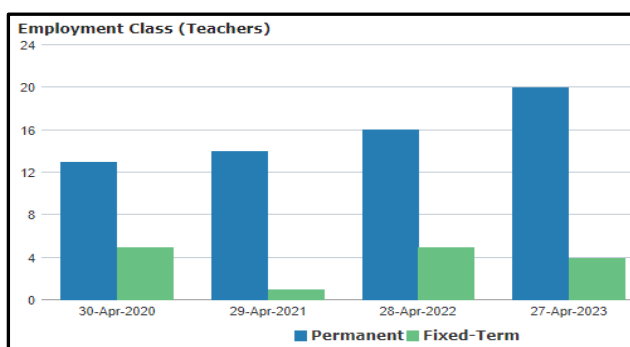
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Students and Staff Trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2020	34	18	16	145
2021	35	15	20	139
2022	37	21	16	172
2023	42	23	19	173



Employment Class (Teachers)



Pay Period	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
30-Apr-2020	13	5	72%	28%
29-Apr-2021	14	1	93%	7%
28-Apr-2022	16	5	76%	24%
27-Apr-2023	20	4	87%	17%



## HIGHLIGHTS AND ACHIEVEMENTS

- School Business Plan: Development, review, feedback, support, and endorsement:
  - School Business Plan Monitoring and Action Tool.
  - 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.

### School Focus for 2024:

- 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 > 3<sup>rd</sup> and final Year.
- Well-Led Schools > Staff Health and Wellbeing Initiative.
- Teach Well Professional Learning.
- Secondary Program enhancement and vitality.
- Numeracy Programs
- Aboriginal Education Programs and Partnerships: Stephen Michael Foundation
  - Secondary Girls Aboriginal 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 2023**

In 2023 Beverley District High School continued with its vision to be a “school of choice”. Our continued work with Fogarty EDvance has seen the school identify, develop and track strategies needed to ensure we provide quality teaching and learning.

This year the school developed its 2023-2025 Business Plan. This document details the strategic plan of our school of the next 3 years. It is focused on constant improvement and building on strength. I encourage everyone to go to the school website [www.beverleydhs.wa.edu.au](http://www.beverleydhs.wa.edu.au) and read the document.

The school along with school board have been working closely together to develop the plan and it will be exciting to see the ongoing improvements in the school over that period and beyond.

The improvement and opportunities that have already been created has seen whole school improvement in our schools NAPLAN results.

Our School of Instrumental Music Program continues to grow and has increased from 2 classes in 2022 to 5 classes this year with further classes to be added in 2024.

The Stephen Michael Foundation has been a wonderful addition to the school in developing leadership skills of our high school students. This has led to a Secondary Aboriginal Girls Engagement Program being introduced for 2024. This will be launched at the end of November 2023 and will see 29 Aboriginal girls from Year 6-9 from Beverley, Brookton, Quairading and York DHS converged on Beverley DHS as the hub school to deliver the program.

The Primary, Secondary Science and Home Economics is being upgraded and will be ready for the start of the 2024 year. I am looking forward to seeing the finished product and I am sure the teachers and students will love the new area.

This year has seen significant change through the school with former Principal Wendy Moore resigning from her position at the school. Adrian Lister who has been in the role of principal at the school since the start of Term 3 of 2020 was the successful applicant for the permanent role of principal. I want to congratulate Adrian on his appointment and wish him the best as he continues to shape the future of the school.

I took on the role of school board chair from Damien Murray. Who after 6 years on the board and most of those as the board chair did not nominate to continue on the board. I wish to thank Damien for his hard-work and passion for the school during his time on the board.

Thank you to Deb Kitai who was a parent representative on the board, unfortunately Deb had to resign from the board, but her contributions were very much appreciated. Deb’s position has yet to be filled and I am seeking a parent who wishes to nominate for the board to help shape the future direction of the school.

Beverley District High School celebrated 150 years of public education and schooling. Students during the year learnt about schooling in Beverley over the last 150 years, this culminated in an assembly in September celebrating the milestone. Many former students and teachers attended the day to make it a special occasion.

Thank you to everyone who attended, thank you to the staff, students, parents and community members and groups who worked so hard in preparing for the celebration.

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It's been a busy year for the school, with lots of changes. The commitment of the leadership group lead by Adrian and the teaching staff have seen a really positive a progressive year for the school. I want to thank you all for all the hard work you put in to ensure that our children are given the best possible opportunity to be successful.

Have a wonderful and safe Christmas and New Year and I look forward to seeing you all in 2024.

Regards

A handwritten signature in black ink, appearing to be 'D. Hagan', with a stylized flourish at the end.

Darrell Hagan