



2019 Annual Report

Beverley District High School
An Independent Public School

The Heart of our community.

Working in unity to make a difference for every child.

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



Beverley DHS – An Independent Public School

Beverley District High School, located in the Wheatbelt town of Beverley, welcomes students from Kindergarten to Year 10 and provides a friendly environment and comprehensive education. The school works closely with parents and local groups to make sure that our students and their families feel connected within the Beverley community. We have approximately 145 students at the school. While many of our students live in town, others come in to school on the bus each day from surrounding farms and properties. The school is proud of its strong focus on student wellbeing and on supporting high standards of Literacy and Numeracy for all students. The school staff work hard to provide challenging opportunities in Science, Technology and The Arts.

Beverley DHS – School Board

The key to effective schools is strong and accountable governance. The School Board provides the overarching governance processes for the school. The 2019 School Board was made up of the following members:

Damien Murray (Parent representative/Chair)
Carly Veitch (Parent representative)
Lisa Blanch (Parent representative)
Mike Fairclough (Parent representative)

Ben Ratz (Principal) (Wendy Moore Jan – July)
Kellie Shaw (Staff representative)
Sam Gollan (Staff representative)
Simon Marshall (Community representative)

The School Board abides by a Code of Conduct and Terms of Reference, and works with the school to ensure successful implementation of the 2017 -2019 Business Plan, which was completed at the end of 2019.

Overview of the Business Plan

The school Business Plan outlines the strategic direction of the school for the 2017-2019 period. 2019 represented the final year of the school's inaugural Business Plan. 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. 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 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 2017 – 2019 Business Plan. The report was prepared by the Principal, Ben Ratz, with significant input from the school leadership team, school staff and the School Board. Data reported includes three school based measures (the Literacy Assessment Profile (LAP), Progressive Achievement Tests (PAT) and the Social and Emotional Wellbeing (SEW) Survey. It also includes system-wide data (NAPLAN and OLNA testing), attendance information and the school's financial position.

School Board Report

As BDHS entered its third year as an Independent Public School, the School Board had much work ahead of them to continue the progress made in providing sound governance to the school. Term one 2019, started on a very positive note with school enrolment numbers higher than the previous year, a trend we would like to see continue. We also welcomed enthusiastic incoming board members Mike Fairclough, as the new parent representative and Samantha Gollan, the Staff representative.

After an initial review of all board protocols for the year, the 'Good Standing Policy', an initiative from the education department was tabled. The Board reviewed and endorsed the policy to form part of our schools 'Behaviour Management Policy'.

The school board understands its responsibility to be a voice for the community and endeavours to be approachable and responsive to parent concerns and ideas. After considerable parent and community feedback on the school grounds, a strategic plan for the grounds condition, maintenance and improvements was developed. The implementation of this plan is crucial to the improvement of the grounds. A current grounds project already underway is the Kindy entrance project, with the pathways and decking constructed. An entrance wall will see the project complete.

The School Open day on the 21st March, whilst a warm afternoon, was a great day. The day enabled the school and teachers to showcase what and how things are taught in our classrooms. Visitors, including myself were extremely impressed with the interactive whiteboards and how they enhance the teachers' classes. Whilst parents and carers explored the classrooms and facilities, the Board members were busy on the BBQ, which was the best place to meet the parents and promote the successes of our school.

Accountability and acting in the best interests of the students at BDHS, remains a high priority for the Board. The Board invited student leaders Thomas Meams and Sheera Wallis to the June meeting to gain important feedback on how the school was addressing their educational needs and goals. The students provided a clear and resounding message that lack of D&T subjects due to a lack of available qualified teachers, was a significant disappointment. This quickly became a top priority for the board which involved looking at all the options to begin D&T by the start of Term 4. We were delighted to hear the school was able to offer D&T once again with the employment

of a LAT D&T teacher and congratulate the student leaders for contributing to such a positive outcome.

The Boards' desire for a high level of community engagement in student learning continues. It was great to see the local Beverley Redbacks Football Club provide coaching and skills sessions over a four week period to the upper primary and high school students at BDHS. By all accounts the students enjoyed this thoroughly, thank you to those involved.

In Term 3 Principal Wendy Moore, took a position at Nannup District High School. Mr Ben Ratz, was appointed by the Education Department to be Principal at Beverley for the remaining two terms of the school year.

The next major undertaking for the Board and our newly appointed Principal was the planning and creation of a framework for the new School Business Plan. To assist the Board, input from parents was sought at a forum held in September. Many hours of staff planning and Board discussion has also contributed to the newly completed plan.

To ensure the Board provide professional, informed decisions in our roles much time is spent analysing data and surveys. NAPLAN data is one which is received annually. Although people have varying opinions on NAPLAN and its relevance, it does provide the Board members a tool, one of many, to assist in gauging the school's performance. Whilst this year's target in the Business Plan, of high progress was not met, this year's results are still encouraging with students achieving higher achievements. The Business Plan targets are reviewed annually as part of the Board's processes.

The Board works tirelessly to ensure that BDHS is the school of choice for our community. We welcome Darrell Hagan to the Board as a parent representative for 2020 and Sarah Aynsley as staff representative. I would like to thank all Board members and particularly outgoing board members Kellie Shaw (staff rep) and Carly Veitch (parent rep). Carly was the school board chair in 2018 and has concluded her three-year term, as has Kellie. We thank them both for their honourable contributions to the school community.

Mr Damien Murray

School Board Chair



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'. Each term a range of Literacy based tests are administered to every K – 3 student that forms the basis of each individual LAP (Literacy Acquisition Profile) and NAP (Numeracy Acquisition Profile). The data from these tests provides a snapshot of the progress and achievement of the student that informs effective planning, teaching and learning.

Regular Word Reading Assessment

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 reading ability. As a group, students have progressed well (Figure 1.). Any students who have made slower rates of progress receive small group support using Lit Booster, Macqlit or MultiLit to support their early reading development.

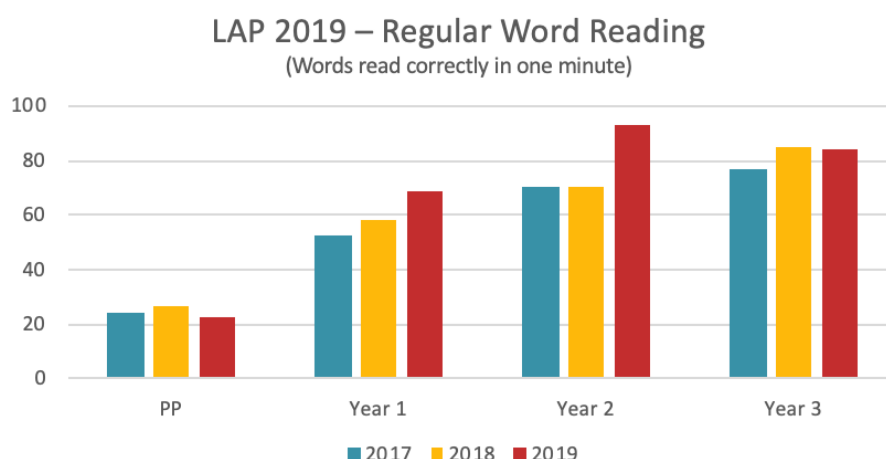


Figure 1. Student progress on regular word decoding from the Literacy Acquisition Profile.

Numeracy Tracking

The school continues to work on a comprehensive assessment of emergent skills in numeracy that will allow us to track student progress. Initial tracking data allowed us to identify students in Years 1 to 4 who would benefit from additional, small group support for numeracy, and these students have worked as part of the Fish Tank, Shark Tank and Think Tank groups throughout 2019.

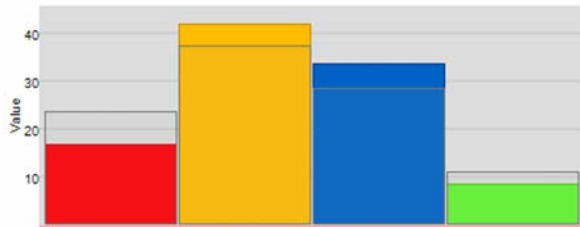
A SUCCESSFUL SCHOOL

NAPLAN Assessments - 2019

Year 3 Reading

Reading - Achievement

Filters : All Students



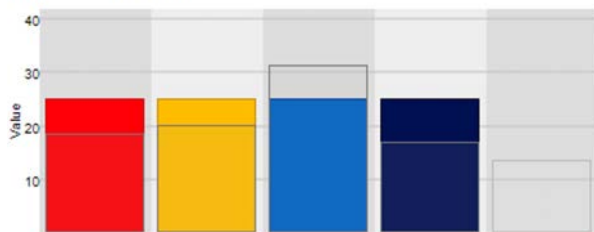
■ Limited ■ Satisfactory ■ Good ■ Excellent

Achievement Cut Scores (NAPLAN)

■ < 321 ■ 322 - 425 ■ 426 - 503 ■ 504 <

Reading - Progress

Filters : Stable Cohort



■ Very Low ■ Low ■ Moderate ■ Moderate (Assumed) ■ High ■ Very High

Student achievement for the Year 3 cohort for Reading ranged from limited to excellent. The cohort mean (the average for all Year 3 students at Beverley) was 394, compared to the 'Like School' mean of 398, the WA Public School mean of 419 and the National mean of 432. Progress for the Year 3 stable cohort (students who have been at Beverley since Pre-Primary) ranged from very low to high. 50% of the 2019 Year 3 stable cohort of students made moderate progress or better. Over the course of the 2017-2019 Business Plan 63.6% of students in the Year 3 stable cohort made moderate progress or better, **the Business Plan target of 70% was not met.**

Year 3 Numeracy

Student achievement for the Year 3 cohort for Numeracy ranged from limited to excellent. The cohort mean (the average for all Year 3 students at Beverley) was 404, compared to the 'Like School' mean of 383, the WA Public school mean of 400 and the National mean of 408. Progress for the Year 3 stable cohort (students who have been at Beverley since Pre-Primary) ranged from very low to high. 28.5% of the 2019 Year 3 stable cohort of students made moderate progress or better. Over the course of the 2017-2019 Business Plan 62.5% of students in the Year 3 stable cohort made moderate progress or better, **the Business Plan target of 70% was not met.**



Numeracy - Achievement

Filters : All Students



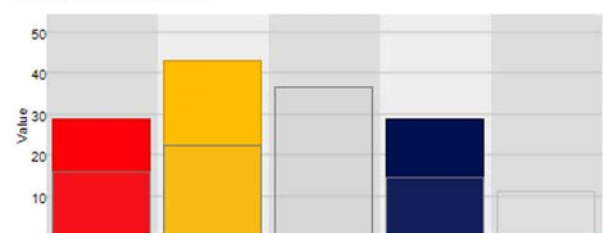
■ Limited ■ Satisfactory ■ Good ■ Excellent

Achievement Cut Scores (NAPLAN)

■ < 321 ■ 322 - 425 ■ 426 - 477 ■ 478 <

Numeracy - Progress

Filters : Stable Cohort

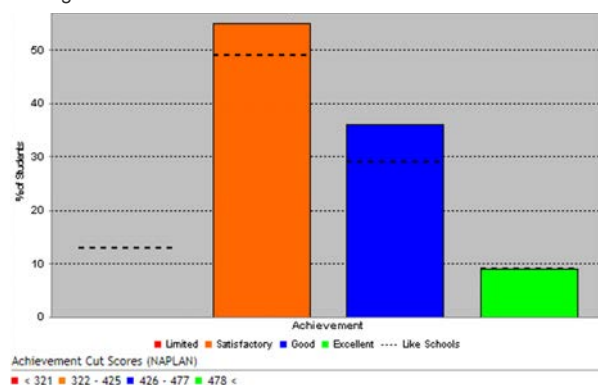


■ Very Low ■ Low ■ Moderate ■ Moderate (Assumed) ■ High ■ Very High



Year 3 Writing

Writing Yr 3 2019

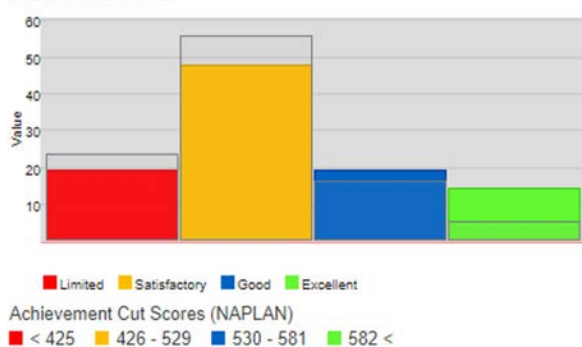


Student achievement for the Year 3 cohort for Writing ranged from satisfactory to excellent. The cohort mean (the average for all Year 3 students at Beverley) was 418, compared to the WA Public school mean of 415 and the National mean of 423. Progress in Year 3 writing is not measured as writing is not part of the On-Entry testing in Pre-Primary.

Year 5 Reading

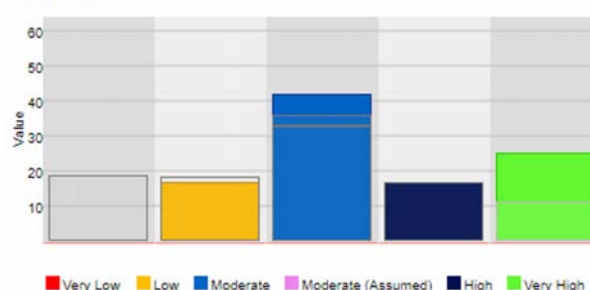
Reading - Achievement

Filters : All Students



Reading - Progress

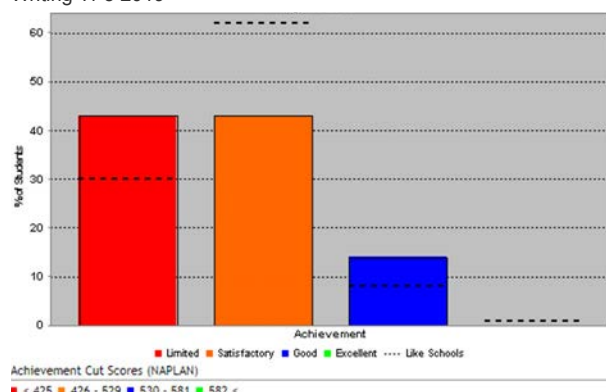
Filters : Stable Cohort



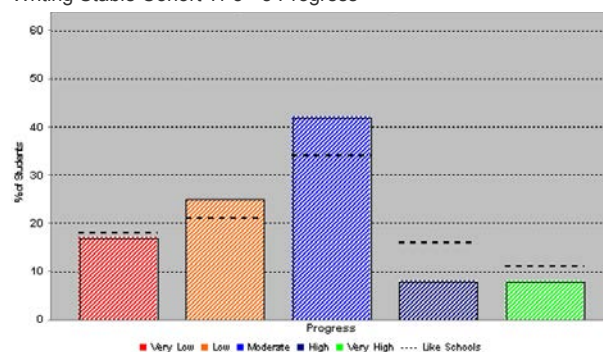
Student achievement for the Year 5 cohort (19 students) for Reading ranged from limited to excellent. The cohort mean (the average of all Year 5 students at Beverley) was 496, compared to the 'Like School' mean of 476, the WA Public school mean of 496 and the National mean of 506. Progress for the Year 5 stable cohort (the 12 students who were also tested in Year 3) ranged from low to very high. 83% of the 2019 Year 5 stable cohort of students made moderate progress or better. Over the course of the 2017-2019 Business Plan 83% of students in the Year 5 stable cohort made moderate progress or better, **the Business Plan target of 70% was met.**

Year 5 Writing

Writing Yr 5 2019



Writing Stable Cohort Yr 3 - 5 Progress

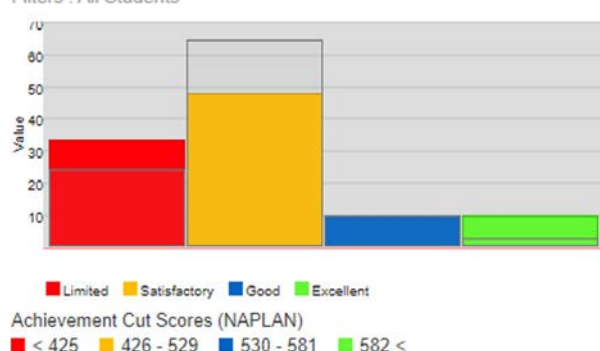


Student achievement for the Year 5 cohort (21 students) for Writing ranged from limited to good. The cohort mean (the average of all Year 5 students at Beverley) was 446, compared to the WA Public school mean of 466 and the National mean of 474. Progress for the Year 5 stable cohort (the 12 students who were also tested in Year 3) ranged from very low to very high. 58% of the 2019 Year 5 stable cohort of students made moderate progress or better. Over the course of the 2017-2019 Business Plan 64.5% of students in the Year 5 stable cohort made moderate progress or better, **the Business Plan of 70% was not met.**

Year 5 Numeracy

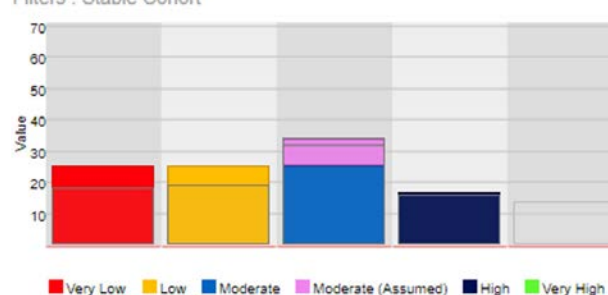
Numeracy - Achievement

Filters : All Students



Numeracy - Progress

Filters : Stable Cohort



Student achievement for the Year 5 cohort (21 students) for Numeracy ranged from limited to excellent. The cohort mean (the average of all Year 5 students at Beverley) was 466, compared to the 'Like School' mean of 464, the WA Public school mean of 484 and the National mean of 495. Progress for the Year 5 stable cohort (the 12 students who were also tested in Year 3) ranged from very low to high. 50% of the 2019 Year 5 stable cohort of students made moderate progress or better. Over the course of the 2017-2019 Business Plan 79% of students in the Year 5 stable cohort made moderate progress or better, **the Business Plan target of 70% was met.**

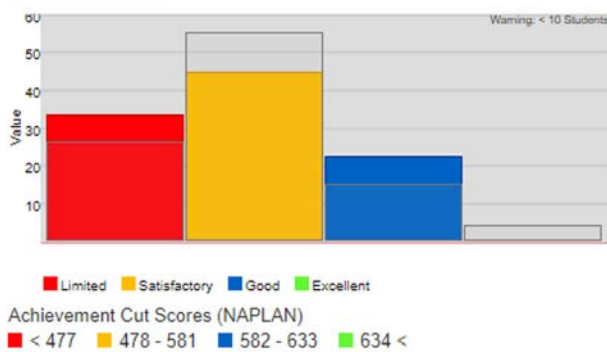




Year 7 Reading

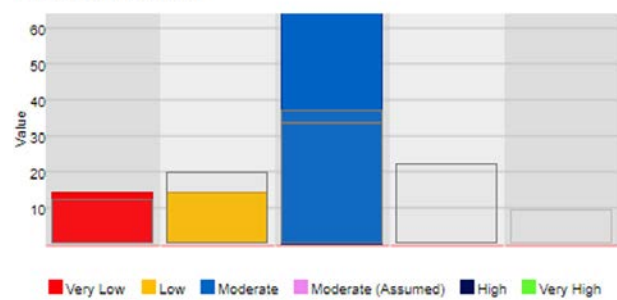
Reading - Achievement

Filters : All Students



Reading - Progress

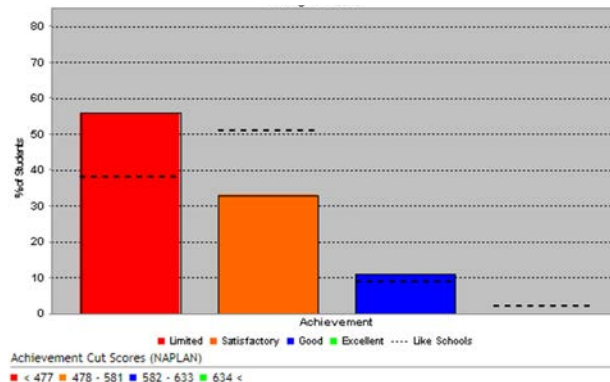
Filters : Stable Cohort



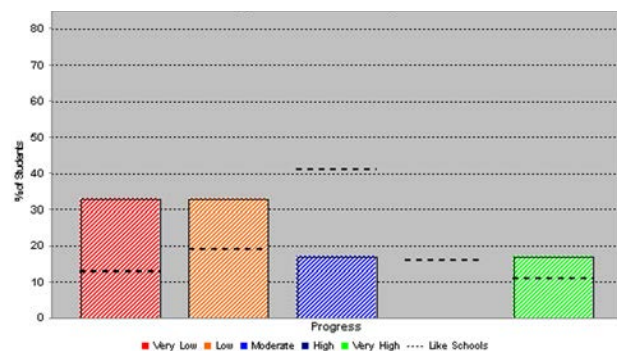
Student achievement for the Year 7 cohort (9 students) for Reading ranged from limited to good. The cohort mean (the average of all Year 7 students at Beverley) was 511, compared to the 'Like School' mean of 520, the WA Public school mean of 533 and the National mean of 545. Progress for the Year 7 stable cohort (the 7 students who were also tested in Year 5) ranged from very low to moderate. 71% of the 2019 Year 7 stable cohort of students made moderate progress or better. Over the course of the 2017-2019 Business Plan 76% of students in the Year 7 stable cohort made moderate progress or better, **the Business Plan target of 70% was met.**

Year 7 Writing

Writing Yr 7 2019



Writing Stable Cohort Yr 5 - 7 Progress

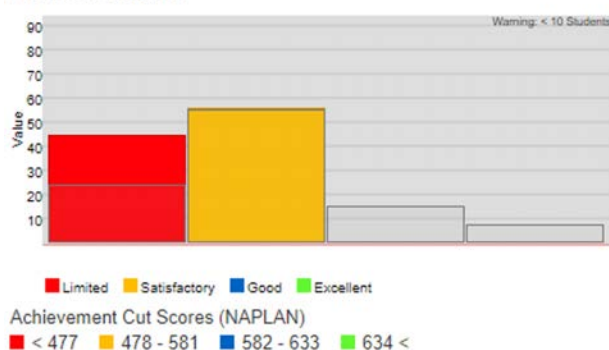


Student achievement for the Year 7 cohort (9 students) for Writing ranged from limited to good. The cohort mean (the average of all Year 7 students at Beverley) was 446, compared to the WA Public school mean of 505 and the National mean of 513. Progress for the Year 7 stable cohort (the 6 students who were also tested in Year 5) ranged from very low to very high. 33% of the 2019 Year 7 stable cohort of students made moderate progress or better. Over the course of the 2017-2019 Business Plan 43.75% of students in the Year 7 stable cohort made moderate progress or better, **the Business Plan target of 70% was not met.**

Year 7 Numeracy

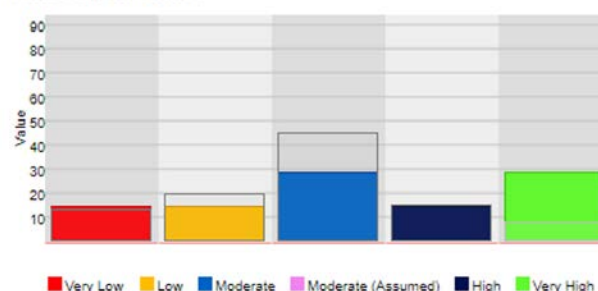
Numeracy - Achievement

Filters : All Students



Numeracy - Progress

Filters : Stable Cohort



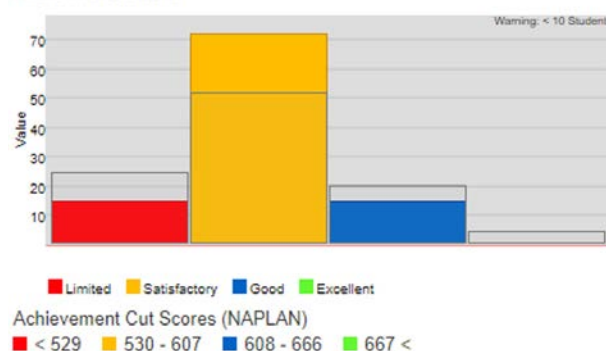
Student achievement for the Year 7 cohort (9 students) for Reading ranged from limited to satisfactory. The cohort mean (the average of all Year 7 students at Beverley) was 500, compared to the 'Like School' mean of 528, the WA Public school mean of 544 and the National mean of 554. Progress for the Year 7 stable cohort (the 7 students who were also tested in Year 5) ranged from very low to very high. 71% of the 2019 Year 7 stable cohort of students made moderate progress or better. Over the course of the 2017-2019 Business Plan 82% of students in the Year 7 stable cohort made moderate progress or better, **the Business Plan target of 70% was met.**

Year 9 Reading

Student achievement for the Year 9 cohort (7 students) for Reading ranged from limited to good. The cohort mean (the average of all Year 9 students at Beverley) was 560, compared to the 'Like School' mean of 566, the WA Public school mean of 576 and the National mean of 580. Progress for the Year 9 stable cohort (the 5 students who were also tested in Year 7) ranged from very low to high. 40% of the 2019 Year 9 stable cohort of students made moderate progress or better. Over the course of the 2017-2019 Business Plan 50% of students in the Year 9 stable cohort made moderate progress or better, **the Business Plan target of 70% was not met.**

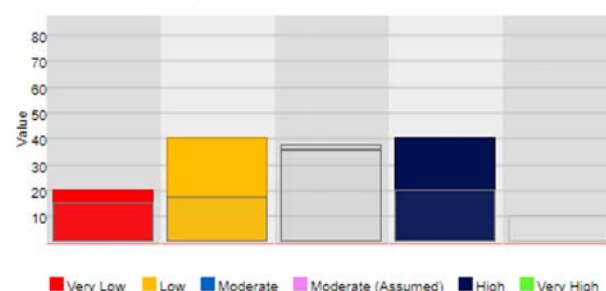
Reading - Achievement

Filters : All Students



Reading - Progress

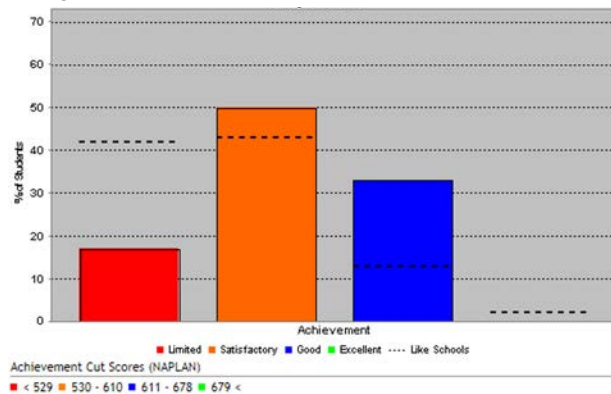
Filters : Stable Cohort



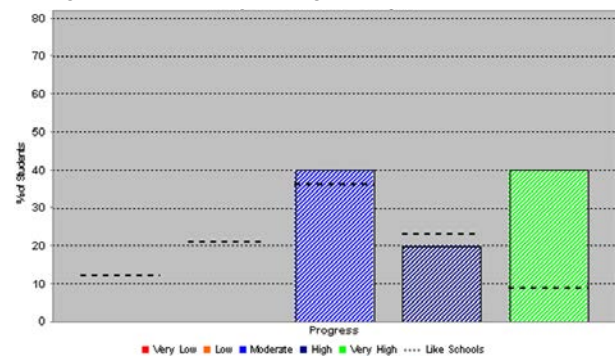


Year 9 Writing

Writing Yr 9 2019



Writing Stable Cohort Yr 7 - 9 Progress

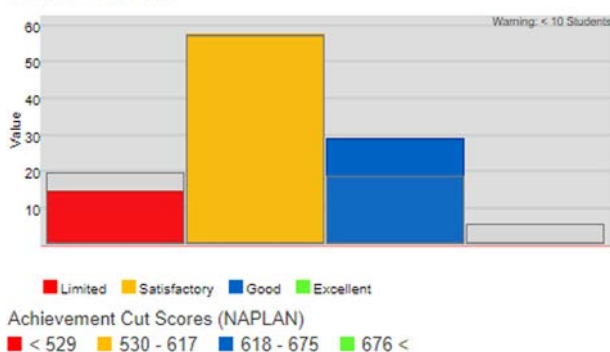


Student achievement for the Year 9 cohort (6 students) for Writing ranged from limited to good. The cohort mean (the average of all Year 9 students at Beverley) was 569, compared to the WA Public school mean of 548 and the National mean of 549. Progress for the Year 9 stable cohort (the 5 students who were also tested in Year 7) ranged from moderate to very high. 100% of the 2019 Year 9 stable cohort of students made moderate progress or better. Over the course of the 2017-2019 Business Plan 100% of students in the Year 9 stable cohort made moderate progress or better, **the Business Plan target of 70% was met.**

Year 9 Numeracy

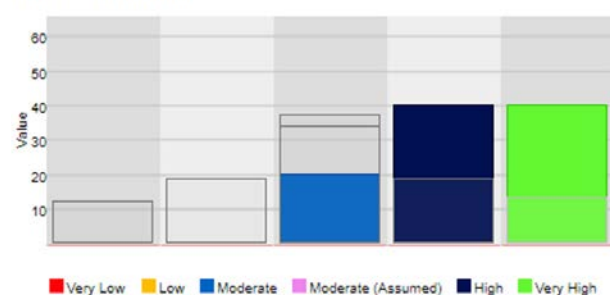
Numeracy - Achievement

Filters : All Students



Numeracy - Progress

Filters : Stable Cohort



Student achievement for the Year 9 cohort (7 students) for Numeracy ranged from limited to good. The cohort mean (the average of all Year 9 students at Beverley) was 594, compared to the 'Like School' mean of 578, the WA Public school mean of 589 and the National mean of 591. Progress for the Year 9 stable cohort (the 5 students who were also tested in Year 7) ranged from moderate to very high. 100% of the 2019 Year 9 stable cohort of students made moderate progress or better. Over the course of the 2017-2019 Business Plan 80% of students in the Year 9 stable cohort made moderate progress or better, **the Business Plan of 70% was met.**

A SUCCESSFUL SCHOOL

The school assesses students annually using the standardised Progressive Achievement Tests (PAT) that allow us to compare student achievement to that of students across Australia. The tests are conducted in the first half of Term 4 of each year. 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 (average range) or above on the Progressive Achievement Tests in Reading Comprehension, Mathematics and Science. The results from the 2019 round of testing have been summarised in Table 1.

Table 1. Percentage of students from each year group achieving average or better scores on 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	WHOLE SCHOOL
Reading	75	75	54	50	88	73	65	68.9
Maths	100	100	100	83	81	72	67	84
Science	N/A	N/A	89	75	68	80	57	69.8

Green = 70% business plan target achieved. Pink = target not achieved.

2019 saw Reading results fall in both Year 3 and 4 whilst the remainder of the primary school maintained the strong results from 2018. Mathematics results across the school were excellent, with all primary years achieving the 70% goal and secondary narrowly missing out though recording an 11% increase from 2018. Science results were strong throughout the primary school with the Year 5's narrowly missing the goal. The 70% target for our secondary students remains challenging, but achievement is approaching the target in both Reading and Mathematics, which is very encouraging. Whole school results were very encouraging with the Mathematics goal being comfortably achieved whilst Reading and Science missing by the narrowest of margins.

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 2019 Year 10 cohort (non-special needs students), 100% had achieved an OLNA pass in all three areas (Reading, Writing & Numeracy) by the September round of assessment.



TAGS

The Talented and Gifted Students (TAGS) program aims to provide extension for selected primary students. This year, students from years 5 and 6 were given the opportunity to extend their skills in The Arts through a unit of work titled 'Arty Maths'. The students investigated design elements in nature and architecture, learned new mathematical skills and modelling to produce a range of art pieces. Later in the year, the focus moved to Digital Technologies and our students worked to build and program robots with the LEGO EV3 Mindstorms. This provided a transition into the new STEAM curriculum focus and has given the students the opportunity to work collaboratively and enhance their problem solving skills.



Sustainability

As part of the STEM initiative coordinated by the Avon Schools Network, BDHS commenced its sustainability journey. Concepts, messages and ideas were developed and integrated into D&T lessons and everyday learning. During Term 4, the school held its first Sustainability Day to celebrate and embrace all the changes made around the school over the course of the year. The day was in the format of an after school fete and included open classrooms, showcasing some of the work that has been done with recycled materials and technology, a free market, recycled art, recycling bins, gardening, product displays and a rubbish audit. The school was overwhelmed with the response from the community and the support provided. Donations included a range of items for recycling: pens and markers, batteries, bottle tops, bread tags, mobile phones, glasses, socks and soft plastics. The gardening station, run by some of our community garden volunteers, was a huge success and will strengthen further collaborations with the Beverley Community Garden. The day concluded with a sausage sizzle, popcorn and the screening of the documentary, 2040 The Regeneration.





Early Years Network

The school has continued to support the connection to community through initiatives like the Beverley Early Years Group. Coordinated by the Kindergarten teacher, Mrs Angela Sims, the network promotes interagency cooperation to support children from birth to their early years at school. The school's commitment to support parents and young children in our community before they reach school, is a positive way to support the young children as they start their school journey. The network brings together community organisations including the Department of Health and Education, Playgroup, WANSLEA, Shire of Beverley, CRC and parent and community volunteers.

This year saw the continuation of monthly Story Time in the town library. This is a community activity run monthly by parent volunteers. It is held on a non Kindy day so that Kindy students can still participate even though they have started school. Each year the Early Year Network (EYN) participate in the National Simultaneous Story time. The school invited Playgroup and the local family day-care to join the Kindy for this reading event and they stayed for morning tea and shared play. The school supported the reintroduction of a Toy Library for our community. This is an important low cost resource available to parents to provide developmentally appropriate toys for children from birth to school age. Combined with the onsite Playgroup the EYN coordinated an Early Years Tent at the Beverley Agricultural Show. This provided a free developmentally appropriate space for young families, to access a safe place to rest, feed and entertain young children while also having access to information regarding community programs and initiatives focusing on supporting young children and their parents/caregivers.

The school and Playgroup volunteer Jamie Williamson, provided access to 'Prindy' in Term 3 where our 2020 Kindy families could participate in an introduction to Kindy. It provided an opportunity for parents to meet their child's teacher and talk about the best way to prepare their child for the coming year. They were also able to have conversations about their child's development and gain direction if there were concerns that could be targeted leading up to the start of the year. The school was also able to provide free 'Triple P – the Power of Positive Parenting' courses at the school during 2019 via the expertise of Mrs Angela Sims.

The Kindergarten and Pre-Primary work collaboratively and enjoy opportunities to join together for events that are open to the wider community. The Easter Hat Parade in Term 1 and the Christmas Concert in Term 4 are time honoured traditions on the Beverley calendar, parents and carers are also invited into the school for Mother's Day afternoon tea and Fathers evening which all enjoy with almost 100% attendance and support from families.

A SUPPORTIVE SCHOOL

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 within the school system. School behavioural data (both positive and negative) is collected and collated to inform decision making.



Attendance

Student attendance is a good indicator of student engagement, but also can alert the school to potential risks to a student's educational attainment. In 2019, attendance rates at Beverley DHS exceeded rates at 'like school's' and to that of other WA public schools.

Attendance Overall Primary

	Regular	Attendance Category		
		At Risk		
		Indicated	Moderate	Severe
2017	76.3%	13.6%	5.9%	4.2%
2018	79.2%	14.9%	5.9%	0.0%
2019	81.4%	12.7%	5.9%	0.0%
Like Schools 2019	69.7%	21.2%	6.8%	2.3%
WA Public Schools	73.0%	19.0%	6.0%	2.0%

Attendance Overall Secondary

	Regular	Attendance Category		
		At Risk		
		Indicated	Moderate	Severe
2017	48.4%	35.5%	9.7%	6.5%
2018	64.3%	25.0%	7.1%	3.6%
2019	63.2%	15.8%	13.2%	7.9%
Like Schools 2019	55.1%	24.4%	12.8%	7.8%
WA Public Schools	60.0%	22.0%	11.0%	7.0%

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
2017	93.4%	92.9%	93.8%	89.9%	84%	81.2%	93%	91.6%	92.7%
2018	94.5%	92.8%	93.7%	89%	84%	80.8%	93.9%	91.9%	92.6%
2019	94.2%	92%	92.7%	89.4%	82.6%	79.5%	93.8%	91.3%	91.6%

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
2017	90.7%	88.1%	89.7%	72.3%	70.9%	66.6%	88.5%	85.4%	87.8%
2018	92.4%	87.8%	89.6%	78.9%	69.8%	66%	90.7%	85.7%	87.6%
2019	90%	87.4%	88.8%	75.2%	71.1%	65.8%	87.8%	86.1%	86.8%

A SUPPORTIVE SCHOOL

Social and Emotional Wellbeing Survey Sample Question Results

At Beverley District High School, we recognise that student resilience and wellbeing are essential for both academic and social development, and are optimised by safe, supportive and respectful learning environments. As outlined in the school's 2017-2019 Business Plan, for the third year in a row, the school undertook a comprehensive assessment of student wellbeing using a standardised instrument, the Social and Emotional Wellbeing (SEW) survey. This survey is anonymous and allows us to compare students of similar ages across Australia in the areas of home life, school life and self-awareness.

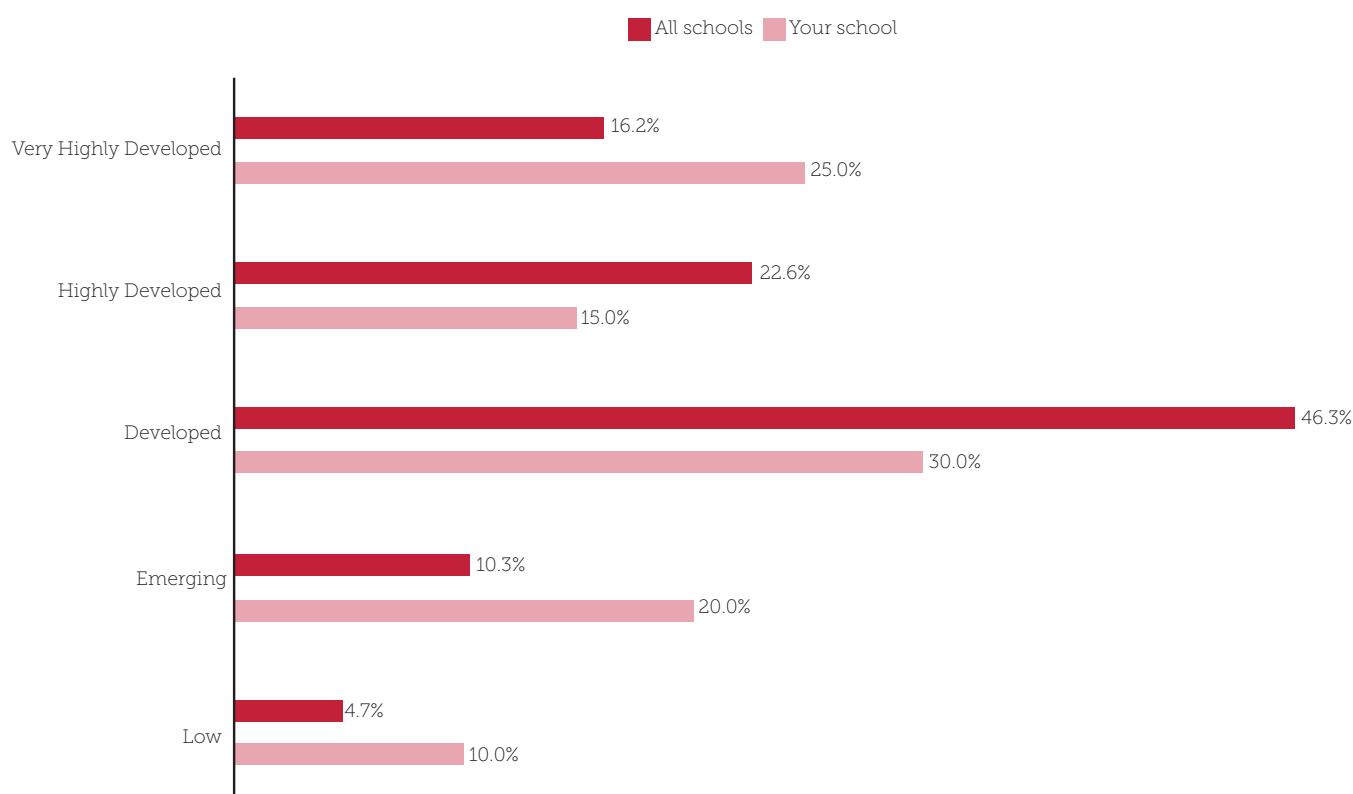
At the time of the survey, 10% of our upper primary responses indicated that their social-emotional wellbeing was low, 50% were in the moderate range and the remaining 40% were in the high to very high range. Our lower primary results show that the social and emotional wellbeing of this cohort was similar to those of students across a national sample, and whilst our secondary survey indicated an improvement from the 2018 results, the overall levels were slightly lower than the national sample. This confirms the importance of our strong, whole-school focus on Health programs such as Relationships, Social Decision Making/Social Problem Solving, Rock and Water and Keys for Life, together with our school's Chaplaincy program and Careers program.

A sample of the survey questions can be seen below. Some key considerations can be drawn from the results of this survey. A high number of our students indicated they liked their teachers, were happy at home and school, and felt safe. A key area of importance that is reflected in the results, is the percentage of students across our school, in particular the upper primary, who feel that they are under-skilled in the area of friendship. In reaction to this, we introduced a specific friendship program called UR Strong in Term 4. Explicitly teaching children how to develop healthy friendships and manage conflict in a positive way is at the heart of helping them flourish. These important social skills are the key to bullying prevention, creating safe, caring learning environments, and inspiring kinder, happier children.

The UR Strong program which has begun implementation at BDHS over the course of 2019 has shown initial success through enabling students to use a common vocabulary and skill-set when dealing with 'Friendship Fires' and introduces concepts such as: friendships can change, no friendship is perfect, and trust and respect are the two most important factors. This program will be consolidated across the whole school in 2020.

Overall social and emotional wellbeing

The overall social-emotional wellbeing report provides a comparison of all students from your school and all schools, as distributed across each of the five developmental levels.

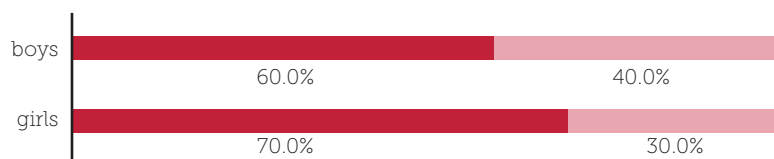




Student Social & Emotional Survey Sample Questions

Feelings and Behaviours – I worry a lot about my school work and what others think of me.

Agree Disagree



Feelings and Behaviour – my school mates like me.

Agree Disagree



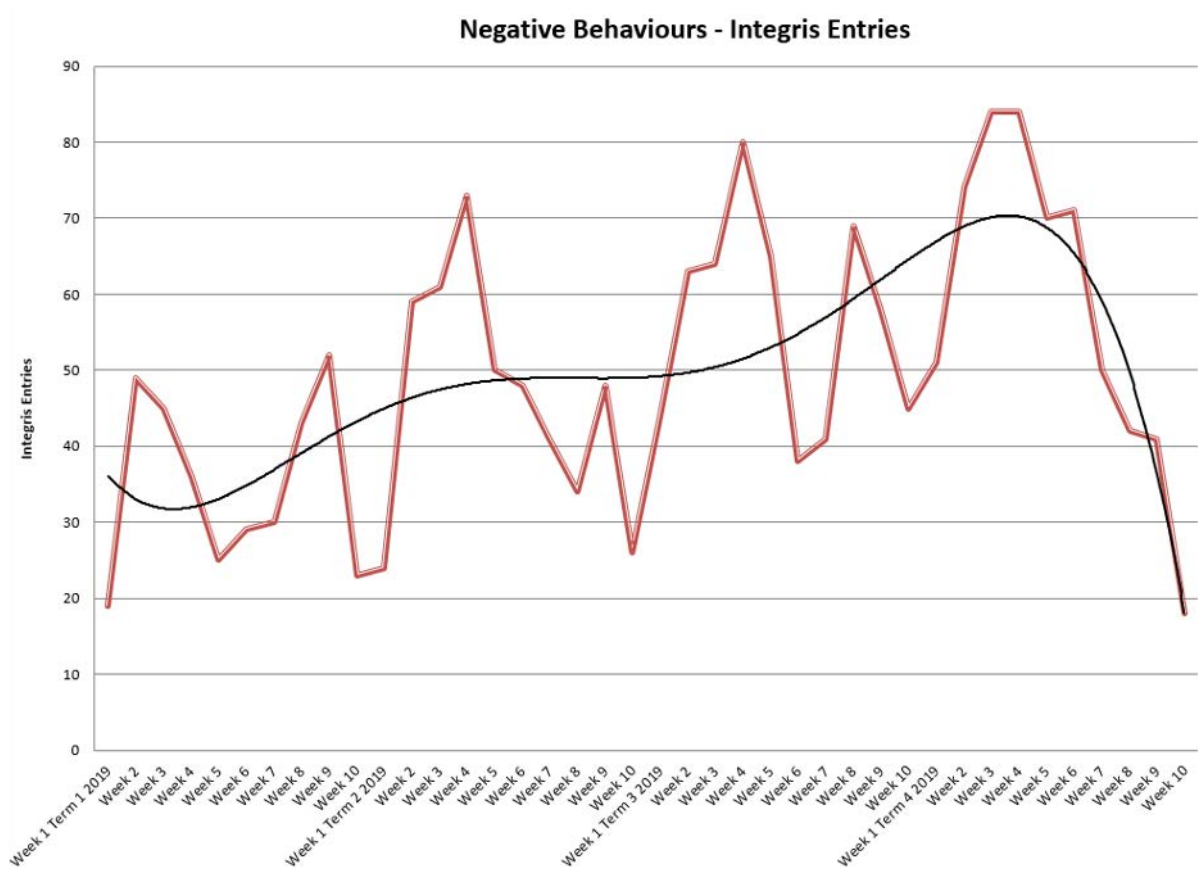
Internal Strength – I am good at solving conflicts without fighting.

Agree Disagree



Behaviour Tracking

Since the end of 2017 the school has systematically tracked all undesired behaviours 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 school's initiative. With a renewed focus on positive communication and follow through on expectations of students in Semester 2, the school recorded a significant reduction in recorded negative behaviours throughout Term 4 of 2019. Table 1 summarises the changes in the frequency of behaviours over the course of the year.



A SUPPORTIVE SCHOOL

Engagement - Highlights

Physical Education

In 2019, students from Years 1 to 10 had timetabled Physical Education lessons with specialist teacher; Mrs Narelle Bailey. The priority of junior primary classes this year was to strengthen students' fundamental movement skills, whilst in the Upper Primary, the focus of lessons was to link fundamental movement skills to specific skills used in organised games and sports. Secondary students were exposed to sports that are not available to participate in within the community and were taught how to create a physical fitness programs for themselves, with and without specialist equipment. Across two terms, the majority of secondary students took part in a Badminton Physical Recreation Course as part of the Secondary Options Program. The Shire of Beverley were accommodating to the school allowing students to access facilities within the town hall for the course to run at no extra cost to students. During the year, the Beverley Redbacks Football Club liaised with the school to facilitate coaching clinics for students from Years 5 to 10. The aim of the clinics was to not only build on existing skills but to establish relationships between the club and older students who are looking start playing senior football. It was a successful program for all involved. Our Faction and Interschool Carnivals were once again highlights of our school-sporting calendar. Parent support and involvement in our carnivals was again pleasing. Secondary student participation in all carnivals was positive and many achieved individual success at the Interschool Athletics Carnival resulting in the team finishing second overall. Primary students displayed improved skills and efficiency in their team games at the same carnival as a result of regular training at school.

Excursions & Incursions

The students educational experience was further developed through being able to attend a wide variety of excursions and incursions. The students ventured to Perth and further afield to explore and enhance a range of curriculum objectives. Some excursions were also done locally, through the very generous support of local clubs, organisations and volunteers. These included football clinics, visiting the Dead Finish Museum and local emergency services. Our Year 6 camp saw parents, students and volunteers travel to Rottnest Island for the week whilst the Secondary camp travelled to Albany to explore our great South-West.

Students were also lucky enough to have some extracurricular activities held at our school; NAIDOC day and visits from local police, nurses and members of the Naturalist Club. These experiences not only advance the students' learning through engagement but also work toward developing a positive community and school relationship



A SUPPORTIVE SCHOOL



Book Week

Book Week 2019 was celebrated in style! Students and staff dressed up and shared their favourite books and characters. The assembly provided an opportunity to display our love of literature (and have a few laughs). Mrs Jo-Anne Sims does a wonderful job of preparing the Library and making it an engaging space for our students to enjoy each and every day. This is especially evident in Book Week with much effort going into decorating the space and the official reading of 'Reading is My Secret Power' by Bob Graham.

PBS - SPARK

The school's Positive Behaviour Support initiative began in 2017 and has been consolidated throughout 2018 and 2019. Throughout 2019, the SPARK matrix was revised across the school with the key teaching points for each area explicitly taught in classrooms. Students know that being Successful at our school depends on being Prepared, Aspiring, Respectful and Kind in the contexts of the classroom, playground, with technology and in the community. Data has been collated over the year to assist us in highlighting areas of success along with instances when students have failed to meet expectations.

BDHS's SPARK philosophy is actively promoted at all school events. Laminated and magnetised copies of the school SPARK matrix were distributed to all families to enhance the link between the school and community. Students are rewarded with Positive Playground awards, merit certificates and faction points to celebrate their success.



Specialist Programs in the High School

Secondary students were very fortunate this year to have a variety of options made available to them. Home Economics continued to be a mainstay in our options programs as did Sport Coaching. 2019 saw the reintroduction of both Photography and Design and Technology. The school was able to draw upon a wealth of passion and expertise from Mrs Davey, Mrs Morrell, Mrs Walker and Mr Chivers in order to provide a rich and engaging curriculum for our students. In Design and Technology students were taught safety procedures and created a number of projects made from timber. In Photography students were taught basic principles such as how to manipulate aperture and shutter speed for different affects and how to edit and store their photographs using a variety of software. Students were given the opportunity to enter photos into the photography section of the Exhibition Shed at the Beverley Agricultural Show, with a number of students winning awards for their photos. Local photographer, Hollie Smith, was also invited to give 'Highly Commended' awards for the exhibition and was impressed by the quality of images.

Secondary Pathways

Beverley DHS provides pathways for secondary students for further education and training and for vocational and trades outcomes. In 2019, 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 (OLNA) which students pre-qualify for in Year 9 or Year 10.

Vocational Learning: All secondary students undertake Careers Education. In Semester 2, eligible Year 10 students were able to complete an accredited workplace learning course with a 55-hour placement at a local business.

SIDE Studies: In 2019 we had one Year 12 student who was unable to travel to a senior secondary campus. She was able to study ATAR courses on site at Beverley DHS through the School of Isolated and Distance Education. Courses included English, Chemistry, Mathematics, Physics and Human Biology.



A SUPPORTIVE SCHOOL

Learning Support Programs

Beverley District High School is fortunate and proud to have such a dedicated, professional learning support team. 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. Students from across the school access this support, and their progress is reported through individualised monitoring and reporting.

Students participated in a variety of literacy, numeracy and life skills programs, with 14 students participating in the evidence-based MacqLit program in 2019. Students in the program gained an average of 30 words per minute in reading fluency between Terms 1 and 4. Other programs run out of the Room 10 learning support room include MultiLit, Litbooster, Fish Tank, Shark Tank and Think Tank. These programs provide targeted intervention at point of need for a variety of students across the school.

Our highly trained Education Assistants worked with some of our most high needs students to help develop their physical, social, emotional and academic needs.

Chaplaincy Program

In 2019 the school maintained its strong relationship with YouthCare and Linda Footer was appointed as our Chaplain. Linda works at the school two days per week, and supports the U R Strong Program, student learning and leadership programs. Linda was also the inspiration and driving force behind the establishment of the school's 'Breakfast Club'. Breakfast Club takes place one morning per week and provides an opportunity for students to come together, have some breakfast (sometimes second breakfast) and a drink and socialise with their peers and other students and adults from within the school community. Linda also provides counselling support for students who have parental permission to access this service, in addition to practical help and referrals for parents who might require some short or long term assistance.





The Beverley District High School P&C have had a busy year in 2019. The following fundraising activities were undertaken, which were organised by the committee with generous support from the school community:

- Providing service staff at a local wedding in March
- Meat Tray raffle at the School Open Day
- Various sausage sizzles including at a local clearing sale, on the federal election day, and as an 'end of term' canteen option for the students
- Annual Winter Cake Stall and Wood Raffle

This fundraising has allowed the P&C to fulfil its 2019 goal of providing \$1500 to each of the three Developmental Learning Teams within the school, to purchase resources which enhance and improve educational outcomes for the students at Beverley District High School. The resources provided were:

- A 'Reading Eggs' subscription for all students from Kindergarten to Year 2.
- Resources for Science Boxes for students in Years 3 to 6.
- 50% contribution towards the Smart Board in Room 12 - allowing this to be replaced a year ahead of schedule.
- Four microscopes for the Science Laboratory, which replaced outdated equipment and allowed students access to good quality equipment that is easily operated. The plan is to complete the set in 2020 with another four microscopes, which would allow 1 microscope between 2 students on most occasions, and allow for easier instruction by the teacher with all students using the same model.
- A set of hand mixers and knife sharpeners for the Home Economics Room

As well as a core focus on fundraising activities, the P&C also voted and adopted the new WACSSO Constitution at a Special Meeting in September, which was combined with the School Board to seek feedback on the School Strategic Plan, and was well attended.

The P&C volunteer canteen manager resigned at the end of term 2, leaving the school without a canteen service for the students in Term 3. After much discussion and negotiation, the P&C were successful in engaging the services of Bec Halbert to run the canteen as her own business from the beginning of Term 4. This initiative has been well supported by the students and parents, with exciting new initiatives such as an 'app' to complete orders, as well as reducing the volunteer burden on our members.

At the end of Term 3, the P&C also ran the 'SPARK End of Term Disco' for all students from Kindergarten to Year 10. Entertainers 'Bop to You Drop' ran a semi-structured disco for the students, coordinating dance moves and karaoke, and a great time was had by all. It was wonderful to be able to run an activity where the primary aim was for the students to have an enjoyable time in an activity that they don't always have available to them.

It has been a busy, yet rewarding year, and we would encourage anyone who would like to contribute to the school to get involved in 2020.

A SUSTAINABLE SCHOOL

Beverley Show

Each year, the links between the school and wider community become quite evident when the school plays a key role in the annual Beverley Agricultural Show. At the official opening of the show BDHS is proud to have a school Noongar representative to give the Welcome to Country and our school choir sing for the special guests and community members. Classes showcase their work in large murals and smaller handcrafted items. This year, the secondary photography students submitted entries into the open photography section, many gaining places for their work.

The Planting Day

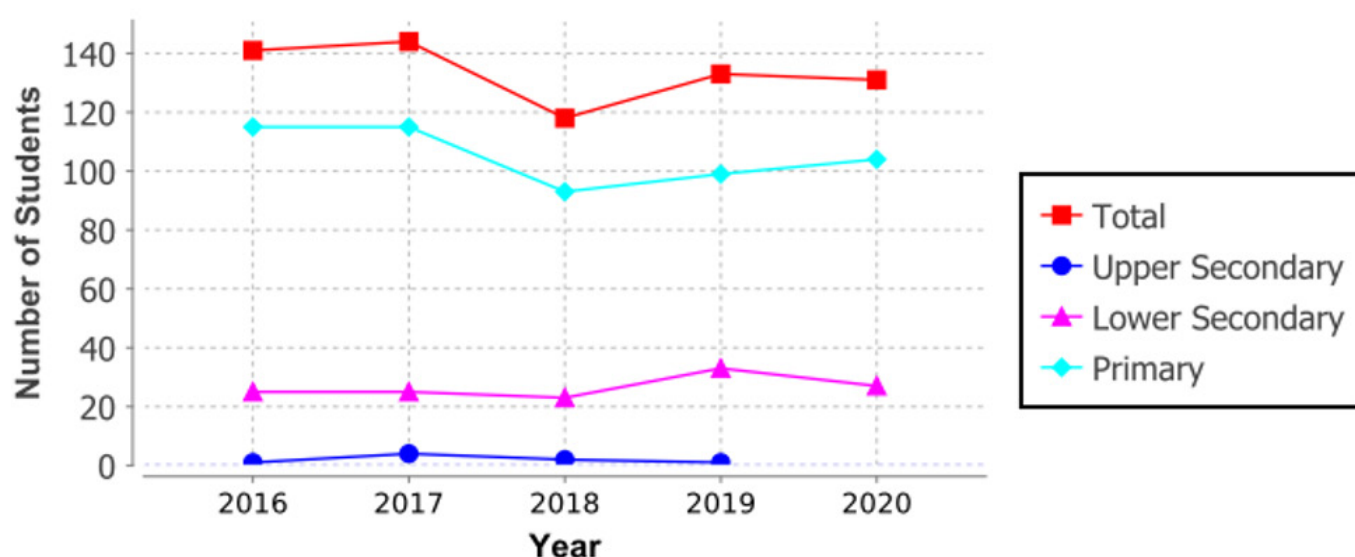
Students from Year 3 to 10 participated in the annual tree planting event, to celebrate National Tree Day on the 26th July. Each year the school proudly supports this event, endeavouring to develop an awareness of conservation in our students. In 2019 the students planted 2560 seedlings in the George Street reserve to assist in the re-establishment of the natural bush cover of the river area. This is an ongoing project close to the school led by Mrs Phillis Facey and helpers, who organise the equipment and seedlings required. Each year the students are able to see the recovery of bush cover planted the years prior.

Enrolments

School enrolments for 2019 totalled 147 students: 14 students in Kindergarten (pre-compulsory, part-time), 99 students in Pre-Primary to Year 6, and 34 students in the secondary school, including 1 senior secondary student enrolled with the School of Isolated and Distance Education. It is pleasing to see an increase in enrolments, particularly in the high school when compared to 2018.

Semester 1	2015	2016	2017	2018	2019
Primary (Excluding Kin)	120	115	115	93	99
Lower Secondary	37	25	25	23	33
Upper Secondary		1	4	2	1
Total	157	141	144	118	133

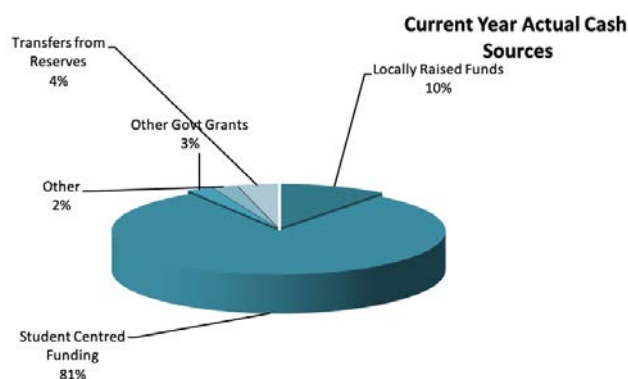
Semester 1 Student Numbers



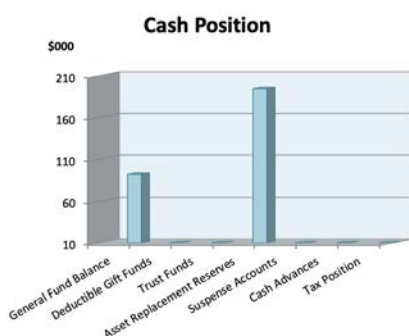
A SUSTAINABLE SCHOOL

School Financial Position (as of 30th December, 2019)

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 7,480.00	\$ 8,035.00
2	Charges and Fees	\$ 16,836.00	\$ 17,172.00
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 12,780.00	\$ 13,585.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and other Schools	\$ 9,289.00	\$ 9,288.64
8	Other Revenues	\$ 8,749.00	\$ 9,032.34
9	Transfer from Reserve or DGR	\$ 14,724.00	\$ 14,724.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 69,858.00	\$ 71,837.78
	Opening Balance	\$ 26,511.00	\$ 26,510.51
	Student Centred Funding	\$ 302,169.00	\$ 302,252.76
	Total Cash Funds Available	\$ 398,538.00	\$ 400,601.05
	Total Salary Allocation	\$ 1,969,398.00	\$ 1,969,398.00
	Total Funds Available	\$ 2,367,936.00	\$ 2,369,999.05

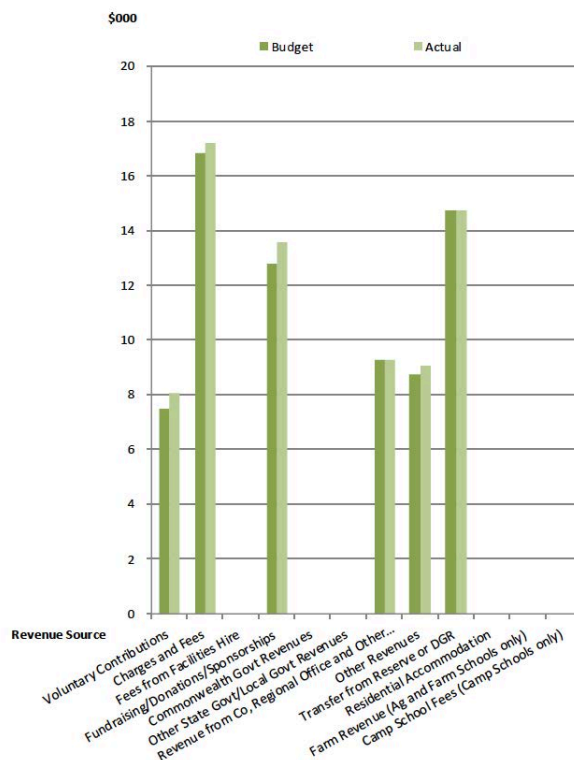


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 10,998.00	\$ 11,729.77
2	Lease Payments	\$ 30,475.00	\$ 28,943.01
3	Utilities, Facilities and Maintenance	\$ 126,996.00	\$ 105,388.61
4	Buildings, Property and Equipment	\$ 91,962.00	\$ 72,861.93
5	Curriculum and Student Services	\$ 91,795.00	\$ 428,350.53
6	Professional Development	\$ 4,300.00	\$ 5,549.00
7	Transfer to Reserve	\$ 30,000.00	\$ 30,000.00
8	Other Expenditure	\$ 3,095.00	\$ 2,295.97
9	Payment to CO, Regional Office and other Schools	\$ 243.00	\$ 191.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 389,864.00	\$ 308,896.07
	Total Forecast Salary Expenditure	\$ 1,928,008.00	\$ 1,928,008.00
	Total Expenditure	\$ 2,317,872.00	\$ 2,236,904.07
	Cash Budget Variance	\$ 8,674.00	

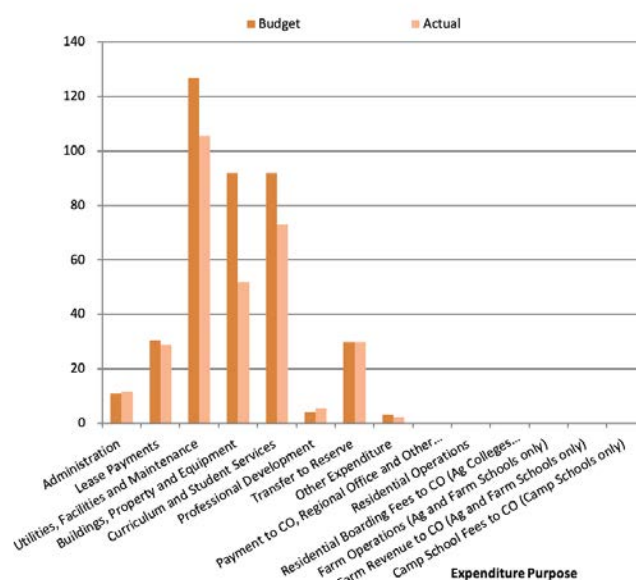


Cash Position as at:	
Bank Balance	\$ 282,660.23
Made up of:	\$ -
1 General Fund Balance	\$ 91,704.98
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 194,397.21
5 Suspense Accounts	\$ (220.96)
6 Cash Advances	\$ -
7 Tax Position	\$ (3,221.00)
Total Bank Balance	\$ 282,660.23

Locally Generated Revenue - Budget vs Actual



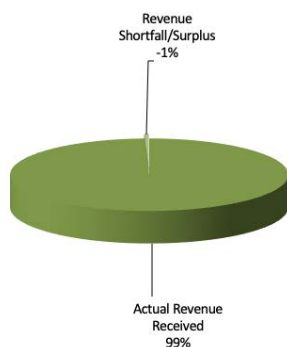
Goods and Services Expenditure - Budget vs Actual



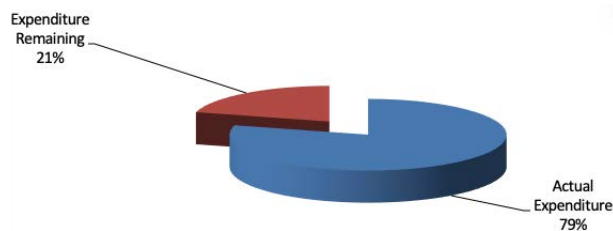
A SUSTAINABLE SCHOOL

School Financial Position (as of 30th December, 2019)

Cash Revenue	
Previous Year Closing Balance Brought forward	\$ 26,510.51
Current Year Budgeted Revenue	\$ 372,027.00
Actual Revenue Received	\$ 374,090.54
Revenue Shortfall/Surplus	\$ (2,063.54)
Revenue Collected as a % of Current Budget	100.6%
Total Funds Available	\$ 400,601.05

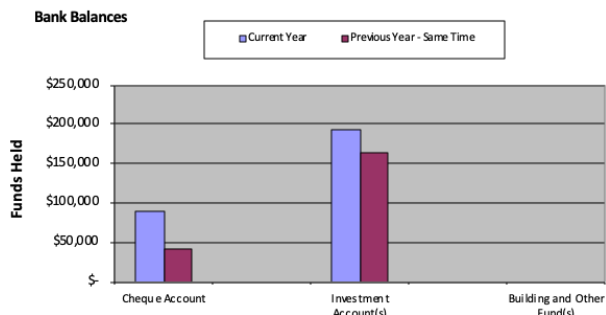
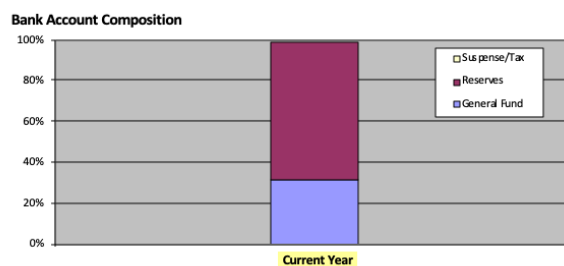


Cash Expenditure	
Current Year Budgeted Expenditure	\$ 389,864.00
Actual Expenditure	\$ 308,896.07
Expenditure Remaining	\$ 80,967.93
Cash Budgeted Variance	\$ 8,674.00
Variance as a % of Total Funds Available	2.2%
Actual Expenditure as a % of Budgeted Expenditure	79.2%



Reconciled Bank Balances		
	Current Year as at: 31/12/2019	Previous Year - same time
Cheque Account	\$ 89,099.96	\$ 40,729.71
Investment Account(s)	\$ 193,560.27	\$ 163,376.56
Building and Other Fund(s)	\$ -	\$ -
Total	\$ 282,660.23	\$ 204,106.27

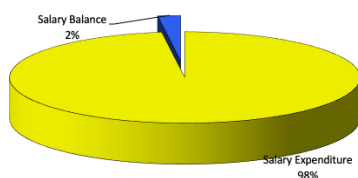
Bank Account Composition	
General Fund	32%
Reserves	69%
Suspense/Tax	-1%



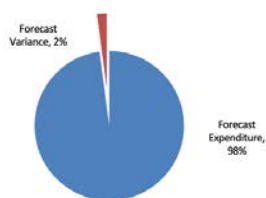
School Salary Allocation (SCFM) as at 31/12/2019	
Salary Carry Forward	\$ (5,002.00)
Student Centred Funding - Salary	\$ 2,193,918.00
School Transfers & Dept Adj	\$ (219,518.00)
Total Salary Funds	\$ 1,969,398.00
YTD Spend	\$ 1,928,008.00
YTD Balance	\$ 41,390.00
% Spent	98%
Forecast Expenditure	\$ 1,928,008.00
Forecast Variance	\$ 41,390.00

Equipment Replacement Reserves		
	Current Year	Previous Year 31/12
Total Asset Reserves (Incl. General Reserves)	\$ 101,388.50	\$ 90,025.50
Total Resource Reserves	\$ 93,058.71	\$ 80,095.71
Total Building Fabric & Infrastructure Reserves	\$ -	\$ -
Total all Reserves	\$ 194,397.21	\$ 179,121.21
Current Year Reserve Transfer Included Above	\$ 30,000.00	N/A
Budgeted Reserce Transfer Funds not Transferred	\$ -	N/A

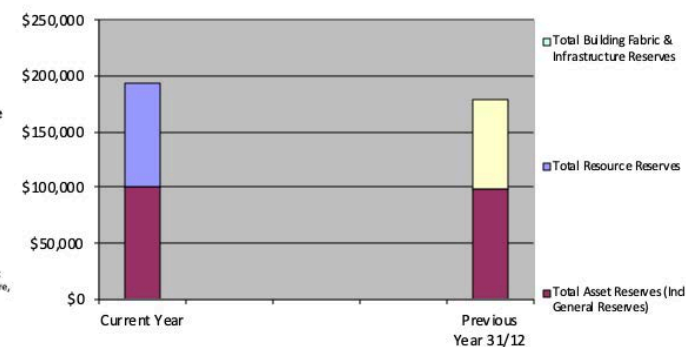
Total Charged Salary Expenditure and Balance



Total Forecast Salary Expenditure with Variance



Yearly Comparison Total Reserve Funds

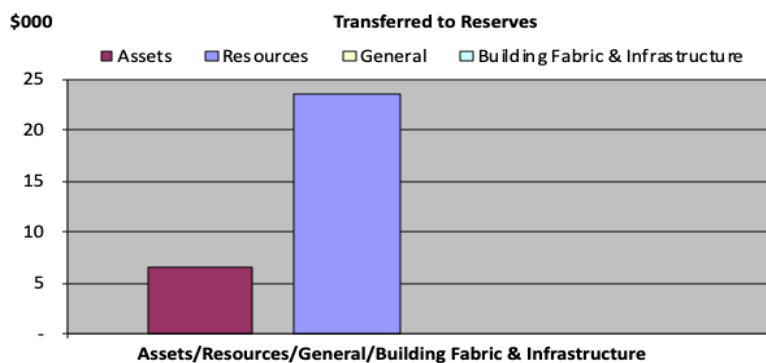
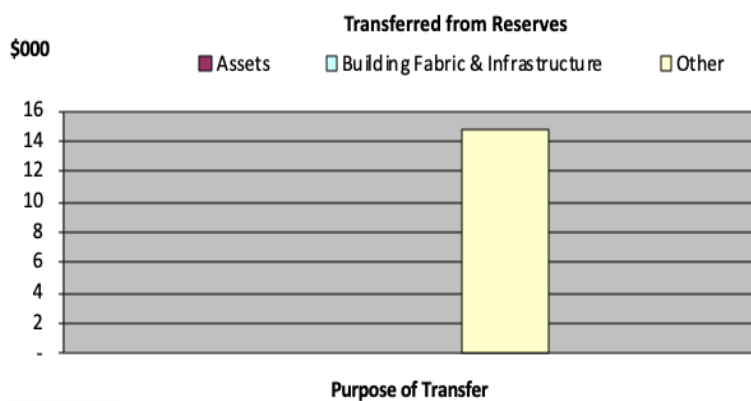


A SUSTAINABLE SCHOOL

School Financial Position (as of 30th December, 2019)

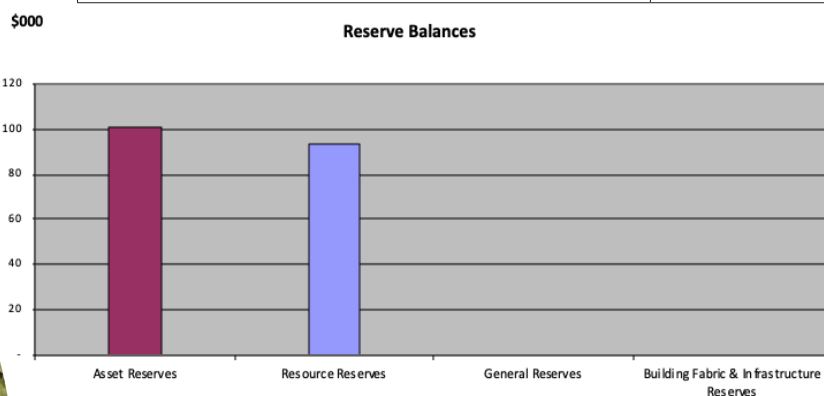
Transferred from Reserves	
Assets	\$ -
Building Fabric & Infrastructure	\$ -
Other	\$ 14,7240.00
Total	\$ 14,7240.00

Transferred to Reserves	
Assets	\$ 6,500.00
Resources	\$ 23,500.00
General	\$ -
Building Fabric & Infrastructure	\$ -
Total	\$ 30,000.00

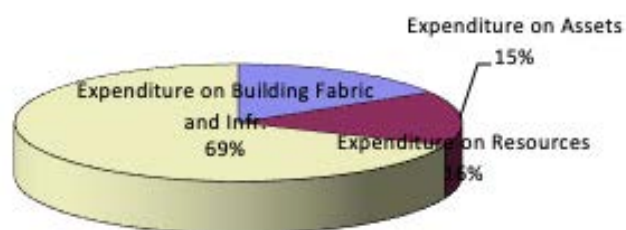


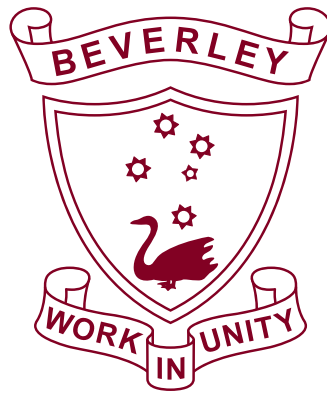
Asset and Resource Acquisitions	
Expenditure on Resources	\$ 8,493.14
Expenditure on Assets	\$ 7,822.00
Expenditure on Building Fabric & Infrastructure	\$ 35,621.19
Total Resource/Asset Exp	\$ 51,936.33

Reserve Balances	
Asset Reserves	\$ 101,338.50
Resource Reserves	\$ 93,058.71
General Reserves	\$ -
Building Fabric & Infrastructure Reserves	\$ -
Total Reserves	\$ 194,397.21



Asset, Resource and Building fabric & Infrastructure Acquisitions





Beverley District High School

20 John Street, Beverley, WA, 6304

