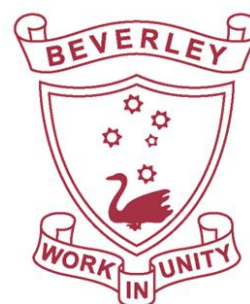


Beverley

District High School
Independent Public School

Annual Report 2018



Beverley District High 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...

Successful

Supportive

Sustainable

Principal: Wendy Moore

School Board Chair: Carly Veitch

Overview

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 around 140 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 works 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 2018 School Board was made up of the following members:

Carly Veitch (Parent representative/Chair)

Wendy Moore (Principal)

Ros Mellick (Parent representative)

Kellie Shaw (Staff representative)

Lisa Blanch (Parent representative)

Angela Sims (Staff representative)

Damien Murray (Parent 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 updated in July 2018.

Overview of the Business Plan

The school Business Plan outlines the strategic direction of the school for the 2017-2019 period. It describes strengths and challenges for the school in its unique context, and outlines strategies, milestones and student achievement targets which have been developed in consultation with a range of stakeholders. 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 Business Plan. The report was prepared by the Principal, Wendy Moore, with significant input from the school leadership team 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, survey results (National School Opinion Survey), and the school's financial position.

Report of the School Board Chair

Mrs Carly Veitch

In our second year as an Independent Public School our Board's focus was to review school policies, monitor the progress towards our business plan targets, and raise the profile of the school board. We welcomed new parent member Lisa Blanch, replacing outgoing Board Chair Brendan McLean. We also welcomed community member Simon Marshall, who is the Deputy CEO at Beverley Shire and parent to two future BDHS students!



The Board continued to review and amend the Business Plan throughout 2018 and had many opportunities to review student achievement data such as NAPLAN results, as well as outcomes from surveys and the school's budget and expenditure. This allowed us to ensure the school continues to use resources appropriately to meet the targets set in the business plan, as well as to monitor our progress towards them to allow us to be Successful, Supportive and Sustainable. It has been pleasing to see good progress in many areas. Beverley DHS has achieved many of the targets set for being Successful in Reading, Writing and Numeracy, and identified a couple of areas where progress is slower than we would like, which will now be a renewed focus for school staff. We are also well on the way to being more Sustainable, with a big drop in scheme water usage thanks to the Water Harvesting Project completed with the P&C in 2017.

Our Grounds Committee have been working hard to manage the school grounds with a very limited budget, and we should see the results of this in 2019 as some of the planned projects are completed. Consultation with students and parents identified there was a lack of activities available to the secondary students during their break times. As a result, the P&C has been fundraising for a new hangout area specifically for the secondary students.

The BDHS Behaviour Management Policy was reviewed and updated with the Board's input. As a parent, I found it very comforting to know exactly what the expectations of students are and what will happen where inappropriate behaviour occurs, as well as what students or parents should do if they have any concerns. We also helped overhaul the Homework Policy, which is now a guide for families on how they can support their children at home.



The Board also has a role to play in promoting the school in the community, and acting as a conduit between parents, guardians and the wider community and BDHS. This helps create a Supportive school environment and build better relationships with families. Throughout 2018, Board Members were out and about at our sports carnivals and handing out certificates at assemblies. We were there to support the students in their amazing performance of Shrek. We assisted the staff and P&C in planning a very successful School Open Day to showcase our school to the community and unveil the P&C's new Nature Playground. A Community Forum was held in Term 4, with many representatives of local community groups attending a workshop with school staff and board members to seek feedback and promote and support our valuable relationships with these groups.

We have welcomed several new families to the school in 2018, and it has been lovely to hear positive stories of the welcoming experience and supportive environment they have found at BDHS. As a Board member, it is a very rewarding experience to see first hand how passionate and professional the staff at BDHS are, and how well supported the school is through our very active parent community. I encourage all our parents and guardians to get involved in our school in whatever capacity they are able. We thank Ros Mellick (parent rep) and Angela Sims (staff rep) for their hard work on the School Board and are very pleased to welcome Mike Fairclough (parent rep) and Samantha Gollan (staff rep) for 2019.

National School Opinion Survey

Each year, the school surveys its students, staff and parents about how the school is progressing. We had a stronger response rate for our National School Opinion Survey (NSOS) this year, making the data more valid and useful. A summary of responses to the NSOS questions is reported here.

90% or more parents agreed or strongly agreed that

- Teachers at this school care about my child
- Teachers at this school treat students fairly
- My child feels safe at this school
- I can talk to my child's teacher about my concerns
- My child likes being at this school
- Teachers at this school motivate my child to learn
- My child's teachers are good teachers
- The school looks for ways to improve
- I am satisfied with the overall standard of achievement at this school.

80% or more parents agreed or strongly agreed that

- My child is making good progress at this school
- My child's learning needs are being met at this school
- Teachers at this school provide my child with useful feedback
- The school works with me to support my child's learning
- The school takes parent opinions seriously
- The school has a strong relationship with the local community
- The school is well led
- I would recommend this school to others

70% or more parents agreed or strongly agreed that

- The school is well maintained
- Student behaviour is well managed at this school.

The level of confidence in the school's approach to student learning and wellbeing that was reported by our parents is strong and improving. Average opinion ratings of higher than 4 out of 5 (where 5 is the most positive) were reported for all items except for 'The school is well maintained'. The school is aware of current challenges in relation to grounds and building maintenance, and with the support of the Board is looking to address these issues, with the Kindy building renovation, new six seasons garden project and improvements to the Edwards St entrance well underway.

A Successful School

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

LAP data

Because student academic achievement relies on adequate literacy and numeracy, we monitor student progress carefully to ensure that students cannot 'fall through the gaps'. Term by term assessments of literacy using the LAP (literacy acquisition profile) are undertaken for each student in Kindergarten through to Year 2.



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.

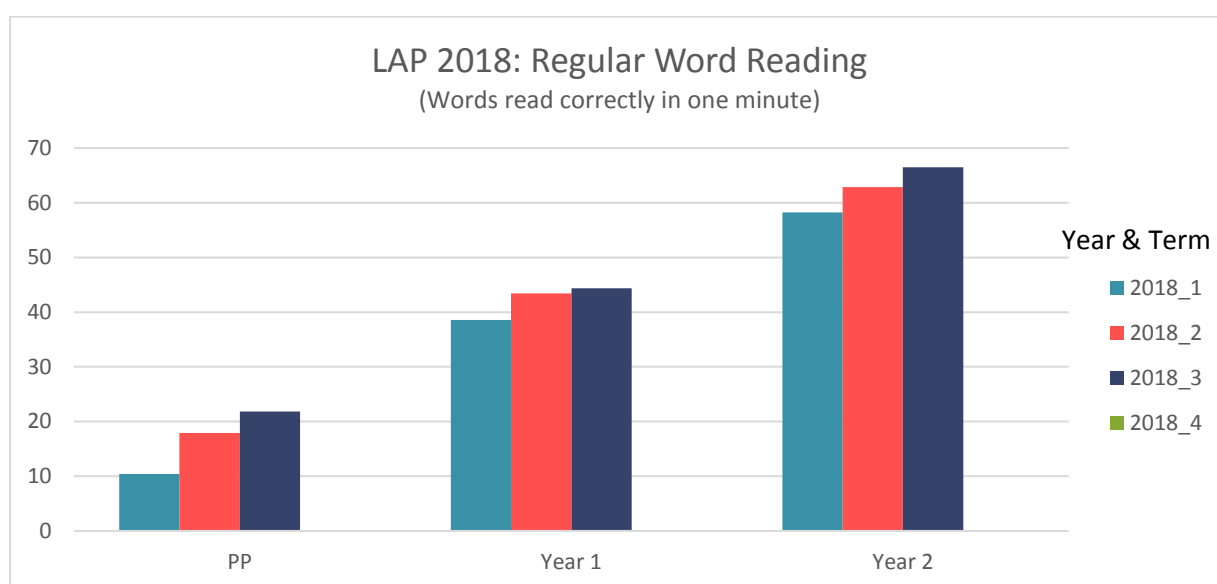


Figure 1. Student progress on regular word decoding from the Literacy Acquisition Profile.

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 2018.

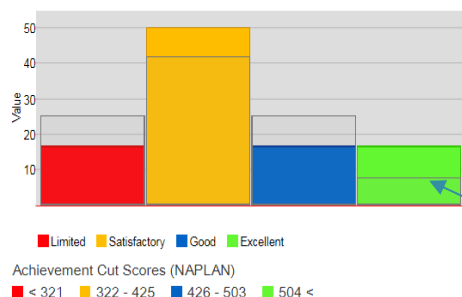


NAPLAN Assessments 2018

Year 3 Reading:

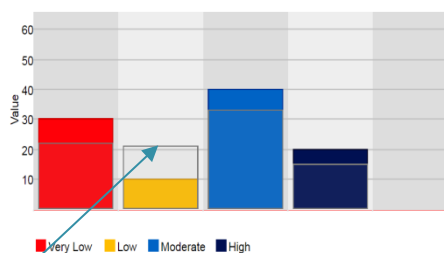
Achievement

Filters : All Students



Progress

Filters : Stable Cohort



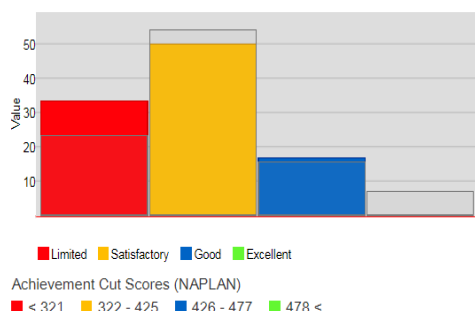
Outlines (indicated by arrows) represent scores for 'like' schools.

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 389, compared to the WA Public school mean of 400. Progress for the Year 3 stable cohort (students who have been at Beverley since Pre-Primary) ranged from very low to high. With more than 60% of the Year 3 stable cohort students making moderate progress or better, **the current Business Plan target was met.**

Year 3 Numeracy:

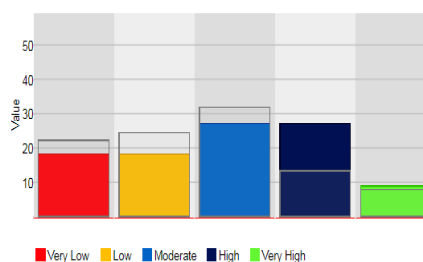
Achievement

Filters : All Students



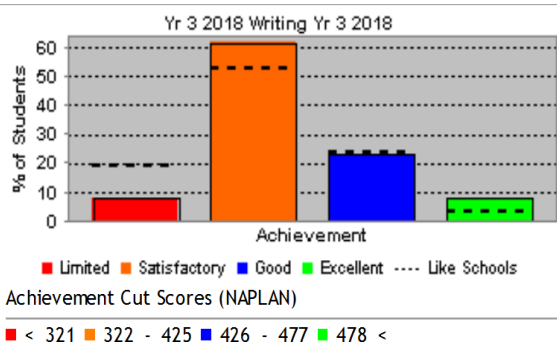
Progress

Filters : All Students



Student achievement for the Year 3 cohort for Numeracy ranged from limited to good. The cohort mean (the average for all Year 3 students at Beverley) was 370, compared to the WA Public school mean of 403. Progress for the Year 3 stable cohort (students who have been at Beverley since Pre-Primary) ranged from very low to excellent. With more than 60% of the Year 3 stable cohort students making moderate progress or better, **the current Business Plan target was met.**

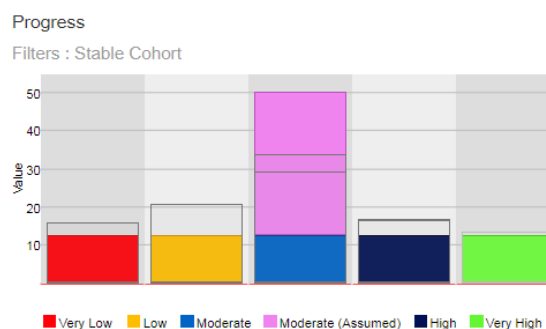
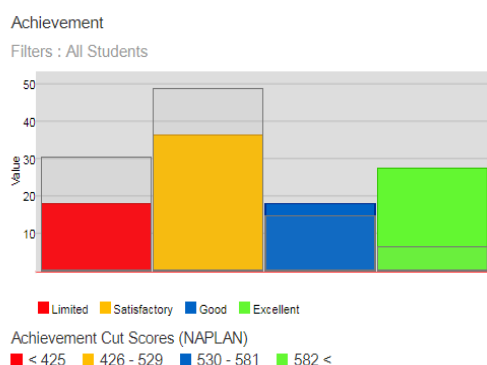
Year 3 Writing:



In 2018, Year 3 students sat the reading and numeracy tests on line for the first time. The Writing test remains a paper and pencil test for Year 3 students. Progress from Pre-Primary to Year 3 in Reading and Numeracy is estimated based on student performance in the on-entry assessment completed in Pre-Primary. Progress is measured in comparison with 'like' schools (those with a similar Index of Community Social and Educational Advantage (ICSEA) rating).

Student achievement for the Year 3 cohort for Writing ranged from limited to excellent. The cohort mean (the average for all Year 3 students at Beverley) was 389, compared to the WA Public school mean of 400. As a greater proportion of Year 3 students made satisfactory progress or better, **the current Business Plan target was met.**

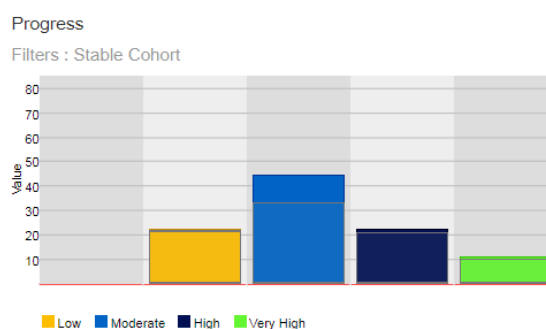
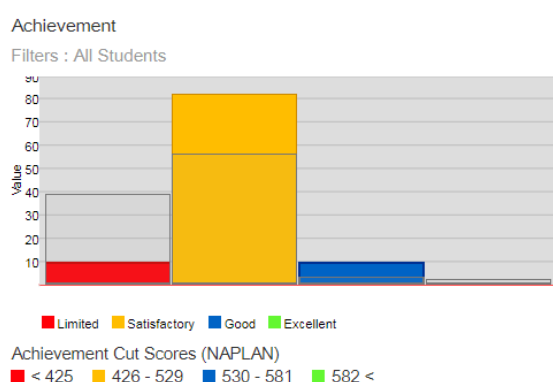
Year 5 Reading:



Year 5 students undertook their NAPLAN tests online for the first time in 2018. Achievement for this group (11 students) for Reading ranged from limited to excellent. The average score for all Beverley Year 5 students was 515, compared to the WA public school mean of 502. Progress for the stable cohort (the 8 students who were also tested in Year 3) ranged from very low to very high. As the stable Year 5 cohort made better mean progress than the WA Public schools average, **the current Business Plan target was met.**

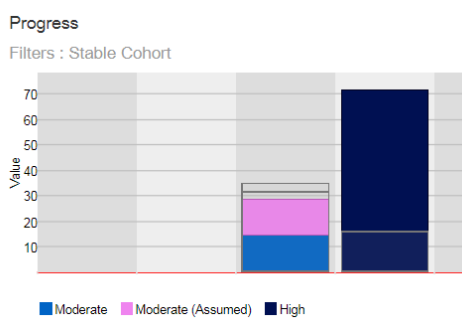
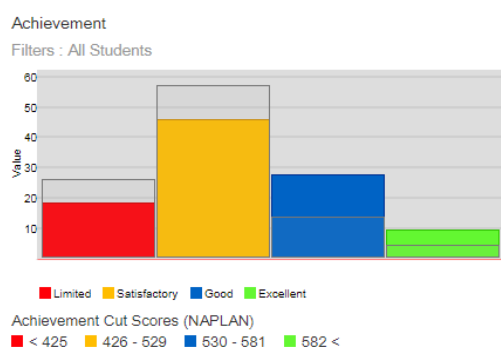
Results for the Year 5 cohort should be interpreted with caution due to the small size of the group. Note that progress of 'moderate' is assumed for students who achieve at very high levels in both Year 3 and Year 5, due to 'ceiling' effects.

Year 5 Writing:



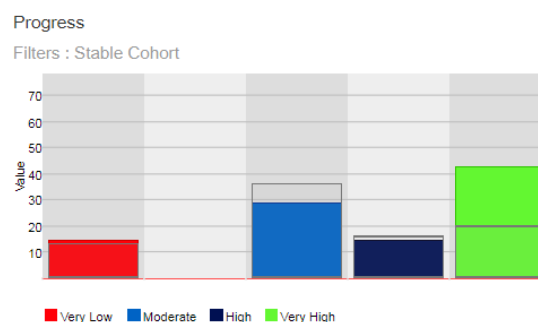
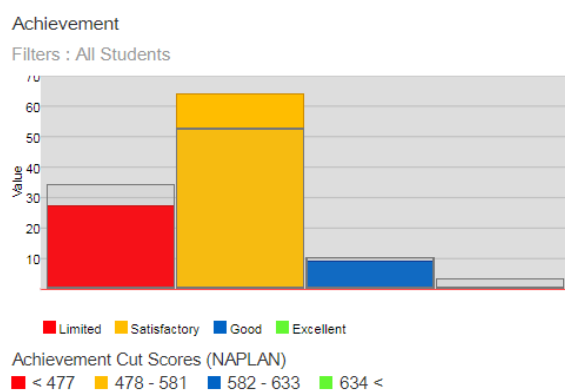
Achievement for the Year 5 cohort for Writing ranged from limited to good. The average for all Year 5 students was 470, compared to the WA Public school mean of 460. Progress for the stable cohort (9 students) ranged from low to very high. As the stable cohort made better mean progress than the WA Public schools average, **the current Business Plan target was met.**

Year 5 Numeracy



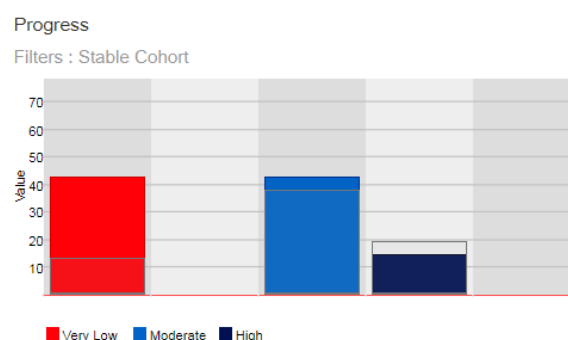
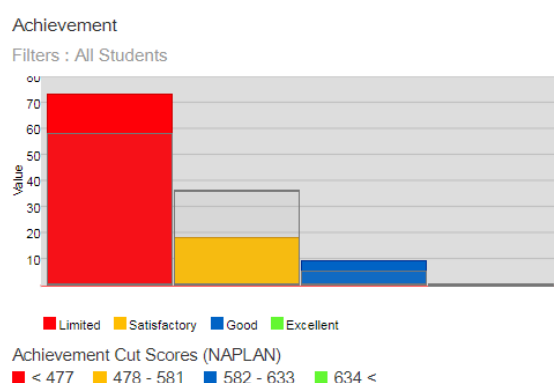
Achievement for the Year 5 cohort for Numeracy ranged from limited to excellent. The average for all Year 5 students was 500, compared to the WA Public school mean of 490. Progress for the stable cohort (9 students) ranged from moderate to very high. As the stable cohort made better mean progress than the WA Public schools average, **the current Business Plan target was met.**

Year 7 Reading:



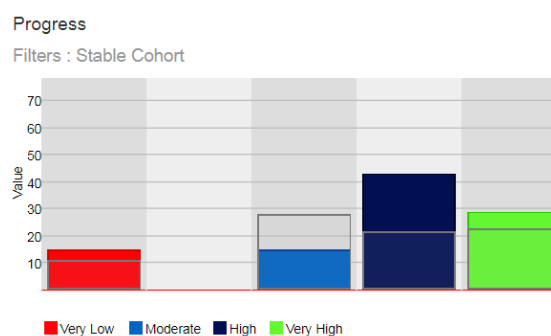
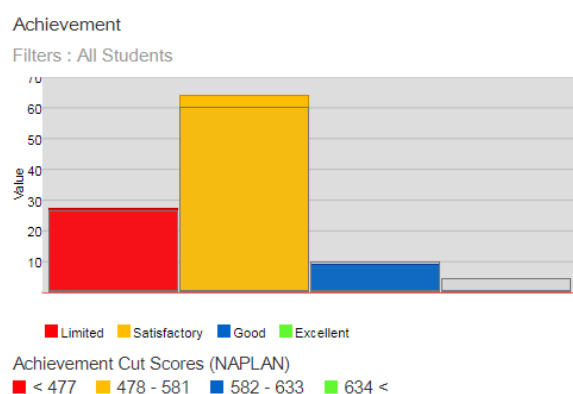
Year 7 students undertook their NAPLAN tests online for the first time in 2018. Achievement for this group (11 students) for Reading ranged from limited to good. The average score for all Beverley Year 7 students was 492, compared to the WA public school mean of 539. Progress for the stable cohort (the 7 students who were also tested in Year 5) ranged from very low to excellent. As the stable Year 7 cohort made better mean progress than the WA Public schools average, **the current Business Plan target was met**. *Results should be interpreted with caution due to the small size of the Year 7 group.*

Year 7 Writing:



Achievement for the Year 7 cohort for Writing ranged from limited to good. The average for all Year 7 students was 431, compared to the WA Public school mean of 505. Progress for the stable cohort (7 students) ranged from very low to high. As the stable cohort made less mean progress than the WA Public schools average, **the current Business Plan target was not met**.

Year 7 Numeracy:



Achievement for the Year 7 cohort for Numeracy ranged from limited to good. The average for all Year 7 students was 499, compared to the WA Public school mean of 549. Progress for the stable cohort (9 students) ranged from very low to very high. As the stable cohort made better mean progress than the WA Public schools average, **the current Business Plan target was met**.

Year 9 Reading, Writing and Numeracy:

Due to the small Year 9 cohort size, data cannot be displayed graphically. Student achievement ranged from limited to excellent in Reading, limited to good in Writing, and Limited to Satisfactory in Numeracy. Progress for the stable cohort ranged from moderate to very high in Reading (**the current Business Plan target was met**), moderate to high in Writing (**the target was met**), and very low to high in Numeracy (**the target was not met**). *Achievement, progress and Business Plan target achievement quotas for Year 9 should be interpreted with caution in light of the small group size.*

Progressive Achievement Tests

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 2018 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
Reading	75	83	77	84	100	92	65
Maths	100	92	62	60	45	31	56
Science	N/A	N/A	62	75	73	92	64

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

The strong results in primary school in Reading are encouraging, and may reflect a whole school focus on reading accuracy and comprehension. The lower proportion of students achieving at Stanine 4 and above for Mathematics contrasts with strong progress in numeracy for Year 3 and Year 5 NAPLAN results. In 2019, curriculum delivery in Mathematics will broadened to focus more comprehensively on measurement, geometry and problem solving. The Maths Mastery program will be reinstated in addition to the Prime/Pearson mathematics curriculum. The 70% target for our secondary students remains challenging, but achievement is approaching the target in both Science and Reading, which is very encouraging.

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 2018 Year 10 cohort, 20% had achieved an OLNA pass in all through areas (Reading, Writing & Numeracy) by the September round of assessment. Another 40% had achieved passes in some areas and Category 2 in others, indicating that they were on track to pass in all areas by the end of Year 12.

Preparing for ICT capability

The school invested in additional laptop computers for all our primary students to allow them to develop their ICT skills and to be ready for the first round of NAPLAN online assessments. In 2018, additional ipads were also purchased for use by Pre-Primary and Secondary students. Four new interactive televisions were purchased to replace aging Interactive Whiteboards in primary classrooms and the computer lab. Teachers have become increasingly familiar with a range of



technologies to teach students simple coding and other digital technologies. Students, staff and the parent community have continued to increase their familiarity with the Connect platform as a way of sharing student work, as well as using a range of applications and programs to investigate, analyse, communicate and create. In 2018, for the first time, digital rather than paper versions of student semester reports became the default option.

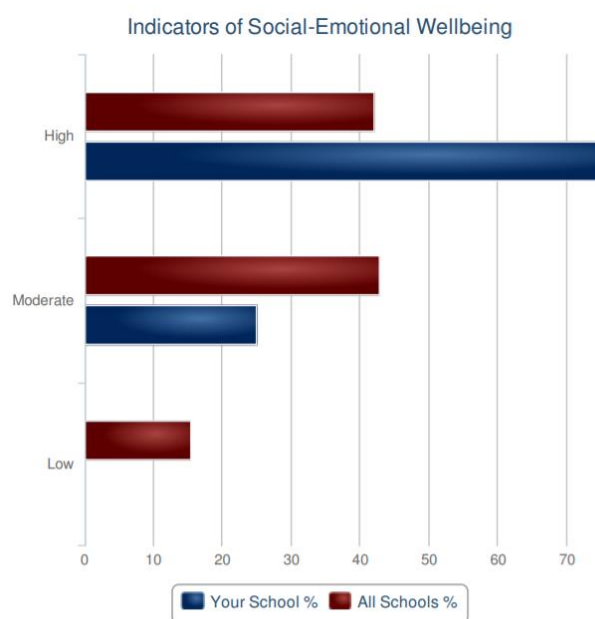
A Supportive School

With an ICSEA of 944 (Decile 8), the school caters for students from a variety of home contexts and is determined to ensure successful outcomes for students from all backgrounds. Important initiatives designed to ensure that Beverley is a supportive school have progressed over the course of 2018. Each of these initiatives is outlined in the school's 2017 -2019 Business Plan.

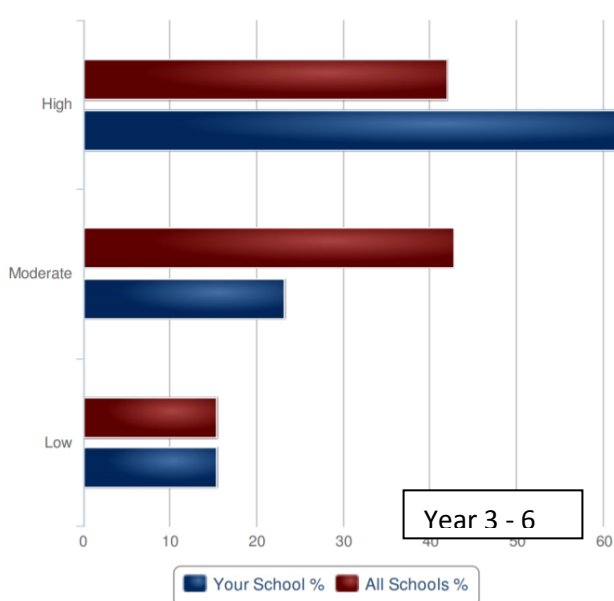
Social-Emotional Wellbeing

For the second year in a row, the school undertook a comprehensive assessment of student wellbeing using a standardised instrument, the Social and Emotional Wellbeing Survey. This is an anonymous survey that allows us to compare how our students are feeling about themselves, their school life and their home life, in comparison to other students of similar ages from across Australia. The students' responses are combined to calculate a score for social-emotional wellbeing. Results were collected from three groups of students: Years 1&2, Years 3-6 and Years 7-10.

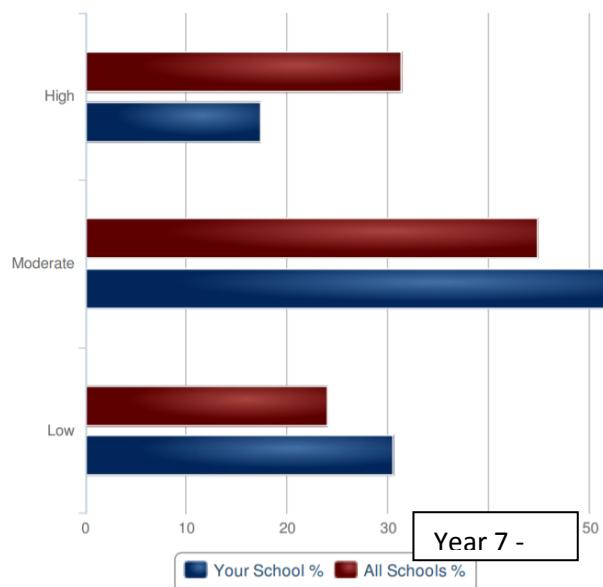
For students in Years 1-2, the social-emotional wellbeing of students at Beverley DHS was higher than that of students of a similar age across the national sample. At the time of the survey, around no Beverley DHS students in this groups reported low wellbeing, 25% reported moderate wellbeing, and 75% indicated high levels of wellbeing.



Year 1 and



Year 3 - 6



Year 7 -

The Year 4-6 group included 15% of students whose responses indicated that their social-emotional wellbeing was low. Of the remainder, 23% of students had SEW scores in the moderate range, and

62% were in the high range. This indicates a higher level of overall social emotional wellbeing than the national sample.

The Year 7-10 survey indicated a different pattern of responses, with more students at risk due to low social-emotional wellbeing than in either of the primary groups. Thirty percent of secondary students reported low wellbeing. Of the remaining students, 52% reported moderate levels of wellbeing, and 17% reported high levels of wellbeing. The secondary profile indicates lower average levels of wellbeing than the overall Australian sample.

The lower than average social-emotional wellbeing of the secondary cohort has confirmed the importance of the school's Chaplaincy program, its social-emotional learning programs including Rock and Social Skills, the drug education and mental health education programs run each year (such as Keys for Life), and the vocational programs with clear employment and post-school training pathways.



PBS – We have SPARK!



The Positive Behaviour Support initiative began in 2017 and has been consolidated throughout 2018. Our students have been specifically taught behaviour expectations for getting on with others and achieving well at school and in the community. The students have learnt that being **Successful** depends on being **Prepared, Aspiring, Respectful** and **Kind** (the SPARK matrix). They have learnt what each of these virtues looks like in a range of contexts – in the classroom, in the playground,

online, and in the wider community. Data collection about student misdemeanours – instances where they fail to observe expectations – has been collated over the course of the year.

Social Skills Program

AS a result of previously identified areas of need, a whole school social skills program, *Social Decision Making/Social Problem Solving* has been adopted as part of our Health program. Students from Pre-Primary to Year 10 complete weekly lessons which help them to learn positive effective ways of developing friendships, interacting with others, approaching challenges in the classroom, and resolving conflict assertively rather than aggressively or passively.

Behaviour Tracking

From the end of 2017, teachers have begun to systematically track all undesired behaviour according to categories of severity and behaviour to allow the school to identify trends and to assess the long-term impact of the PBS initiative. The table below summarises the behaviours reported during 2018.

Type of negative behaviour	Total number of incidents reported			
	Term 1	Term 2	Term 3	Term 4
Physical aggression towards staff	2	0	0	0
Abuse, threats, harassment or intimidation of staff	0	0	1	1
Physical aggression towards students	20	16	28	9
Abuse, threats, harassment or intimidation of students	8	0	3	4
Damage to or theft of property	2	0	2	1
Violation of Code of Conduct or school/classroom rules	133	198	377	307
Possession, use, supply of illegal substances or objects	0	0	0	0
Negative behaviour (other)	7	6	15	5
Total	172	220	426	326

Chaplaincy program

The school applied for and received a grant for chaplaincy services through Youthcare and appointed Chris Footer as our Chaplain after consultation with the School Board. Chris worked at the school for two days per week throughout 2018, and supported the Rock and Water initiative and other learning and leadership programs. Chris has provided counselling support for students who have parental permission to access this service, and also provided practical help and referrals for parents who might require some short or long term assistance. The school looks forward to a continuation of the chaplaincy service in 2019. As Chris is unable to continue in this role, we look forward to a new Chaplain being appointed to the school from 2019.

Learning support programs

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

Literacy support programs have been established across the school for students with specific learning difficulties including language impairments and dyslexia. These students access small group or individual tutoring support using evidence-based programs such as Macqlit and Multilit. Progress of students completing these programs has been very positive. Again in 2018, students at risk in Pre-Primary and Year One have been provided with support through Lit Booster; students who are at risk by half way through Year 1 are provided with a place in the Macqlit support program four times per week until they are performing at a similar level on word reading and spelling and text level reading fluency as their peers when assessed on the Literacy Acquisition Profile.

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

Secondary pathways

Beverley DHS provides pathways for secondary students for further education and training and for vocational and trades outcomes. In 2018, the school provided all secondary students with daily skills lessons in addition to their regular English and Mathematics classes in order to develop the literacy and numeracy skills required for the workplace or further training. These skills are assessed via the Online Literacy and Numeracy assessment which students pre-qualify for in Year 9 or sit in Year 10.

Vocational Learning: All secondary students undertake Careers education. In Semester 2, 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 2018, two Year 12 students who were unable to travel to a senior secondary campus were able to study ATAR or general courses on site at Beverley DHS through the School of Isolated and Distance Education. Courses included English, Chemistry, Mathematics, Physics and Human Biology.

Attendance

Student attendance is a good indicator of student engagement, but also can alert the school to a risk to a student's educational attainment. In 2018, attendance rates at Beverley DHS exceeded rates at 'like schools' and to that of other public schools.

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	79.1%	17.3%	2.6%	0.8%
2017	76.3%	13.6%	5.9%	4.2%
2018	79.2%	14.9%	5.9%	0.0%
Like Schools 2018	72.2%	18.4%	7.1%	2.3%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Attendance Overall Secondary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	37.9%	27.5%	31.0%	3.4%
2017	48.4%	35.5%	9.7%	6.5%
2018	64.3%	25.0%	7.1%	3.6%
Like Schools 2018	56.1%	21.8%	12.5%	9.7%
WA Public Schools	62.0%	20.0%	11.0%	7.0%

It is pleasing to see that the attendance of Aboriginal students at Beverley DHS is more consistent than at 'like' schools or WA public schools for both Primary and Secondary students.

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
2016	94.8%	91.9%	93.7%	87.6%	84.5%	80.7%	93.8%	91.1%	92.6%
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%

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
2016	84.3%	86.1%	89.5%	80.6%	69.6%	67.4%	83.7%	84.2%	87.7%
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%

A Sustainable school

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

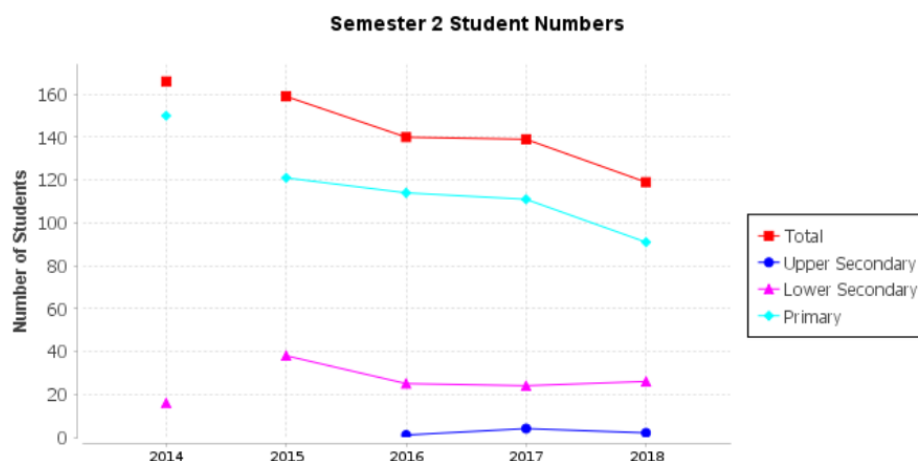
P&C association



The involvement of our Parents and Citizens' Association in supporting school events, providing resources for families, and encouraging family and community participation in the school, is very important. The K/PP Committee, a subcommittee of the P&C Association, is also very active in organising events and resourcing in the early years. In 2018, the P&C, led by President Bruce Kilpatrick, organised major events, ran the canteen and the uniform shop, completed the Nature Playground, and raised funds for school facilities including a secondary hangout area.

Enrolments

School enrolments at the end of 2018 totalled 139 students: 16 students in Kindergarten (pre-compulsory, part-time), 95 students in Pre-Primary to Year 6, and 28 students in the secondary school, including 4 senior secondary students enrolled with the School of Isolated and Distance Education. Of these students, 19 identify as Aboriginal. While our secondary group has remained small but steady, primary enrolments (which includes pre-primary students but excludes Kindergarten students) declined.



School grounds

The School Grounds focus for 2018 has been on renovation of the Edwards St end of the school. Trees have been cleared, the Kindy building painted, a new deck built, and the footpath renovated with assistance from the Shire of Beverley. At the John St end of the school, a new secondary hangout area has been established adjacent to the large red shed structure, with assistance from a donation from the P&C Association. At the front of the school, a new Six Seasons Garden has been planted by the students, and this will be further developed throughout 2018.



Human Resource planning and leadership development

Our long-serving Kindy education assistant, Lois Edwards, retired at the end of 2018. Aliesha Murray (Deputy Principal) and Shirley Wallis (Secondary English/HASS teacher) became permanent staff members. Two other teachers have met the requirements to become Senior Teachers.

School financial position

The school was provided with funding through targeted initiatives to provide a Kindergarten program for 15 hours per week and to provide a Chaplaincy service. These funds were fully expended.

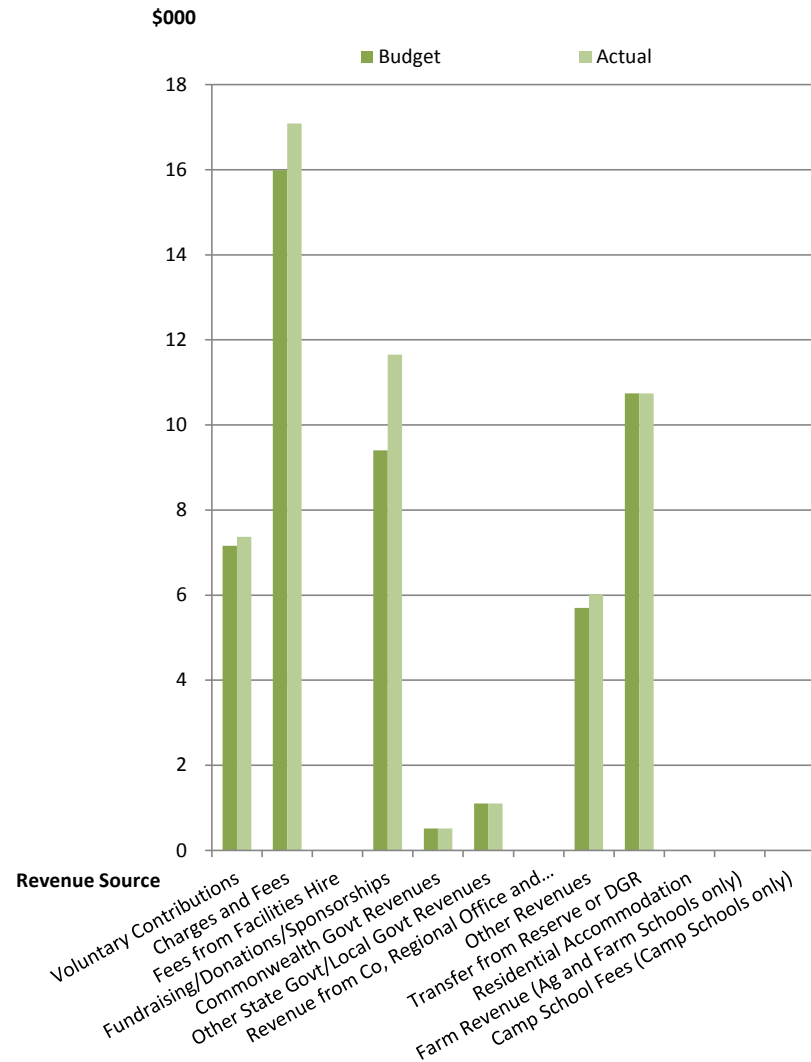
The remaining funds, including locally raised funds from school fees and our student-centred funding grant, were budgeted to meet identified school priorities for staffing and resource allocation in line with the School's Business Plan. The financial summary is provided below.

Beverley District High School

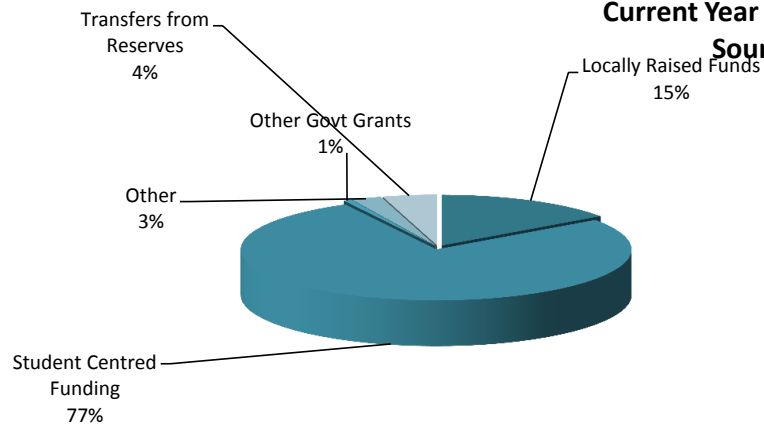
Financial Summary as at
31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 7,156.00	\$ 7,370.30
2	Charges and Fees	\$ 15,993.00	\$ 17,091.14
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 9,402.00	\$ 11,653.53
5	Commonwealth Govt Revenues	\$ 513.00	\$ 513.26
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 5,702.00	\$ 6,020.12
9	Transfer from Reserve or DGR	\$ 10,744.00	\$ 10,744.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 50,610.00	\$ 54,492.35
	Opening Balance	\$ 44,519.00	\$ 44,518.94
	Student Centred Funding	\$ 183,555.00	\$ 183,638.51
	Total Cash Funds Available	\$ 278,684.00	\$ 282,649.80
	Total Salary Allocation	\$ 1,897,259.00	\$ 1,897,259.00
	Total Funds Available	\$ 2,175,943.00	\$ 2,179,908.80

Locally Generated Revenue - Budget vs Actual



Current Year Actual Cash Sources

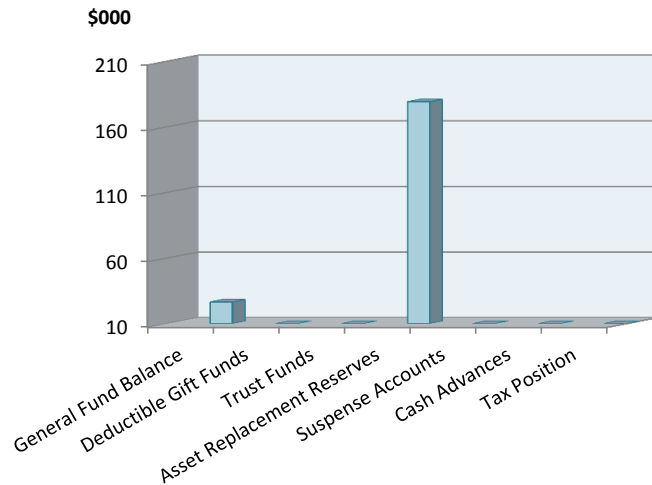


Beverley District High School

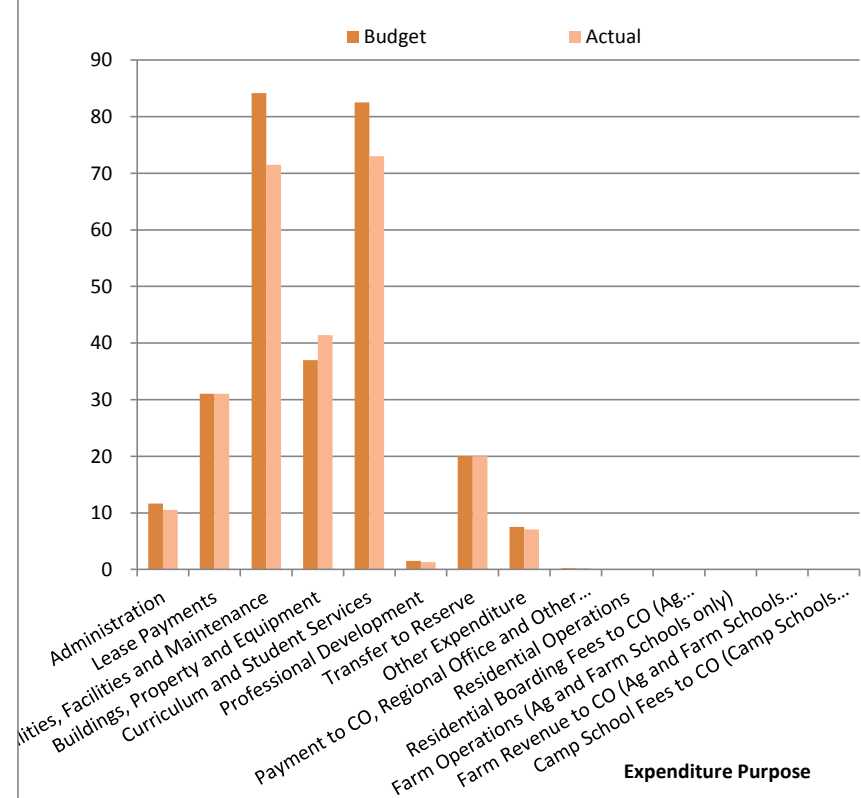
Financial Summary as at
31 December 2018

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 11,622.00	\$ 10,514.02
2	Lease Payments	\$ 31,052.00	\$ 31,051.77
3	Utilities, Facilities and Maintenance	\$ 84,154.00	\$ 71,516.22
4	Buildings, Property and Equipment	\$ 36,991.00	\$ 41,405.55
5	Curriculum and Student Services	\$ 82,520.00	\$ 73,035.31
6	Professional Development	\$ 1,500.00	\$ 1,295.46
7	Transfer to Reserve	\$ 20,000.00	\$ 20,000.00
8	Other Expenditure	\$ 7,518.00	\$ 7,077.96
9	Payment to CO, Regional Office and Other Schools	\$ 243.00	\$ 243.00
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	\$ 275,600.00	\$ 256,139.29
	Total Forecast Salary Expenditure	\$ 1,902,261.00	\$ 1,902,261.00
	Total Expenditure	\$ 2,177,861.00	\$ 2,158,400.29
	Cash Budget Variance	\$ 3,084.00	

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 203,211.12
Made up of:	-
1 General Fund Balance	\$ 26,510.51
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 179,121.21
5 Suspense Accounts	\$ 370.40
6 Cash Advances	\$ -
7 Tax Position	-\$ 2,791.00
Total Bank Balance	\$ 203,211.12

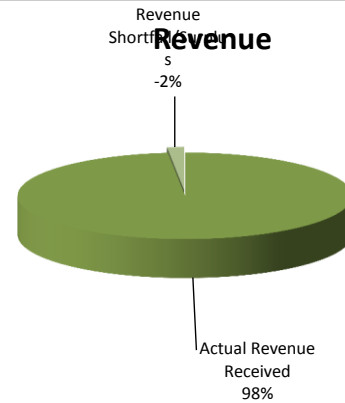
Beverley District High School

Financial Summary

31 December 2018

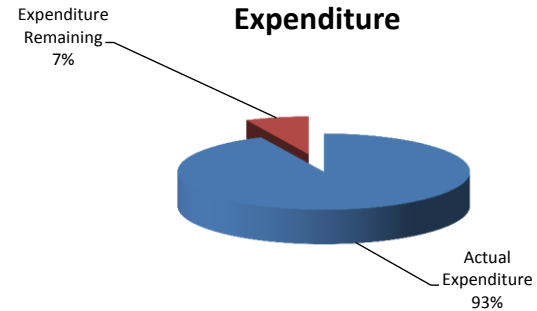
Cash Revenue:

Previous Year Closing Balance Brought Forward	\$ 44,518.94
Current Year Budgeted Revenue	\$ 234,165.00
Actual Revenue Received	\$ 238,130.86
Revenue Shortfall/Surplus	-\$ 3,965.86
Revenue Collected as a % of Current Budget	101.7%
Total Funds Available	\$ 282,649.80



Cash Expenditure:

Current Year Budgeted Expenditure	\$ 275,600.00
Actual Expenditure	\$ 256,139.29
Expenditure Remaining	\$ 19,460.71
Cash Budget Variance	\$ 3,084.00
Variance as a % of Total Funds Available	1.1%
Actual Expenditure as a % of Budgeted Expenditure	92.9%



Beverley District High School

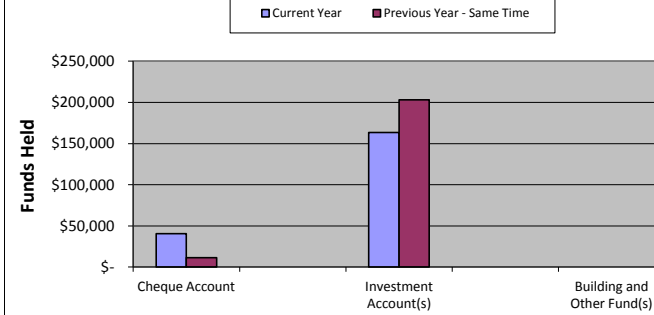
Financial Summary

31 December 2018

Reconciled Bank Balances:

	Current Year as at: 31/12/2018	Previous Year - Same Time
Cheque Account	\$ 40,729.71	\$ 11,463.23
Investment Account(s)	\$ 163,376.56	\$ 203,073.82
Building and Other Fund(s)	\$ -	
Total	\$ 204,106.27	\$ 214,537.05

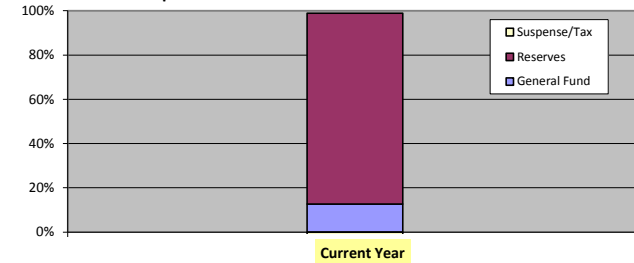
Bank Balances



Bank Account Composition

General Fund	13%
Reserves	88%
Suspense/Tax	-1%

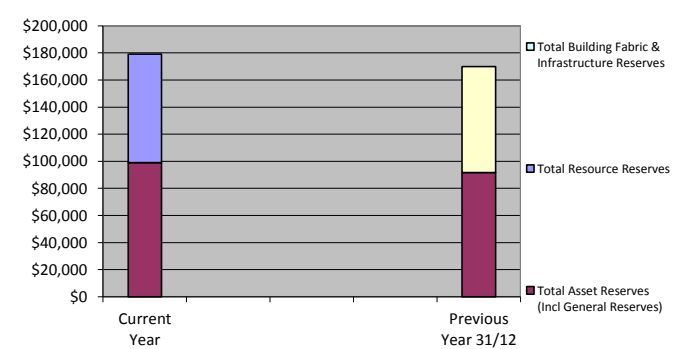
Bank Account Composition



Equipment Replacement Reserves:

	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	\$ 99,025.50	\$ 91,775.50
Total Resource Reserves	\$ 80,095.71	\$ 78,089.71
Total Building Fabric & Infrastructure Reserves	\$ -	\$ -
Total All Reserves	\$ 179,121.21	\$ 169,865.21
Current Year Reserve Transfer Funds Included above	\$ 20,000.00	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ -	N/A

Yearly Comparison Total Reserve Funds



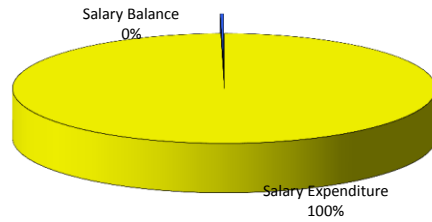
Beverley District High School

Financial Summary

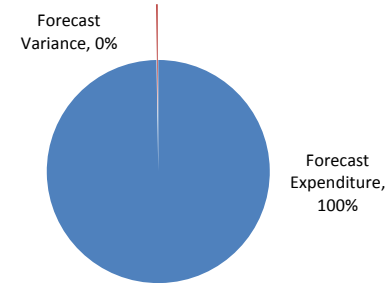
31 December 2018

School Salary Allocation (SCFM)								
As at 31/12/2018								
Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
\$ 48,965.00	\$ 1,994,969.00	-\$ 146,675.00	\$ 1,897,259.00	\$ 1,902,261.00	-\$ 5,002.00	100%	\$ 1,902,261.00	-\$ 5,002.00

Total Charged Salary Expenditure and Balance



Total Forecast Salary Expenditure with Variance



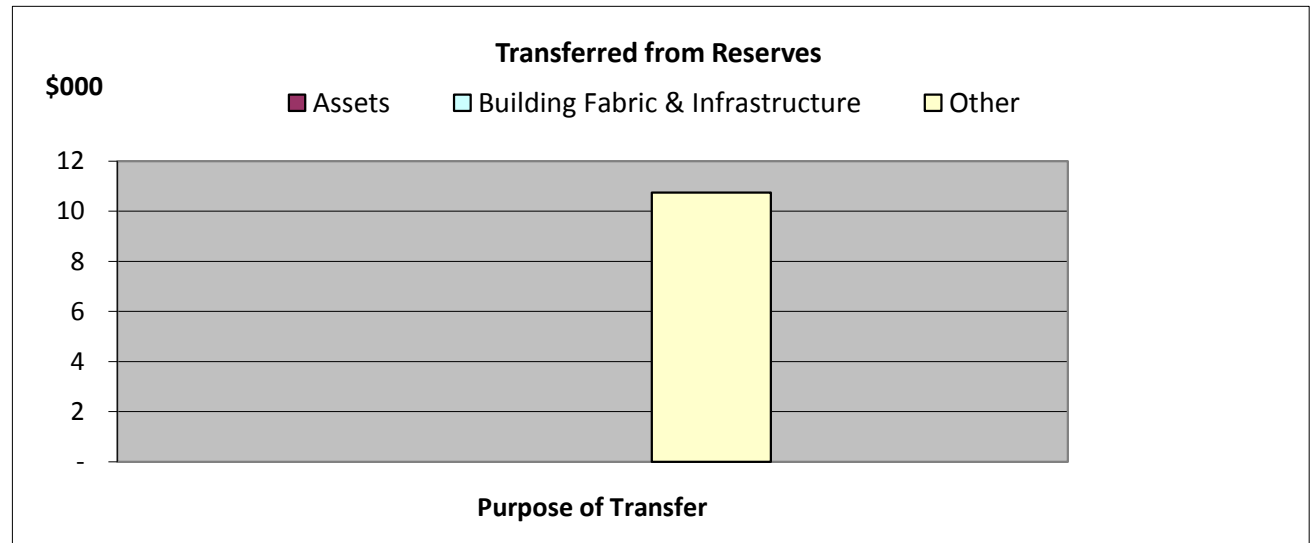
Beverley District High School

Assets and Resources as at
31 December 2018

Reserve Transfers

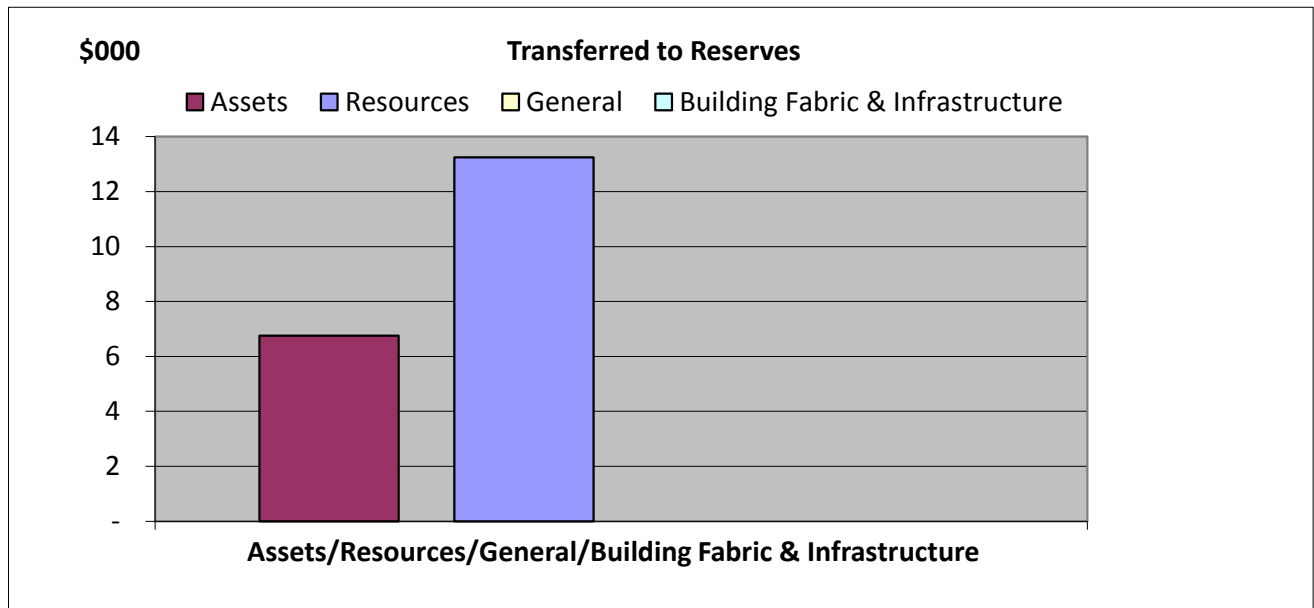
Transferred from Reserves:

Assets	\$ -
Building Fabric & Infrastructure	\$ -
Other	\$ 10,744.00
Total	\$ 10,744.00



Transferred to Reserves:

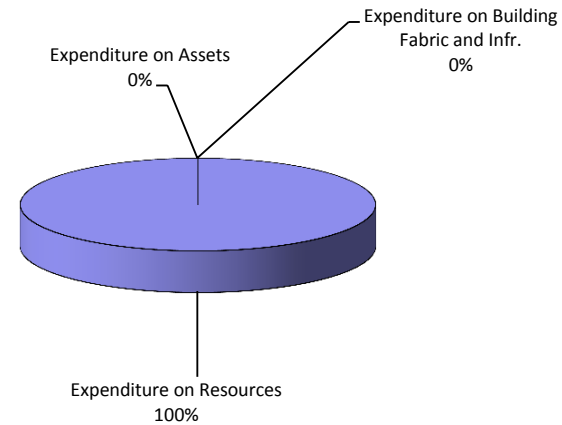
Assets	\$ 6,750.00
Resources	\$ 13,250.00
General	\$ -
Building Fabric & Infrastructure	\$ -
Total	\$ 20,000.00



Asset and Resource Acquisitions

Expenditure on Resources	\$ 41,405.55
Expenditure on Assets	\$ -
Expenditure on Building Fabric and Infr.	\$ -
Total Resource/Asset Exp	\$ 41,405.55

Asset, Resource and Building fabric & Infrastructure Acquisitions



Reserve Balances

Asset Reserves	\$ 99,025.50
Resource Reserves	\$ 80,095.71
General Reserves	\$ -
Building Fabric & Infrastructure Reserves	\$ -
Total Reserves	\$ 179,121.21

\$000

Reserve Balances

