

Beverley

District High School

Independent Public School

Business Plan 2017 - 2019 (June 2018 revision)



Beverley District High School

The heart of our community

Working in unity to make a difference for every child

Our vision:

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

Successful

Supportive

Sustainable

Beverley District High School serves around 130 students and their families in the Wheatbelt community of Beverley. This inaugural business plan represents the collaborative efforts of the school and its Board, in consultation with the wider school community, to clarify, strengthen and communicate its commitments during its first years as an independent public school.

The plan is organised into the three areas, representing our vision of ensuring that the school offers a successful, supportive and sustainable environment for Beverley's students to learn and thrive, now and into the future.

School Principal: Wendy Moore

School Board Chair: Carly Veitch

Successful

We recognise the fundamental importance of literacy and numeracy to future success and expect our students to achieve the highest possible levels of competence

Being successful means...

- We enable our student cohort to meet or exceed WA achievement standards, particularly in literacy and numeracy.
- We use data and research to plan effective learning programs and make sure they are working well.
- We give our students challenging opportunities in science, technologies and the arts.
- Staff members work together and help each other to continually improve their practice.

Beverly District High School is proudly committed to the Department of Education's ethos of high performance and high care for both staff and students. **High performance** is reflected in our demand for **success** for all. We are committed to ensuring that our students have the underlying competencies in literacy and numeracy as well as the fundamental personal wellbeing that they require to achieve success.

Success depends on an attitude of mind. Our school community has collaborated to articulate the belief that success as teachers and learners comes from being prepared, aspiring, respectful and kind. The acronym **SPARK** represents this belief, and underpins the school's new positive behaviour framework.

Success = Prepared, Aspiring, Respectful and Kind

Positive Behaviour Matrix					
We are		P repared	A spiring	R espectful	K ind
Outside the Classroom	S uccessful	When we are			
	We take pride in our school grounds and enjoy playing fairly together				
	We engage in each lesson and strive for improvement				
	We use technology to help us learn and understand the world around us				
Everywhere and Always	We are proud to be students at Beverly District High School and we know how to be our best				
		<ul style="list-style-type: none">Have the correct equipment ready for each lessonBe on timeDo homework	<ul style="list-style-type: none">Show improvementPresent work wellAchieve set goalsCelebrate your success and that of others	<ul style="list-style-type: none">Listen to othersFollow instructionsStay on taskUse a positive tone and body language	<ul style="list-style-type: none">Encourage others and use put-upsForgive mistakes
		<ul style="list-style-type: none">Keep password privateHand in phones and all digital devicesName and file documents	<ul style="list-style-type: none">Expand your skillsChallenge yourself	<ul style="list-style-type: none">Stop and THINK before you share online	<ul style="list-style-type: none">Help each otherLet someone know if you are worried about a friend
		<ul style="list-style-type: none">Wear school uniform correctly and with pridePut rubbish in the correct binBe tidyBe clean and hygienic	<ul style="list-style-type: none">Be a positive role modelResolve conflict with peers in a positive wayReport a problem that cannot be solved to a teacher or trusted adult	<ul style="list-style-type: none">Use appropriate language and manners [please, thank you and excuse me]Care for school propertyTake turnsBe a good audience	<ul style="list-style-type: none">Be polite and friendly to everyoneGrant adults respectfully

Achieving *SUCCESS* at Beverley DHS



Strengths

Our early years phonics program is aligned to contemporary research to ensure that all students are taught to read and spell and none slip through the gaps.

Year 3 NAPLAN data in reading, writing and numeracy show that our students have made good progress since they entered Pre-Primary.

Science tests which compare our students with their peers across Australia show above average results. The school also runs an extensions Science challenge program for talented and gifted (TAGS) students.

Our secondary programs provide vocational (trades) training and literacy and numeracy support to ensure students meet their Year 11 and 12 targets.

Challenges

Data from the Australian Early Development Census and the Pre-Primary On-entry assessment indicate that many students are vulnerable at school entry and need additional support in one or more domains.

The school must use limited resources carefully to maximise the staffing available for small group support programs.

To ensure students are prepared for the future, class teachers must continue to integrate science, design and digital technologies into their learning programs and strengthen mathematics and problem solving.

We need to maximise the progress of our high achieving students as well as those with learning support needs.

Commitments

We teach students to use **phonics** (sounds and letters in words), **morphology** (base words, prefixes and suffixes), sophisticated **vocabulary**, complex **text structures** and quality **literature** to become successful readers and writers.

We use a **concrete, pictorial, abstract** approach for maths programs and adopt the Singapore model across primary years to avoid learning gaps and strengthen outcomes.

Our teachers use our whole school plans for Science and Technologies and integrate digital approaches into teaching and learning.

Our teachers use the highly effective explicit instruction method in their classes each day so that students at all levels make strong progress.

Targets

We set school-level targets so that we know whether our students are making adequate progress in each term of each year. We compare our students' outcomes to state-wide and national student performance.

Our NAPLAN data will be compared to average student achievement across **all WA public schools**, not just 'like' schools.

We expect that 70% of students at Years 5, 7 & 9 will make **moderate, high or very high progress** in NAPLAN **reading, writing and numeracy** compared to the WA average when assessed each year. For Year 3 students, progress targets will be measured against like schools.

We expect that 70% of our students will achieve Stanine 4 or above (**score in the top 70%**) in national tests of **reading comprehension and mathematics** in Years 2, 4, 6, 8 and 10 and in **science** in Years 4, 6, 8 and 10 when assessed in Term 4 of each year.

Being Successful

These strategies will help us meet our commitments and achieve our targets:

Literacy:

We teach students to understand and use phonics, morphology, sophisticated vocabulary, and complex text structures. We share and encourage them to read quality literature.

Our **Kindergarten** program will focus on children's physical, social and communication skills. Individual support will ensure that, by the end of Kindergarten, most students communicate confidently and clearly using everyday words. Students will hear and talk about stories that use both common and specialised words. Students will be taught to recognise and write letters and to listen for the sounds words can be broken into. By the end of the year, most students will know the sounds of the letters of the alphabet and many will read and spell words like 'fan'.

Our **Pre-Primary to Year 3** students will use the ALISSEN phonics-based program to ensure accurate word reading and spelling. They will be taught to use phonemes (the sounds in words represented by letters) and morphemes (including prefixes and word endings) to read and spell longer words. Students will be assessed each term using the Literacy Acquisition Profile (LAP) to ensure that they can read and spell fluently and accurately. They will practise reading using 'decodable' texts (made up mostly of words that students can sound out for themselves) and apply their phonic skills to tackle stories confidently. They will hear and read children's literature and other texts to extend vocabulary.

Students in **Year 4 to Year 6** will be taught to use the word meanings and origins presented in the Spellit program and the subject area texts and literature they study to understand, read and spell longer and more sophisticated words.

Across the **primary years**, our teachers will identify the kinds of sentence and text structures that students need to master and teach them how to say, write and punctuate them. They will learn specific strategies to improve their comprehension of more challenging fiction and non-fiction texts. Teachers will focus on ensuring that students use varied and sophisticated vocabulary in their writing.

Our **secondary** students will continue to focus on their literacy skills in reading comprehension, text structure and spelling as well as tackling the robust demands of the WA English syllabus for Years 7 to 10.



Numeracy:

We use the 'concrete, pictorial, abstract' approach within a whole-school mathematics program to avoid learning gaps and strengthen outcomes.

Our **Kindergarten** program will focus on developing counting skills and mathematical language in the context of both play-based activities and carefully planned activities.

Teachers in **Pre-Primary to Year 5** (to Year 6 by 2018) will use the PRIME mathematics program and concrete materials to support key understandings in place value, arithmetic, measurement, geometry and the foundations of algebra. This program is based on the 'Singapore model' which is beneficial because of its success in teaching complex mathematical ideas in a rigorous and consistent manner.

Concrete materials based on the resources developed by Dr Paul Swan have been purchased and will be distributed and used in all **primary** classrooms by the end of 2017 to support the learning program. The Maths Mastery series (Junior and Elementary Maths Mastery) will support both primary and secondary students to gain automatic recall of mathematical concepts and reduce the risks of 'gaps' in learning.

Secondary mathematics programs will draw on the Pearson resources aligned with the WA Syllabus to ensure that all students have the opportunity to demonstrate the relevant year level standard. Daily numeracy skills lessons will also use the Maths Mastery materials and will focus on enabling students to achieve passes in the Online Literacy and Numeracy (OLNA) tests before they reach the end of Year 10.



Being Successful

Science and Technologies:

Our Science plan and our Digital Technologies plan both detail a term by term teaching focus, with ICT integrated into subject areas across the school day.

These strategies will help us meet our commitments and achieve our targets:

The Primary Connections science resource will be used in all **Pre-Primary to Year 6** classes with a new topic introduced each term in line with the school's science plan. Pearson and Science by Doing resources will be used in **Secondary** classes. The school's two science specialist teachers provide guidance in developing and implementing the science curriculum across the primary and secondary school.

The **Talented and Gifted Students** (TAGS) program allows identified students in **Years 4 – 6** to undertake a weekly program to extend their mathematical, scientific and technological thinking. Students work together to solve problems and participate in state-wide competitions.

A detailed scope and sequence for Digital Technologies has been drafted and will be finalised by 2018. In **Pre-Primary to Year 3**, the digital technologies curriculum will focus on patterning and visual algorithms in the context of design processes to achieve a specific purpose. In **Years 4 to 6**, the focus will be on digital coding using educational software applications such as Scratch. **Secondary** students will focus on applied use of technologies and on coding skills.

The information and communications technology (ICT) capability of students will be developed across learning areas rather than as a discrete subject. Beverley DHS does not require students to 'bring their own device' to school. Instead, the school will invest in new laptops, desktops computers and ipad devices, ensuring that students from PP to Year 12 have access to appropriate technology every day. The school will be ready to trial NAPLAN online in 2018 for reading and numeracy. Staff will work with students to ensure awareness of digital security and online etiquette and safety.

Staff and students will improve their knowledge of common software applications (e.g. Microsoft Office) and interactive learning applications such as the Department of Education's Connect facility (which will be used by the school and all its teachers to communicate with students and parents) as well as commercial learning platforms including DoJo and See Saw which allow students to access resources, upload assignments and share their work with their peers, their families and their teachers.



Teaching and Learning:

Our teachers use highly effective explicit instructional methods so that all students, including those already doing well, make strong progress.

Teachers will routinely use the iSTAR lesson structure (developed by the WA Primary Principal's Association) to plan lessons, so that students know what they are expected to learn and be able to do. Teachers will develop and refine their use of the highly effective Explicit Instruction (EI) approach which follow the 'I Do, We Do, You Do' pattern of teaching. This technique involves fast-paced lessons with high levels of student engagement and feedback. Teachers will use these techniques daily in lessons to present new content and review skills and knowledge.

Teachers will support each other by inviting colleagues to view their lessons and by seeking regular feedback about lesson delivery. Key teachers will participate in coaching by an external expert, Dr Lorraine Hammond from ECU, during Semester 2 of 2017. These staff will then support their peers in implementing Explicit Instruction lessons. Staff will visit and collaborate with other schools who are implementing Explicit Instruction approaches to provide collegiate support.

The school will use ECU research findings and staff self-reflection and achievement data to measure the impact of the initiative. Scheduled data collection will include literacy acquisition profile (LAP) measures, annual Progressive Achievement (PAT) tests and NAPLAN data.



Supportive

We celebrate the unique potential of each individual and work together with families to help all our students to thrive.

Being supportive means...

- We give students the help they need to be resilient and successful.
- We build a caring close-knit school community with strong relationships with families.
- We belong to a community that supports its school and a school that supports its community.
- We provide our students with effective alternative programs and pathways to meet their diverse needs.

Beverley District High School supports the Department of Education's ethos of high performance and **high care** for both staff and students. As a small school, we are able to get to know each child well.

We value close relationships with families and encourage collaborative partnerships that mean that parents have a real say in how their children are challenged and supported. We deliberately plan for small class sizes, especially in the early years, so that we can nurture and recognise individuality.

We ensure that students receive early help if they need it. For children who live with physical, sensory or cognitive disabilities such as autism or intellectual disability, or for students who experience learning difficulties such as ADHD or dyslexia, we provide effective, research-based learning support in a welcoming and inclusive setting.

We know that all of our students have a valuable place in the Beverley community both while they are at school and once they leave to take their place as citizens. We work hard to ensure that our students have the skills and attitudes that will enable them to contribute meaningfully to their region, and that they value what they can do for their community and what their community can offer them.



Being *Supportive* at Beverley DHS



Strengths

We have developed valuable relationships with our local playgroup and the newly formed Beverley Early Years Group.

The Life Skills Program (LSP) provides a very effective alternative learning support program for students with disabilities and learning difficulties.

Effective, evidence-based literacy intervention programs are used across the school to support students who require Tier 2 (small group) or Tier 3 (individual) support.

Students with special needs (both with and without formal diagnoses) in the areas of wellbeing, behaviour or learning have access to individually designed and resourced intervention programs.

Challenges

It may be difficult for the parents of students with wellbeing, learning and behavioural needs to access support from allied health workers locally, so the school is committed to providing school based support.

The school must use limited resources carefully to maximise the staffing available for small group support programs.

Timetabling specific support for students with numeracy difficulties has historically been an area of need and the school will need to provide additional resources to support this area.

The school is committed to initiatives designed to strengthen secondary attendance in order to maximise learning and work readiness. We will use the Aboriginal Cultural Standards to build responsiveness into our planning.

Commitments

Support early years initiatives including staff resourcing and facilities for the Beverley Early Years Group, a short-block 3 year old Pre-Kindy transition program, and Triple P parenting programs.

Embed wellbeing initiatives into annual planning (parent days, workshops, forums). Timetable regular lessons for all classes in Rock & Water, Positive Behaviour Support, and Social Skills. Engage a school chaplain.

Learning support programs increase by Term 1 2018 to include all students who need them, including small group numeracy interventions for students below the standard on formal and teacher assessments.

Deliver Vocational Education and Training (VET) Certificate 1 or school-based traineeship programs and essential literacy and numeracy (OLNA) support for Year 10 students.

Targets

Improved ratings (an increase of 20%) in the number of students operating at high levels of Social and Emotional Wellbeing (SEW) (from annual survey) for at-risk groups by mid 2018 and again by mid 2019.

An external school audit in 2018 and 2019 will show universal awareness amongst staff and students of the Positive Behaviour Support (PBS) norms (i.e. the SPARK matrix).

Students completing Year 10 have achieved passes in the Online Literacy and Numeracy (OLNA) assessments and have attained either a vocational qualification (Certificate 1 or 2 in a VET course) or 55 hours of workplace learning from a community placement.

Improved attendance in the secondary compared to the 2016 baseline over three years.

Being Supportive

These strategies will help us meet our commitments and achieve our targets:

Early years and family support

We support, nourish and resource early years initiatives.



The school will fund a teacher (provide 0.1 FTE or one half day per week) for 2017 and as necessary into 2018 to lead the development of an Early Years group that includes representatives from Child Health services, Family Services, the Shire, and community groups (e.g. playgroup, daycare, Beverley CRC). The school will make available premises for the group to meet and will provide the group with administrative support (e.g. photocopying, meeting rooms for workshops).

The school will provide a staffed, small group pre-Kindy program in Term 4 each year for 3 year old children who have been identified during Get Ready for Kindy sessions as requiring additional transition support and or referral to specialist services.

The school will release early childhood staff and provide ongoing staff training to run Triple P parenting programs twice per year with follow up parent sessions.

The school will fund consultation and teacher training on an occasional basis with a private speech pathologist to provide additional support to families of children with speech, language and communication delays and disorders.

Wellbeing initiatives

We are committed to Rock and Water, the positive behaviour schools framework and chaplaincy.



All class teachers will run regular Rock and Water lessons with their classes and promote and share the strategies and activities at whole school events and assemblies. These strategies will be linked to the Health and Physical education curriculum, protective behaviours, and the PBS framework.

The school will launch the Positive Behaviour Schools (PBS) initiative (SPARK) with a matrix and resources ready to go in classes across the school by the end of 2017. Staff will develop lesson plans and resources to allow the explicit teaching and practice of behavioural expectations for all students.

The impact of the initiative will be monitored with annual audits and surveys of students, staff and the community in relation to awareness of and compliance with the framework and social emotional wellbeing surveys.

The school will develop a chaplaincy plan with a focus on building relationships with upper primary and secondary students and investigating the viability of a parent support group. Referral and counselling support will be integral to this initiative.

The school undertakes to support cultural awareness through developing the knowledge of staff and students about a range of cultural groups and practices, especially of the families enrolled at our school. The school will make use of the Aboriginal Cultural Standards Framework to build cultural responsiveness, including understandings of how relationships and the learning environment impact on student achievement and wellbeing.

Being Supportive

These strategies will help us meet our commitments and achieve our targets:

Secondary Pathways

We will deliver vocational education and training and online learning to support the diverse needs of our secondary students.



Commencing in 2017, the school will offer an accredited Vocational Training Certificate 1 course (in Construction, Horticulture, or equivalent) for our secondary students aged 15 years and older in partnership with registered training organisations and neighbouring schools.

We will provide careers education for students in Years 7-10. Year 10 – 12 students will have the opportunity to complete an approved 55 hour work placement at a business in the local community. Successful completion will contribute to progress towards the WA Certificate of Education.

Secondary teachers will run daily literacy and numeracy skills sessions in addition to English and Mathematics periods; the school will provide twice weekly additional individual tutoring sessions for students at risk of not achieving passes in the Online Literacy and Numeracy assessment (OLNA) by the end of Year 10.

The school will negotiate with families to provide students who are unable to access senior secondary (Year 11 and 12) schooling elsewhere due to special needs or circumstances to enrol with SIDE (School of Isolated and Distance Education). The school will provide appropriate computer access facilities and supervision to enable independent study.

Learning Support programs

We will increase access to learning support for all students who require them



We will provide an intensive alternative learning support program (LSP) incorporating a mix of mainstream and modified curriculum and delivery for upper primary and secondary students with diagnosed and imputed disability. We will develop documented learning plans with a focus on literacy and numeracy acquisition and functional, vocational and social skills.

The school will provide Macqlit support classes run by trained staff for students from Years 2 - 6 and LSP students who read at less than 60wpm on WARP (reading fluency) assessments or who display evidence of dyslexia (specific difficulty with reading and spelling) or (specific difficulty with writing).

We will provide additional numeracy support programs (one for upper and one for lower primary students) by end of Semester 1 in 2018 to support students whose performance or progress suggests specific numeracy difficulties (dyscalculia).

The school will provide Tier 3 (individual and targeted) literacy and numeracy support for students in the lowest 10% of population in NAPLAN and/or the same age cohort school-based assessments.

Sustainable

We value our school's heritage and cherish its strong past and its strong future serving the community.

Being *sustainable* means....

- We strive to strengthen the school's place at the heart of the Beverley community for now and for years to come.
- We ensure that our school meets the needs of the community to keep numbers and programs strong.
- We value our history and our school surroundings as we adapt for the future.
- We promote and model the smart use of natural resources in the school and the wider community.

Beverley District High School is part of Western Australia's proud public school system. As an Independent Public School, we enjoy significant autonomy. In alignment with the Department of Education's strategic plan, and under the governance of our School Board, we plan and deliver outcomes that meet the community's vision for our students. Our Board consists of staff members, parents and community members. Our current Chair is Mr Brendan McLean (parent member).

Our school, which has around 130 students from Kindergarten to Year 10, welcomes students from the Beverley community and surrounding areas. The Ballardong people are the traditional owners of the lands on which the school is situated and its staff and families live. Our school community includes Aboriginal students from this and other areas. Some of our students come from farming families who have lived in the district for generations; others have families who work in local industries; and some come from families who have relocated to Beverley to enjoy the peaceful rural lifestyle and close-knit community. School bus services bring students in to town from the surrounding district. We aim to achieve stable school enrolments with as many local families as possible choosing Beverley DHS as the school of choice for their children.



Being *Sustainable* at Beverley DHS



Strengths

The school has operated as a District High School on this site since, and many of our students' parents attended the school.

Initiatives including Wastewise, Waterwise, and Sustainable Schools improve our resources and add value to learning programs.

Our staff seeks continuous school improvement; our School Board is committed to high quality school governance; our P&C and parent volunteers enhance school programs and facilities.

Challenges

The school's beautiful old buildings and grounds need maintenance and repair but our financial resources are limited.

The Shire population has declined over the last 10 years, with a corresponding decline in school enrolment numbers.

Our secondary students require a comprehensive curriculum which meets the interests and aspirations of a small but diverse group.

Commitments

Renovation of Kindy end entrance and quadrangle area; resourcing for the nature playground; funding to complete the stormwater retention project

Partnerships with the Beverley Early Years Group and support for local initiatives to give local families with young children access to local networks and services.

Ongoing governance training for the School Board and for school leadership teams to drive school improvement and provide genuine voice and empowerment.

Targets

School gardens and grounds to be self-sustaining in terms of water use (maximum 20% scheme water) over a 3 year cycle.

Over a three year cycle, we will see a significant and sustained reduction in scheme water use as compared to use before the stormwater basin was built.

School self-review will be genuinely representative of all stakeholders and reflect the shared vision and journey of jointly developed Business Plan.



Being Sustainable

These strategies will help us meet our commitments and achieve our targets:

Grounds and facilities renovation

We develop and effect plans for maintaining and improving buildings and grounds



The school will fund and/or manage the repainting of quadrangle window frames and boards, painting of the kindergarten building, re-landscaping of kindergarten entrance and streetscape.

We will manage and resource the construction of a stormwater retention basin on school grounds to be used to water the grounds over summer months. The project will be part funded by a \$100 000 Department of Water grant auspiced by the Beverley P&C Association and supported by in-kind contributions from P&C, school and community members.

With financial and planning support from the P&C, the school will construct a nature-based adventure playground, incorporating student project involvement (planning and construction).

We will involve students and the community in the regeneration of unused sections of the oval and landscape areas around the retention basin (Students and volunteers will support planning, planting, watering and weeding).

Strengthening governance

We adopt rigorous systems of review to ensure the school maximises student achievement and wellbeing.



The School Board will support its members to undertake Board training and disseminate knowledge to other members of the Board. The Board will complete an annual self-audit and review and apply the findings to continue to improve its governance capacity.

The School Board will work with the school to examine and consider data from assessments, surveys and monitor targets and milestones, and will collaborate with the school leadership team to develop and endorse the annual school report.

The Board will play a key role in the school self-review and the external review in the third year of this business plan and (through the Chair), will contribute to the Principal Professional Review.

Leaders of each of the school's Developmental Learning Teams (DLT leaders) will undertake training in leading school improvement and contribute to ongoing analysis and review of school resource allocation, performance data and strategic planning.

School staff will regularly review achievement and wellbeing targets and milestone markers for strategies to ensure that the operational plans in place across the school are having the planned impact. This analysis will help the school to determine which strategies need to be embedded and strengthened, and which need to be altered.

Monitoring and reporting by the school will meet compliance requirements of the Delivery and Performance Agreement and be readily accessible to the school community.

Being Sustainable

These strategies will help us meet our commitments and achieve our targets:

Leadership development

We ensure that leadership is nurtured to drive effective initiatives and support the workforce plan.

The school will employ a distributed leadership model to support innovation and develop capacity across the staff. Curriculum and developmental learning teams will be supported by teachers with particular interest and expertise in these phases of learning and curriculum areas. Curriculum team leaders will represent priority areas on the finance committee. The developmental learning team leadership group will drive the school's strategic planning.

Performance management will support teachers to explore the Highly Accomplished and Lead Teacher levels of proficiency as well as Senior Teacher and Level 3 teacher development processes. Collegiate support and professional learning for teachers exploring leadership will be resourced.

Staff will have the opportunity to access leadership training offered through the Institute of Professional Learning and be encouraged to take the opportunity to put learning into practice by leading school initiatives.

Student leaders from the primary and secondary cohorts will work with a teacher co-ordinator (release time resourced) to develop school, community and regional initiatives and contribute to school planning and review. School level leadership activities and an annual regional student leadership forum will be facilitated by the school.



Building our enrolment base

We will work to ensure that Beverley DHS is the school of choice for local families enrolling students from Kindergarten.

Ready for Kindy sessions and support of Beverley Early Years Group initiatives will be resourced to support family networking and familiarity with the Beverley DHS school environment.

The school will actively support initiatives by local community organisations to develop and support local child care facilities including before and after school care, occasional care, family day care and long day care to ensure that families are able to have their childcare needs met locally.

Proactive communications of the school's strengths through community print publications (Blarney and local newspaper), as well as Facebook and the website, will be prioritised and resourced. An information technology support position will be created and funded to ensure that the website includes important information about the school's distinctive strengths.

Existing high impact programs and activities (e.g. early literacy support programs, specialist programs, VET industry training, school camps) will be highlighted in community and school publications.

The school (and School Board) will undertake research through phone surveys and focus group discussions to identify which factors parents consider when planning their children's secondary schooling and develop targeted responses.





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