Department of
Education
GOVERNMENT OF
WESTERN AUSTRALIA

Shaping the future

Beverley District High School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Beverley District High School is located approximately 125 kilometres east of Perth in the Wheatbelt Education Region. The town is believed to be named after Beverley in Yorkshire, England, where some of the earliest explorers of the area originated from.

The school was established in 1873 and boasts historic buildings and attractive grounds, including a nature playground to stimulate exploration. In 2017, the school became an Independent Public School.

Currently, there are 142 students enrolled from Kindergarten to Year 11. Beverley District High School has an Index of Community Socio-Educational Advantage of 966 (decile 7).

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a self-assessment that was both thorough and rigorous.

The following aspects of the school's self-assessment process are confirmed:

- The Principal, deputy principal and manager corporate services facilitated a thorough school self-reflection process in advance of preparing the Electronic School Assessment Tool (ESAT) submission.
- Input from a broad cross-section of staff led to the collection and preparation of evidence for the ESAT submission. Evidence selected for inclusion supported the school's performance against The Standard.
- A well written Assessment Summary, presented within the ESAT submission, provided the review team with a sense of the school's recent history, strategies, collective goals of the local community and key plans for improvement during the next planning cycle.
- Staff in leadership, teaching and support positions contributed their reflections and future plans to the evidence uploaded for validation. All were articulated clearly, with purpose, and aligned across the staff cohort.
- The enthusiastic participation of staff in meetings throughout the validation visit, supported and added value to the ESAT submission.
- Of particular value was the participation of members of the Beverley community representing the Board, P&C, local businesses, government agencies, partner organisations and families.

The following recommendations are made:

- In future submissions avoid the duplication of selected evidence. Breaking down large pieces of evidence into smaller annotations will assist when conveying the impact against each domain of The Standard.
- Explore ongoing use of the ESAT as a repository for self-assessment data to support the monitoring of school performance against strategies and targets.

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Relationships and partnerships

The close-knit community articulated 'feeling lucky' to have an established school and champions, providing a partnered approach to education through advocacy. Community members describe their young people as happy and well-supported at school.

Commendations

The review team validate the following:

- Students view the school as a 'family', enjoy frequent reward excursions and activities, participate in the DFES[1] Cadet program, develop their leadership potential and describe the school as unique and exciting.
- Families value the school's one to one communication as well as via channels such as text messages, a regular insert in the local newspaper, 'The Blarney', and the newsletter.
- The school is considered a key local institution where students are extended through participation in sports, the arts, work experience and community events such as the annual agricultural show. A strong relationship between the school and the Shire of Beverley enhances the experience of students.
- The committed P&C supports learning programs and infrastructure improvements through fundraising. Support is also provided to ensure equity of access to experiences for disadvantaged students.
- Board members engage in dialogue concerning student progress and the achievement of strategic targets.
- The Beverley Playgroup, located on site, is a community learning hub and gives families access to early childhood parenting education such as that offered by Child and Parent Centres.

Recommendations

The review team support the following:

- Update the marketing, communication and parent engagement plan to align to new strategic goals of the 2023-25 business plan, including a review of the effectiveness of current parent communication channels.
- Facilitate the sharing of School Board team building and governance training with nearby schools.

Learning environment

The school grounds are well-maintained and students, families and staff take pride in their natural environment and play spaces. Culturally responsive leaders engage regularly with local Aboriginal elders and families.

Commendations

The review team validate the following:

- Recent upgrades to the Early Childhood learning areas and playgrounds has assisted the team of teachers and education assistants (EAs) to better meet the learning needs of students.
- The provision of well-maintained, open play spaces and student managed sports equipment, ensures that students maximise their out of class and leisure time: There is a planned upgrade to the school oval.
- Parents value the learning support coordinator in supporting their children. EAs provide expertise and perspective in managing SAER[2] and work in close partnership with teachers.
- Remote design and technologies classes delivered through SIDE[3] aid the coverage of curriculum for secondary students.
- The PBS[4] team, with its established SPARK[5] values and associated behaviour matrix, is owned school-wide.
- Staff believe that their wellbeing is a priority of school leaders and reported feeling cared for and supported.

Recommendations

The review team support the following:

- Continue to refresh the PBS SPARK strategy to maintain a positive learning environment.
- Finalise the student services policy currently under development. Refine the roles of staff in supporting SAER and establish a student services team to support the policy.

Leadership

Leadership is multi-directional. Staff look for guidance from senior leaders on purpose and vision while the leadership of classroom teaching is a broadly distributed voluntary movement among skilled teachers.

Commendations

The review team validate the following:

- Strong distributed leadership is apparent and numerous opportunities exist for aspirant and experienced members of staff to support the school leaders in directing the comprehensive strategic agenda.

- Successive business plans over recent years have provided stability of strategic direction and ensured staff are able to meet targets for student achievement and progress.

- Leadership of school-wide literacy by staff on a voluntary working party has been successful in improving student outcomes and led to the formation of a similar leadership structure for numeracy.

- Teaching in the primary years is guided by best practice in Explicit Direct Instruction (EDI) and has been embedded over time. This has assisted the recent development of EDI approaches for secondary students.

- Participation in the Fogarty Foundation's EDvance School Improvement Program, as part of cohort nine from 2022-24, is intended to strengthen student achievement, strategy and build staff leadership capacity.

Recommendations

The review team support the following:

- Complete the work undertaken to develop scope and sequence plans for all learning areas, Kindergarten-10.

- Form a school improvement team to ensure maximum impact from the Fogarty EDvance program over the coming three years.

Use of resources

Resourcing and finances are reported and communicated with all stakeholders. The Board, P&C, Finance Committee and staff throughout the school can see the reasoning and impact of all resource-based decisions.

Commendations

The review team validate the following:

- The skilled manager corporate services provides transparency of finances and resourcing for staff through regular reporting and comprehensive financial information reports to the School Board.

- School leaders consult with staff on new staffing initiatives and input is sought when determining the balance between staffing and the allocation of cash budgets.

- The workforce plan is a flexible roadmap aimed at attracting and retaining staff in the rural location while succession planning for future teaching, support and leadership needs.

- An experienced ICT[6] network support officer provides the contemporary tools needed to support 12 years of student learning while consulting on replacement and updates with the staff. A current priority is placed on closing of gaps identified in providing the tools required for the secondary years' ICT needs.

- Plans clearly articulate the ways in which student characteristics and disability resourcing funds are used to support student learning in the classroom. The team of EAs is expertly managed and developed by the deputy principal.

Recommendations

The review team support the following:

- Proceed with the planned alignment of budgets to operational plans to provide clarity for cost centre managers when purchasing to meet strategic goals.

- Continue to support students in developing their ICT literacy so that they can take their place in the modern workforce. Implement the ICT plan and develop reserve and replacement plans for the technological fleet.

Teaching quality

Teachers commenced their journey to greater connection and consistency of practice by developing the 'Five Givens' to be adopted by all. This is a key driver for the implementation of the agreed instructional model.

Commendations

The review team validate the following:

- The science of reading is a passion of staff and they attend professional learning in their own time supported by administration. Students from Kindergarten-10 are withdrawn from class for evidence-based literacy support.

- A balance of explicit phonics instruction and experiences in play learning guides teaching practice in the Early Childhood Phase of Learning.

- There is a school-wide focus on creating independence in learning and developing resilience in students. Students in the senior primary years are challenged to own their learning in conjunction with their teachers.

- A print rich environment throughout classrooms supports student learning and reinforces whole-school approaches to common concepts.

- The teaching assessment and reporting (TAR) schedule provides clarity to staff on curriculum coverage and frequency of assessment. Collaboration between teachers and EAs on implementing the TAR is both formal and informal.

- Voluntary working parties of staff drive the implementation of whole-school approaches across the curriculum. These committees are suspended or re-ignited as student achievement data dictates.

Recommendations

The review team support the following:

- Consult with staff on workload and professional need to re-establish the classroom observation model previously employed throughout the school.

- Strengthen the validity of teacher judgements through sustainable participation in inter-school moderation.

Student achievement and progress

Students are guided by a responsive approach to data analysis and diagnostic and systemic testing. This is supported through a foundation of staff designed measurable targets, appreciated by families and students.

Commendations

The review team validate the following:

- Primary students have achieved strong results in the recent NAPLAN[7] Teacher judgement and PAT[8] data triangulates and verifies this. Students throughout the school receive clear communication on their results, achievements and areas for improvement from their teachers.

- Diagnostic literacy assessments are double referenced to ensure validity and reliability while the school explores implementation of a system that best diagnoses gaps in students' skills.

- Secondary students are taught in multi-aged groups designed to meet their learning needs. Staff devote large parts of the Year 7 instructional program to ensuring an authentic transition to secondary schooling.

- Business plan targets are known by staff and supported in operational plans. Staff across the school participate in the measurement and assessment of the school's progress toward meeting its targets.

- Secondary staff place student achievement of the WACE[9], OLNA[10] and achievement of a competitive ATAR[11] as priorities and support these in their teaching of foundation skills.

Recommendations

The review team support the following:

- Further the use of SAIS[12] class and secondary task reports and teacher reflections in data analysis.

- Develop a secondary literacy and numeracy strategy that supports secondary students in improved NAPLAN/OLNA performance.

Reviewers	
Rohan Smith **Director, Public School Review**	Janine Calver **Principal, Dongara District High School** **Peer Reviewer**

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2024.

Melesha Sands
Deputy Director General, Schools

References

1   Department of Fire and Emergency Services
2   Students at educational risk
3   School of Isolated and Distance Education
4   Positive Behaviour Support
5   Successful, Prepared, Aspiring, Respectful and Kind
6   Information and communications technology
7   National Assessment Program – Literacy and Numeracy
8   Progressive Achievement Tests
9   Western Australian Certificate of Education
10 Online Literacy and Numeracy Assessment
11 Australian Tertiary Admission Rank
12 Student Achievement Information System