



BEVERLEY DHS ANNUAL REPORT



Independent Public School

Successful, Supportive, Sustainable

2021



BEVERLEY DISTRICT HIGH SCHOOL ANNUAL REPORT 2021

Ngalak kaaditj waangkiny koora burdiya nidja boodja yanginy ngalang yira koora yey koorliny noongar moort.

Ngany djoorabiny mandja nyin kaadatjiny Balladong boodja.

We acknowledge the traditional owners of this land and pay our respects to past, present and emerging elders.

It is a privilege to meet, live and learn on Balladong country.

SCHOOL PROFILE

Beverley District High School serves around 178 students and their families in the Wheatbelt community of Beverley. Our school prides itself on being the heart of our community. The strategic direction of our school is focused on constant improvement and building on strength. Our direction, progress and achievement is collaboratively led by our school community; School Leaders, Staff, School Board, Parents and wider community members.

Our four strategic priorities reflect our vision of ensuring that our school offers a successful, supportive and sustainable environment for Beverley's students to learn and thrive, now and into the future. We look toward the future ensuring that students are being prepared to become inquisitive, confident, lifelong learners in a dynamic and ever changing world. Through academic rigour, strong partnerships, embracing innovation and by providing a safe learning environment, students are supported to challenge themselves, work collaboratively and express their creativity and voice.

Mr. Adrian Lister
School Principal

OUR VISION

The Beverley community is committed to ensuring that its school is: *Successful, Supportive and Sustainable*.

OUR MOTTO

Working in unity to make a difference for every child.

SCHOOL BOARD

The key to effective schools is strong and accountable governance. The School Board provides the overarching governance processes for the school. The 2021 School Board was made up of the following members:

Damien Murray (Parent Representative/Chair)
Darrell Hagan (Parent Representative)
Deb Kitai (Parent Representative)
Vanessa Hewitt (Parent Representative)

Adrian Lister (Principal)
Sam Gollan (Staff Representative)
Sarah Aynsley (Staff Representative)
Michael Barrett-Lennard (Community Representative)

The School Board abides by a Code of Conduct and Terms of Reference, and works with the school to ensure successful development and implementation of the 2020 -2022 Business Plan.

ANNUAL REPORT OVERVIEW

This Annual Report provides a snapshot of the school's progress against the strategies, milestones and targets outlined in its 2020 - 2022 Business Plan. This annual report addresses progress against targets set in the business plan, as well as, the reporting requirements of the Department of Education which are part of the school's Delivery and Performance Agreement and annual Funding Agreement with the Director-General of Education.

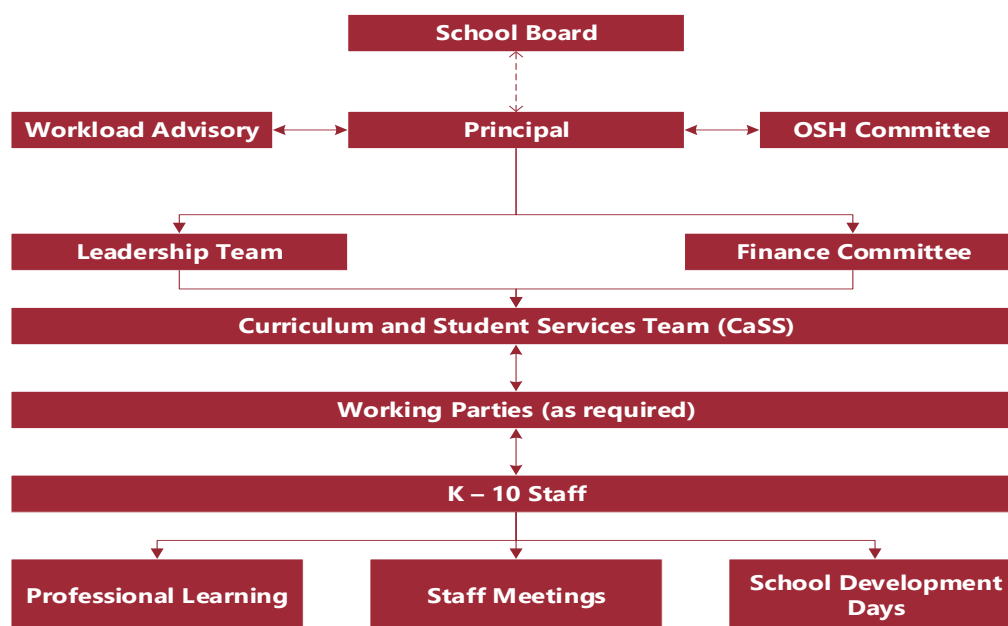
The report was prepared by the Principal, Adrian Lister, with significant input from the School Leadership Team, School Staff and the School Board. Data reported includes system-wide data (NAPLAN and OLNA testing), behaviour and attendance information, the school's financial position and workforce data.



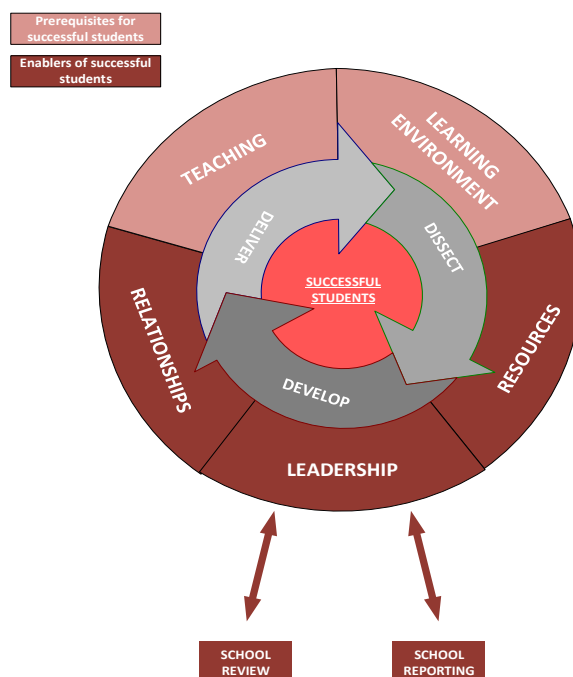
SCHOOL GOVERNANCE AND IMPROVEMENT CYCLE MODEL

At Beverley District High School (BDHS) we have worked hard to establish and refine a working organisational structure, with clear articulated roles and responsibilities of important decision making bodies and groups within the school including committees, working parties and staff voice. Our governance framework in conjunction with our improvement cycle model are used as a dual point of reference for the development, implementation and evaluation of the strategic direction, priorities, targets and milestones of Beverley DHS.

BDHS Governance Framework



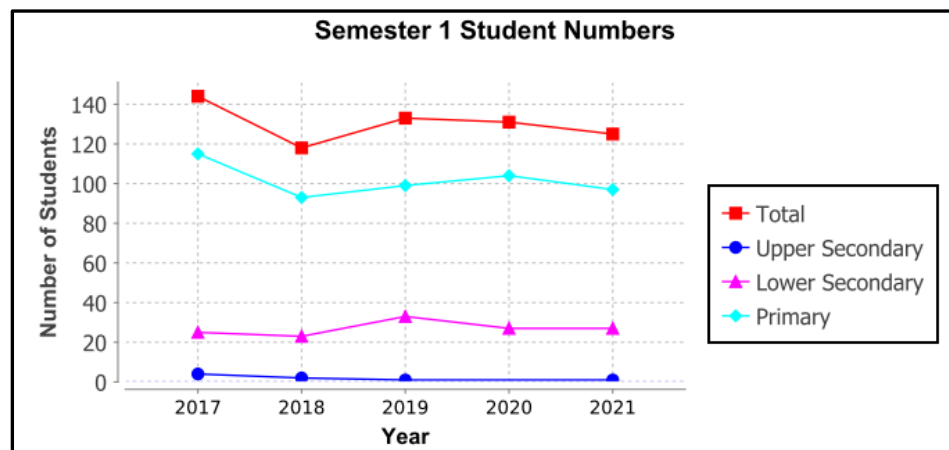
BDHS Improvement Cycle Model



ENROLMENT TRENDS 2017 – 2021

Our enrolment profile indicates that we are maintaining total enrolments between 120 – 145 students. This profile needs constant monitoring as it can significantly impact the level of resourcing the school receives and its ability to meet strategic directions as outlined in the School Business Plan.

Semester 1 Student Enrolment 2021



Student Destination at the end of Year 6 and Year 10

Year 6

Destination Schools	Male	Female	Total
4060 Beverley District High School	4	4	8
4041 Northam Senior High School	2	1	3
4029 Kent Street Senior High School	1		1
4125 Wanneroo Secondary College		1	1

Year 10

Destination Schools	Male	Female	Total
4060 Beverley District High School	2	2	4
4041 Northam Senior High School	1	1	2
4201 Wa Col Of Agri - Cunderdin	1		1

SCHOOL BUSINESS PLAN – PRIORITIES, TARGETS AND MILESTONES

The School Business Plan outlines the strategic direction of the school for the 2020-2022 period. It describes strengths and challenges for the school in its unique context, and outlines strategies, milestones and student achievement targets which were developed in consultation with a range of stakeholders. During 2021 at each level within our organisational structure we reviewed, evaluated and assessed our achievement against each of the identified, priorities, targets and milestones of our business plan.

"Every student, Every classroom, Every day"





By undertaking this process, we have since developed operational plans in key areas to track and assess our achievement moving forward. Additionally, we have developed a rating system that maps our current timeline and the status of each of our priorities, targets and milestones.

School Business Plan Monitoring Tool

Status	
●	On schedule
●	Behind schedule – Low Risk
●	Behind schedule – High Risk

Issue	
●	No issues
●	Issue under control
●	Major issue

1. DEVELOPING SUCCESSFUL STUDENTS

Target			
1.1	●	●	<i>Rich and engaging learning is taking place in all classrooms.</i>
1.2	●	●	<i>Use of evidence based whole school approaches are evident throughout all classrooms.</i>
1.3	●	●	<i>A team approach and clear processes in place for identifying and supporting students at educational risk.</i>
1.4	●	●	<i>Continue to promote the importance of Early Years Education.</i>
1.5	●	●	<i>Monitor individual student progress and emotional development through the ABE component of reporting modules.</i>

2. SUPPORTING A POSITIVE LEARNING ENVIRONMENT

Target			
2.1	●	●	<i>Embed a culture of high care throughout the school.</i>
2.2	●	●	<i>Continue to embed our PBS SPARK mantra throughout school ethos.</i>
2.3	●	●	<i>Embrace inclusivity and diversity.</i>
2.4	●	●	<i>Develop an environment that is vibrant and has motivating spaces to optimise student learning.</i>

3. SUPPORTING INNOVATION IN TEACHING & LEADERSHIP

Target			
3.1	●	●	<i>STEAM integrated programs and inquiry based learning is evident across the whole school.</i>
3.2	●	●	<i>Build staff capacity to meet the diverse and changing needs of our students.</i>
3.3	●	●	<i>Improve the school community's impact on the environment (sustainability).</i>
3.4	●	●	<i>Effective leadership of innovation and staff development.</i>

4. STRONG, SUSTAINABLE SCHOOL COMMUNITY

Target			
4.1	●	●	<i>The School Board has a lead role in the accountability processes of the school.</i>
4.2	●	●	<i>Draw upon the expertise and engage the wider Beverley community to enhance the range and delivery of learning experiences.</i>
4.3	●	●	<i>Enhance the positive public image of our school within and beyond the school community.</i>
4.4	●	●	<i>Provide a variety of opportunities for parents and families to be engaged with student learning and our school community.</i>

QUALITY TEACHING AND LEARNING

Some of the major school programs, partnerships and strategies that add value to our student achievement are:

- Talented and Gifted Program Year 3 - 6.
- Instrumental Music Program and specialist music classes.
- Secondary SIDE Design and Technology Woodwork classes in purpose built Design & Technology Workshop.
- Emergency Services Cadet Unit which offers our Year 7 to 10 students the opportunity to learn new skills and experience a variety of activities in an emergency services context.
- In-Term Primary student swimming program at the local pool.



- Student Leadership Program for Years 4 to 10.
- Student Transition Programs to assist students as they progress through the school years.
- Sports program for Years 1 to 10. Students participated in a range of school and interschool events, including swimming and athletics carnivals, winter sports and cross-country running.
- Artists in Residence Art Programs: Visual Art and Drama.
- Workplace Learning Programs for Year 10 students.

Professional Learning

Significant professional learning undertaken and supported by staff attendance and enrolment during 2021:

- Lifting Literacy in Secondary Schools.
- Team Teach Classroom Management and Restraint Training PL.
- NAPLAN Online Student Achievement Information System Dashboard Training.
- Leading Whole School Improvement for Teams.
- Be You Mental Health Post-Intervention Planning.
- Youth Mental First Aid Training.
- Mathematics Teachers Association of WA Conference.
- Curriculum Support Teachers Forum.
- Implementing Brightpath.
- Child Protection: Policies and Procedures.

STUDENT ACHIEVEMENT AND PROGRESS

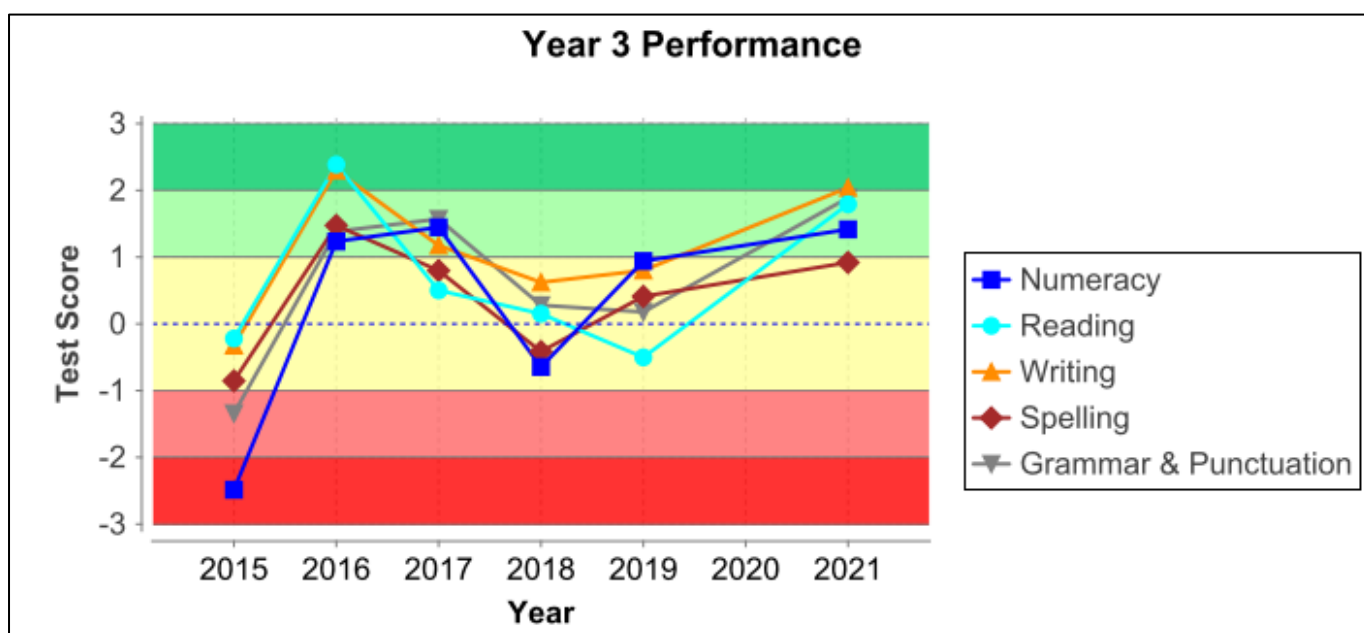
Tracking student achievement is the key to ensuring that all students are successful. For students to be deemed successful, they need to demonstrate good achievement, as well as, good progress. The school is committed to regular assessment of student achievement and progress across many areas. Beverley District High School is fortunate that our Assessment and Reporting Schedule from K-10 ensures that we have a variety of assessments being conducted over the year.

Literacy and Numeracy

National Assessment Program Literacy and Numeracy (NAPLAN)

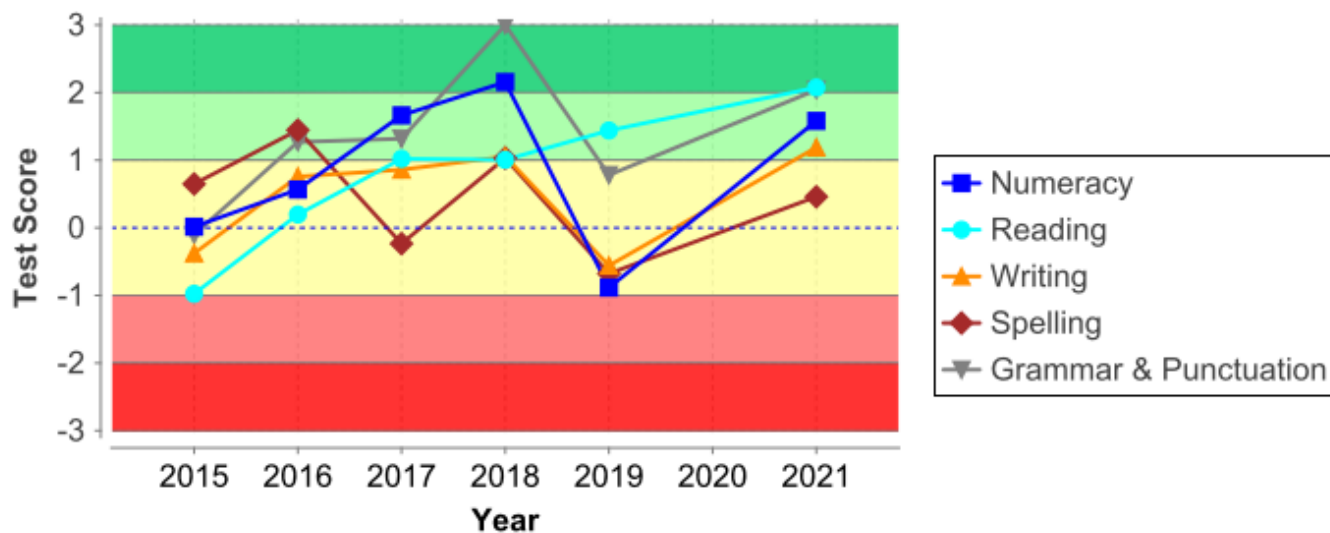
As a result of the COVID-19 Pandemic in 2020, NAPLAN testing was cancelled nationally. Our NAPLAN achievement and analysis is now available as testing resumed in 2021.

NAPLAN Longitudinal Summary

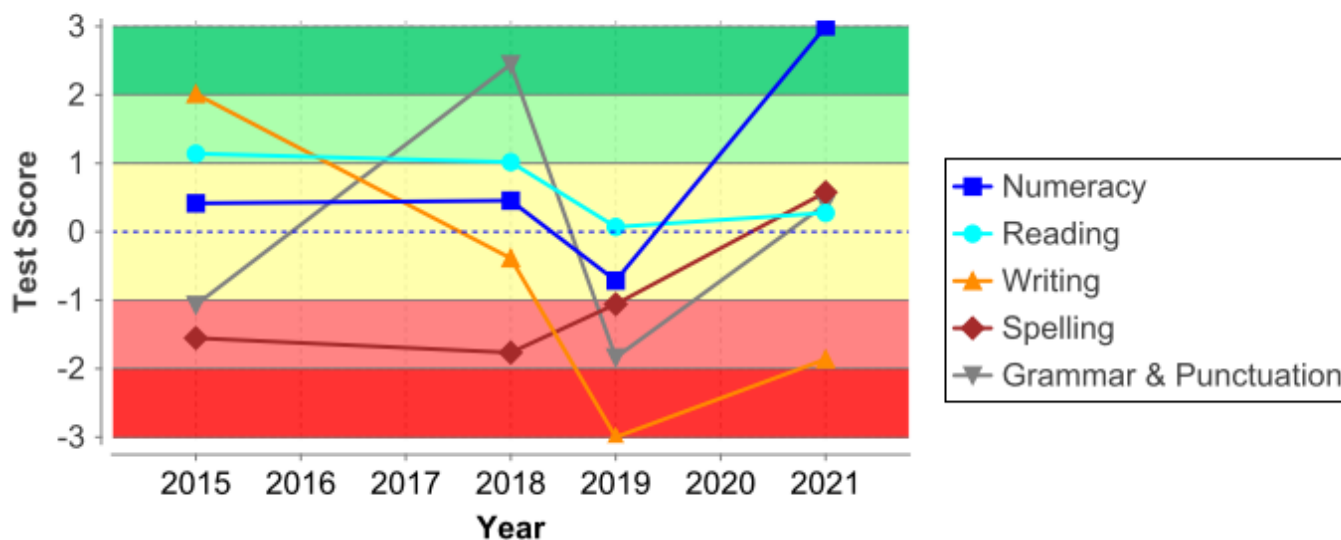




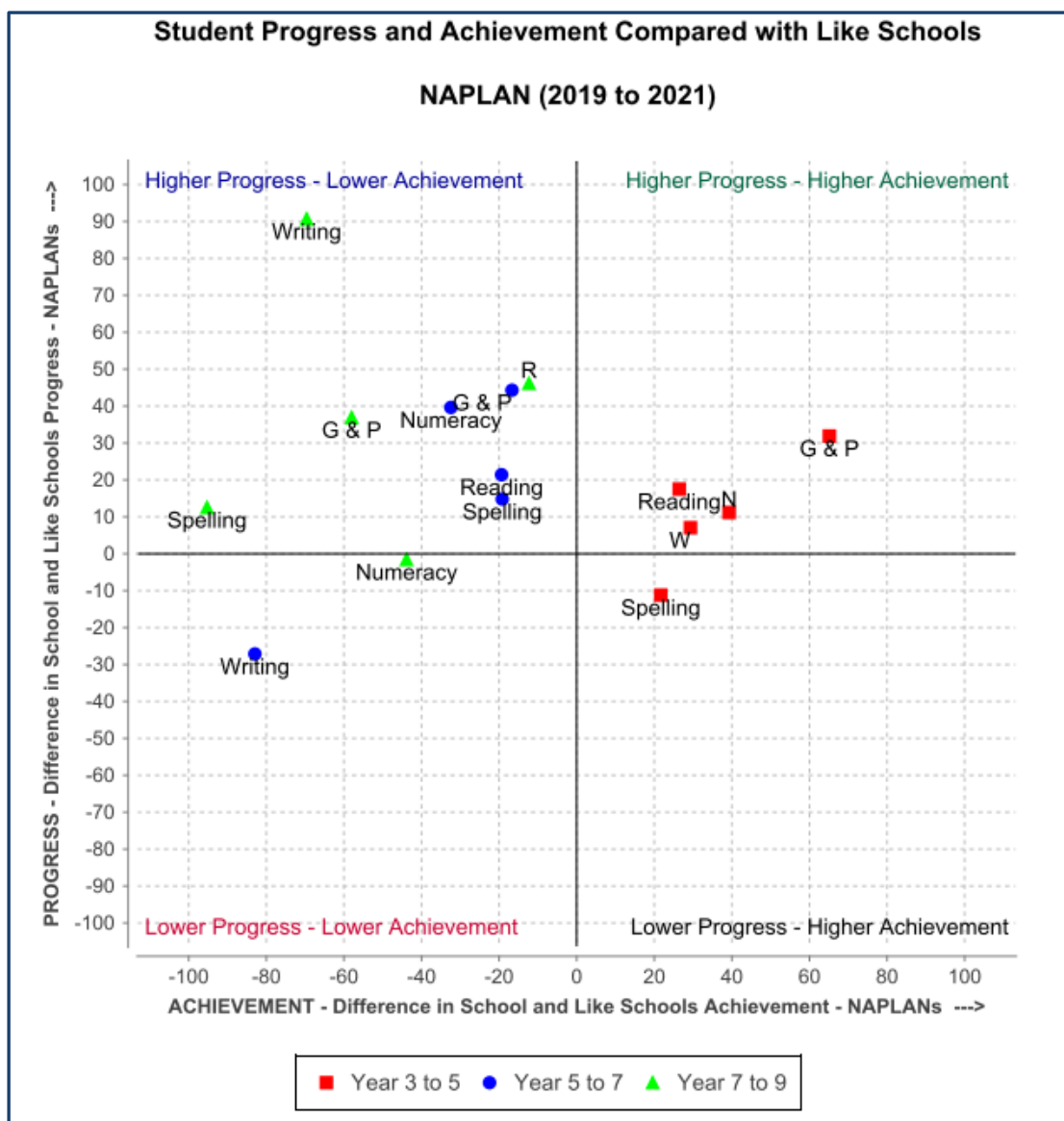
Year 5 Performance



Year 7 Performance



No Year 9 NAPLAN
Comparative Data available
due to small cohort size.



Online Literacy and Numeracy Assessment (OLNA)

The OLNA is an online literacy and numeracy assessment. It is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standard of literacy and numeracy. Annually Year 10 - 12 students are required to complete the OLNA assessments in Reading, Writing and Numeracy.

Our school data for 2021 was:

	Year 9	Year 10	Not Qualified
2021	1	1	3
	20.0%	20.0%	60.0%
Like Schools	31.4%	23.7%	44.9%



LEARNING ENVIROMENT

Attendance

Semester 1 2021> Primary

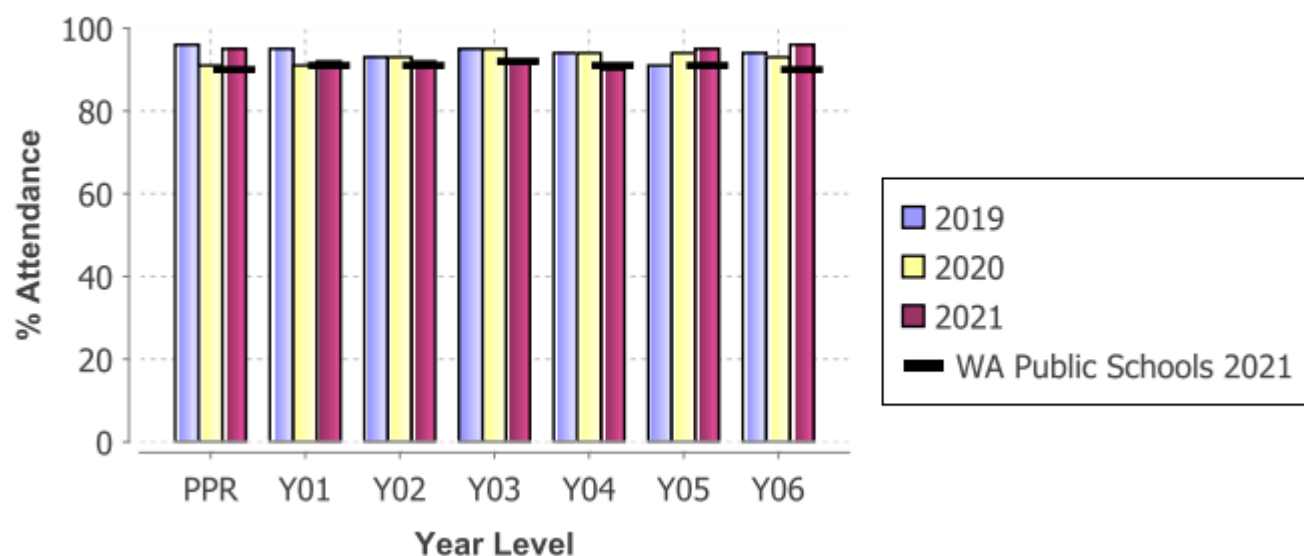
Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	94.2%	92%	92.7%	89.4%	82.6%	79.5%	93.8%	91.3%	91.6%
2020	94.2%	92.1%	93.2%	83.4%	78.8%	77.6%	92.9%	90.6%	91.9%
2021	94.1%	91.1%	92.4%	85.6%	77.5%	76.8%	92.9%	89.4%	91%

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2019	81.4%	12.7%	5.9%	0.0%
2020	80.6%	12.0%	5.6%	1.9%
2021	76.7%	16.5%	2.9%	3.9%
Like Schools 2021	64.3%	22.5%	9.2%	4.0%
WA Public Schools	71.0%	19.0%	7.0%	3.0%

Attendance % - Primary Year Levels





Semester 1 2021> Secondary

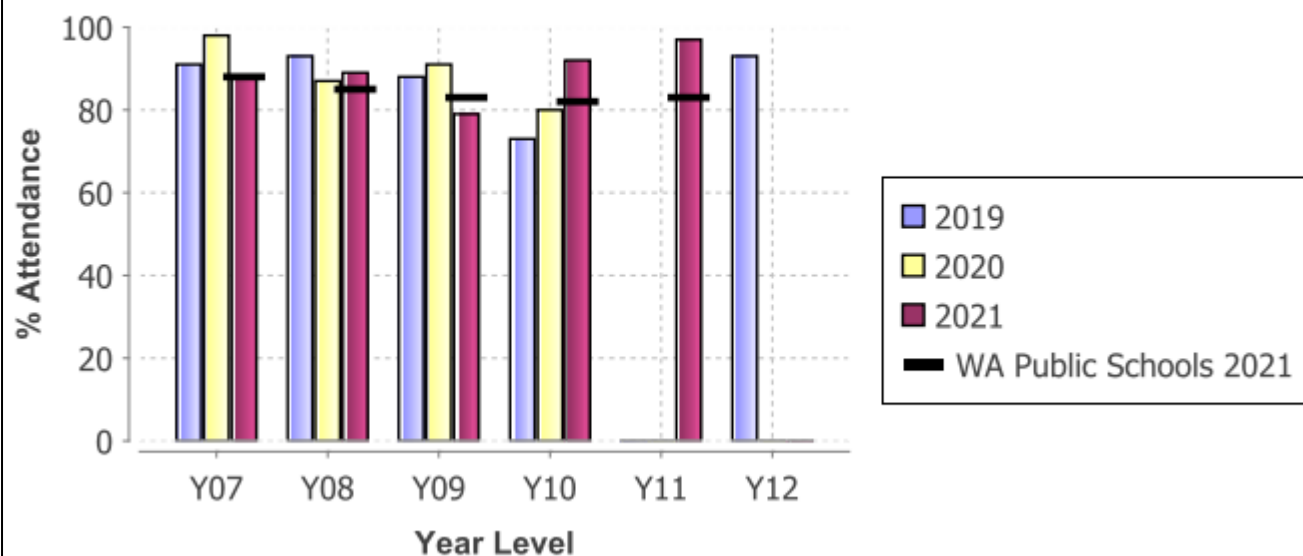
Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	90.1%	87.5%	88.8%	75.2%	71.3%	65.8%	87.9%	86.3%	86.8%
2020	91.5%	88%	89.2%	73.8%	71.2%	65.9%	88.8%	86.4%	87.3%
2021	85.4%	84.9%	86.5%	92%	66.1%	62.6%	87.2%	83%	84.4%

Attendance Overall Secondary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2019	65.8%	13.2%	13.2%	7.9%
2020	74.1%	14.8%	7.4%	3.7%
2021	62.5%	12.5%	21.9%	3.1%
Like Schools 2021	46.4%	26.0%	16.5%	11.1%
WA Public Schools	51.0%	26.0%	14.0%	9.0%

Attendance % - Secondary Year Levels





PBS, Behaviour and Health & Wellbeing

Our Positive Behaviour Programs and whole school pastoral care initiatives continue to see a reduction in behaviour referrals and significant behaviour incidents at Beverley DHS. The table below displays a reduction in the number of suspensions, but an increase in the number of students suspended, and suspension days increased between 2020 and 2021.

Beverley DHS Suspension Data

YEAR	SUSPENSIONS	STUDENTS	TOTAL NUMBER OF DAYS
2020	27	7	52.5
2021	20	9	54.5

Health & Wellbeing

As part of the Wheatbelt Education Region Strategic Plan all Wheatbelt schools are involved in a new social-emotional learning initiative. As such, at the start of 2021, all of our students across K – 10 participated in a social-emotional learning survey. A selection of the survey data is available below:

Kindergarten – Year 2

4. If I wasn't at school, someone would miss me.



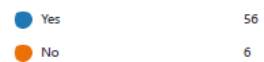
5. I have friends at school



6. When I have a problem I know how to get help



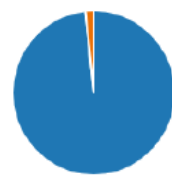
7. I like coming to school every day



8. I feel safe at school



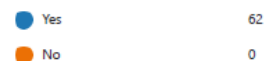
10. I know three things that I do well



11. I know how to make myself feel better if I get upset



12. My classmates are kind to me





Year 3 - 6

5. I feel safe at school

47

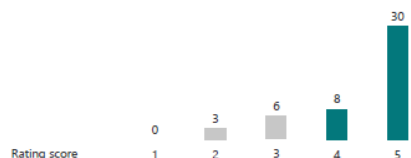
Responses

4.38

Average Number

81% rated between "4-5"

Score distribution



6. I have friends at school

46

Responses

4.43

Average Number

80% rated between "4-5"

Score distribution



7. People care about each other in my class

47

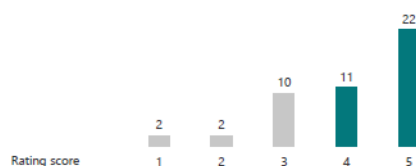
Responses

4.04

Average Number

70% rated between "4-5"

Score distribution



9. Adults treat students kindly and fairly at this school

47

Responses

4.34

Average Number

85% rated between "4-5"

Score distribution



16. I can tell when someone is upset

47

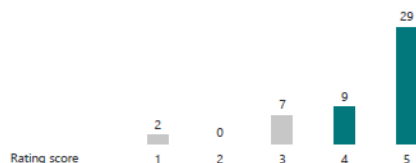
Responses

4.34

Average Number

81% rated between "4-5"

Score distribution



18. I know what to do to calm myself down when I get upset

46

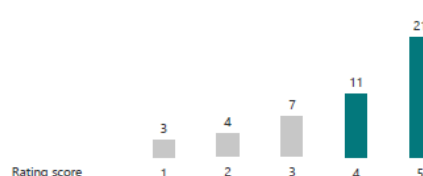
Responses

3.93

Average Number

70% rated between "4-5"

Score distribution



19. I can do some things really well

47

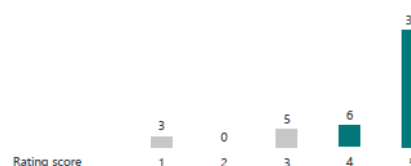
Responses

4.4

Average Number

83% rated between "4-5"

Score distribution



20. I like the way I am

47

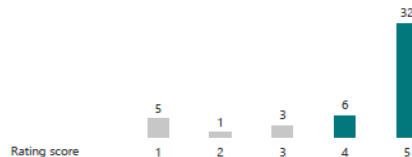
Responses

4.26

Average Number

81% rated between "4-5"

Score distribution





Year 7 - 10

6. Students at my school show respect towards each other

21

Responses

3.43

Average Number

52% rated between "4-5"

Score distribution



10. I feel safe at school

21

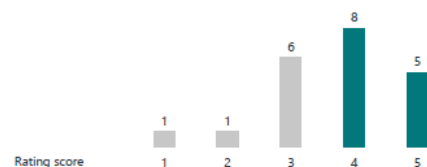
Responses

3.71

Average Number

62% rated between "4-5"

Score distribution



11. If I have a problem, I can solve it or find someone who can help me solve it

21

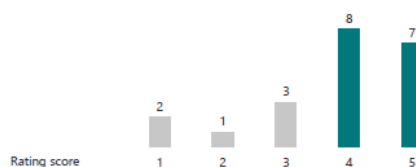
Responses

3.81

Average Number

71% rated between "4-5"

Score distribution



12. I have friends at school

Yes
No

19
2



14. I can do some things really well

20

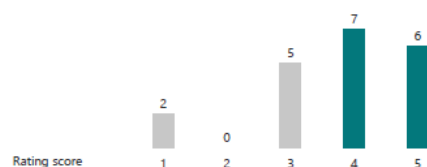
Responses

3.75

Average Number

65% rated between "4-5"

Score distribution



15. I am happy with who I am

21

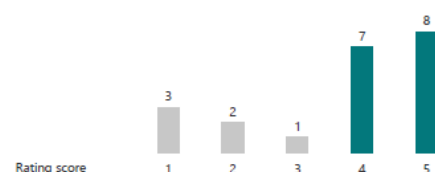
Responses

3.71

Average Number

71% rated between "4-5"

Score distribution



18. I know what to do to calm myself down when I get upset

21

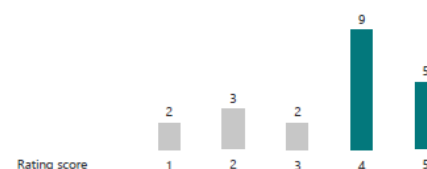
Responses

3.57

Average Number

67% rated between "4-5"

Score distribution



24. I know how to handle a conflict with other students appropriately

21

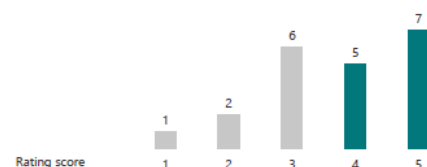
Responses

3.71

Average Number

57% rated between "4-5"

Score distribution

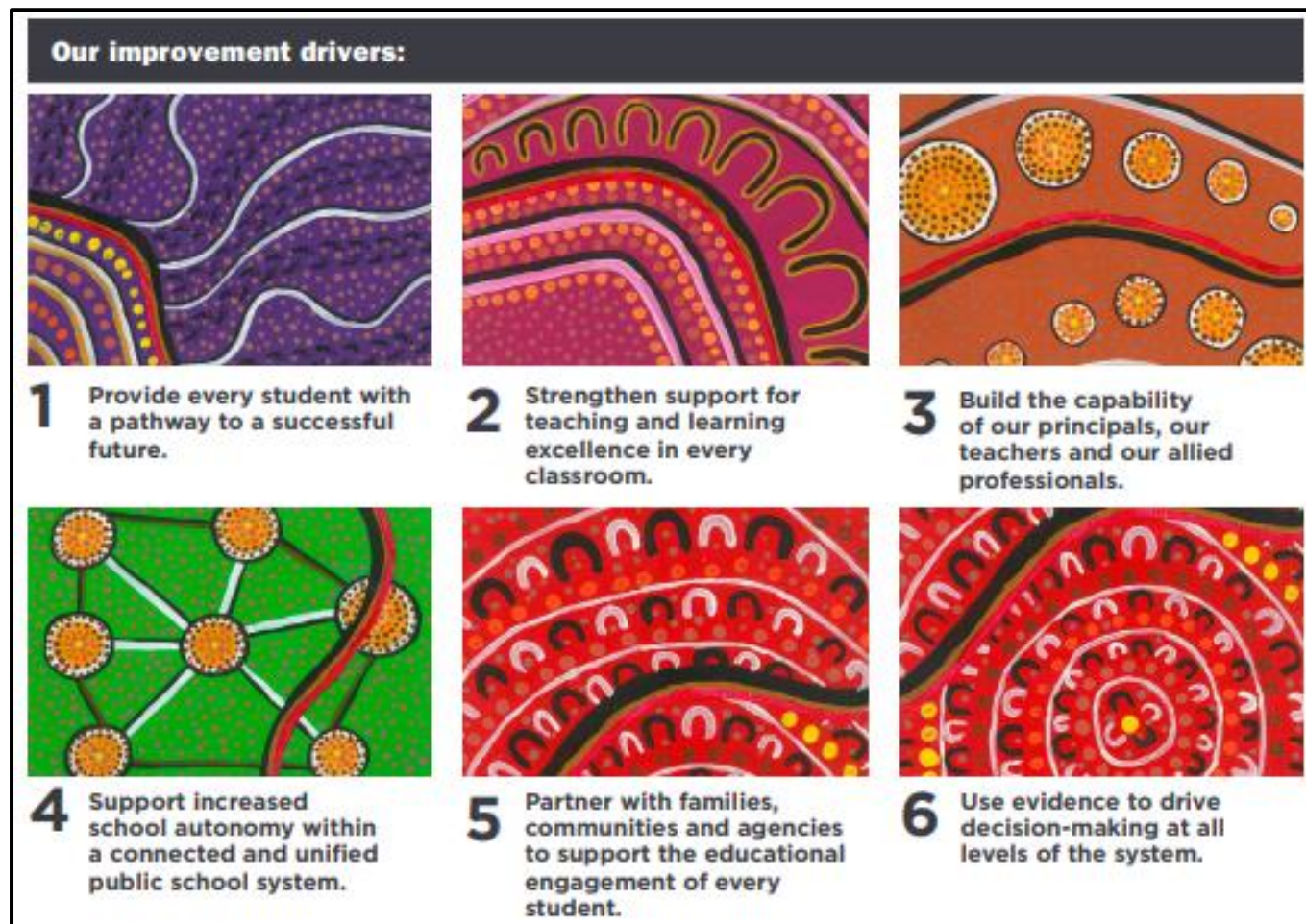


LEADERSHIP

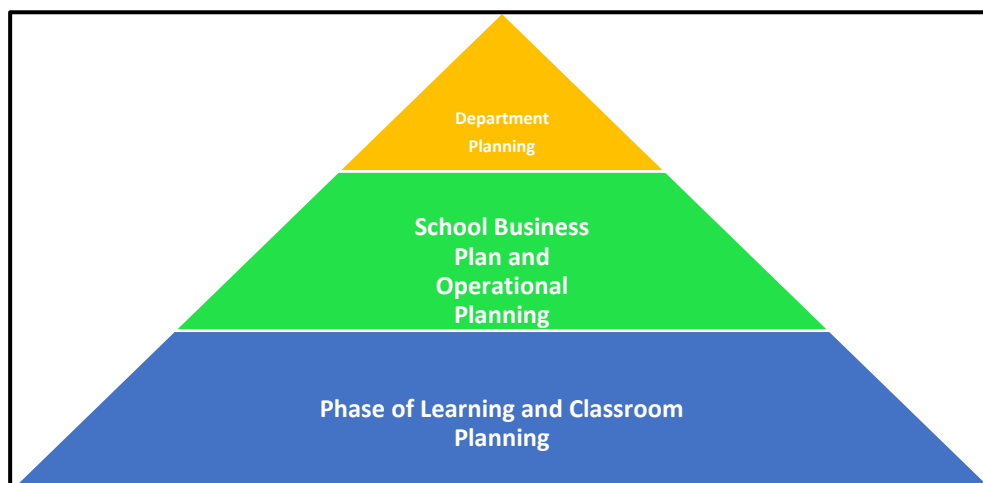
Our school continues to build a clear vision, priorities and direction which aligns with the Department of Education's expectations:

- Building on Strength: Future Directions for the Western Australian Public School System 2020 - 2024.
- Focus 2021 (and Focus 2022).
- Every Student, Every Classroom, Every Day Strategic Directions for Public Schools 2020 - 2024.

Figure 5: DoE Improvement Drivers 2020 – 2024.



Leadership is distributed throughout the school's Governance Framework and staff are provided with opportunities to lead key projects and initiatives. School Planning is evidence-based and aligns with the learning needs of students. At Beverley DHS our planning model is tiered:

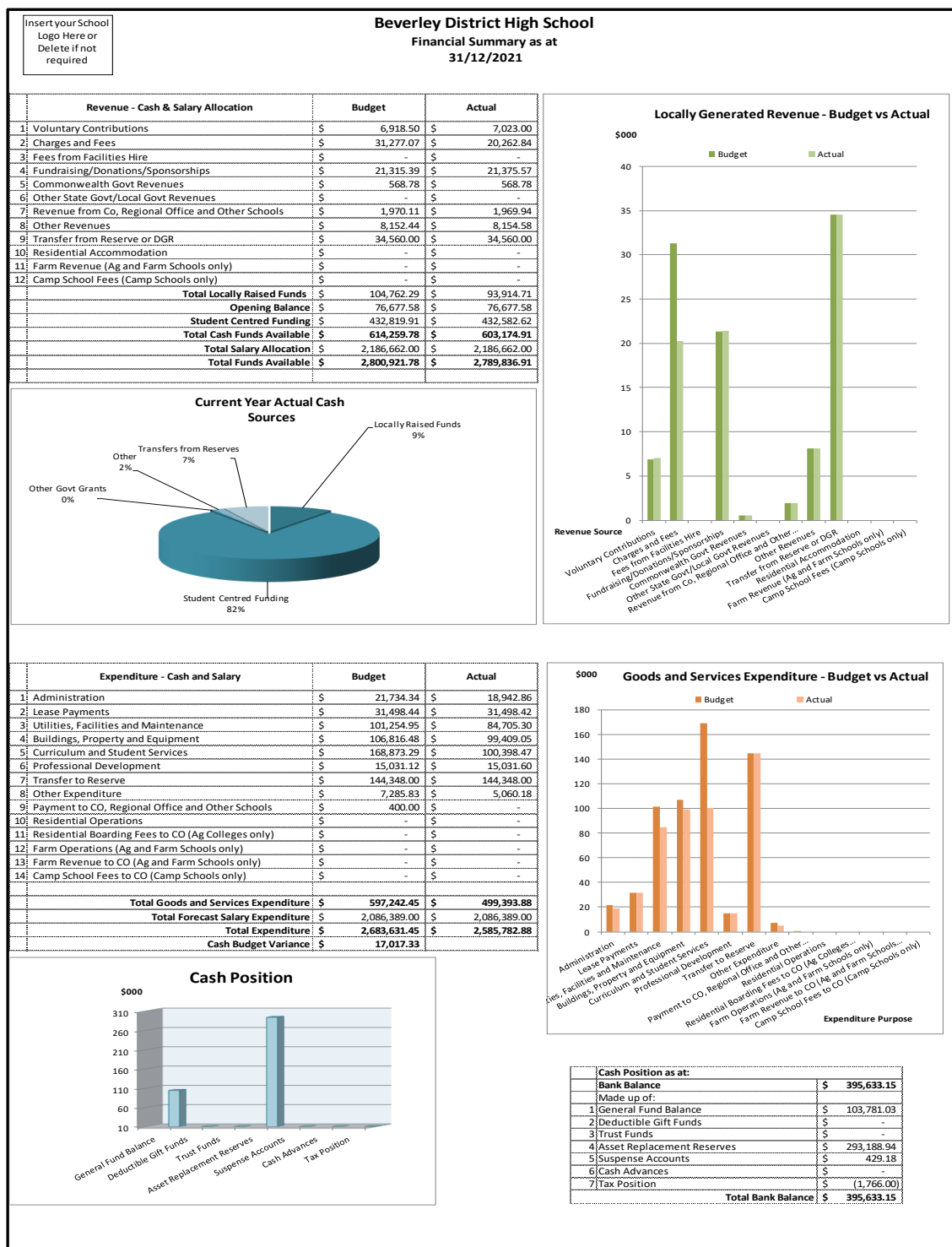




USE OF RESOURCES

Funding Accountability

The Principal, Manager Corporate Services (MCS) and Finance Committee monitor the relationship between Budget and Actual Expenditure to ensure that school expenditure does not exceed the budget allocations. The following tables and charts show the financial position of the school accounts at the end of the 2021 school year.





Targeted Initiatives

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Education Assistant FTE	\$44,412.96
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$7,620.21
Targeted Initiative: In School State Funded Chaplaincy Program	\$1,852.67
Targeted Initiative: National School Chaplaincy Programme	\$20,280.00
Targeted Initiative: Sporting Schools Programme	\$2,500.00
Total	\$76,665.84

Targeted Initiatives – At Census

	Funded Student FTE	Amount
Targeted Initiative: National Partnership on Universal Access to Early Childhood Education	14.00	\$13,762.00
Targeted Initiative: VET delivered to secondary students	0.83	\$1,163.33
Total		\$14,925.33

Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	\$26,990.07
Total	\$26,990.07

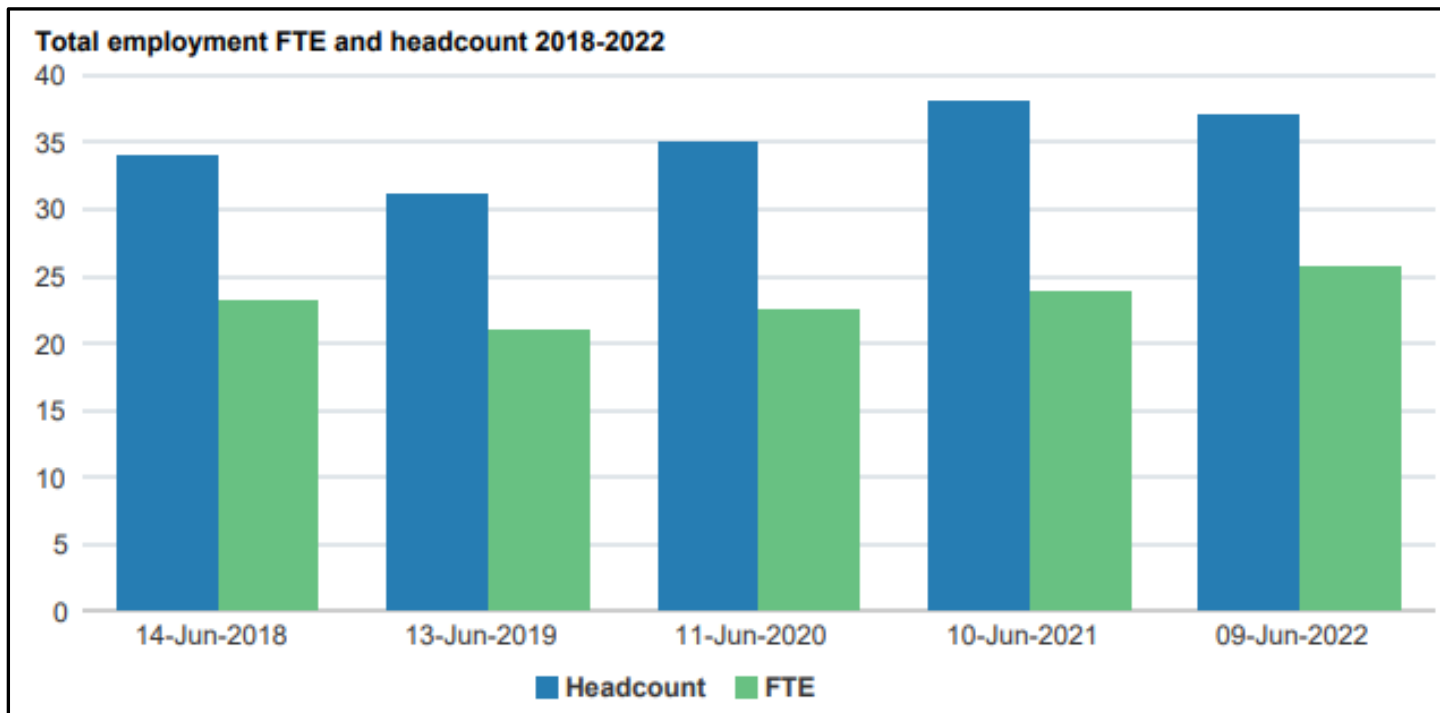
Workforce Plan

FTE and headcount of staff for occupation groups

Occupation Groups	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	2	2.0	0	0.0	2	2.0
Teacher	16	11.00	3	2.6	19	13.6
Mainstream Education Assistants	2	1.3	0	0.0	2	1.3
Education Support EA's	4	2.7	0	0.0	4	2.7
AIEO	1	0.4	0	0.0	1	0.4
Admin	3	2.0	0	0.0	3	2.0
Cleaner	5	2.0	0	0.0	5	2.0
Gardener	1	0.8	0	0.0	1	0.8
Library Officer	1	0.2	1	0.4	1	0.6
Network Support Officer	1	0.2	0	0.0	1	0.2
Total	36	22.7	4	3.0	40	25.6



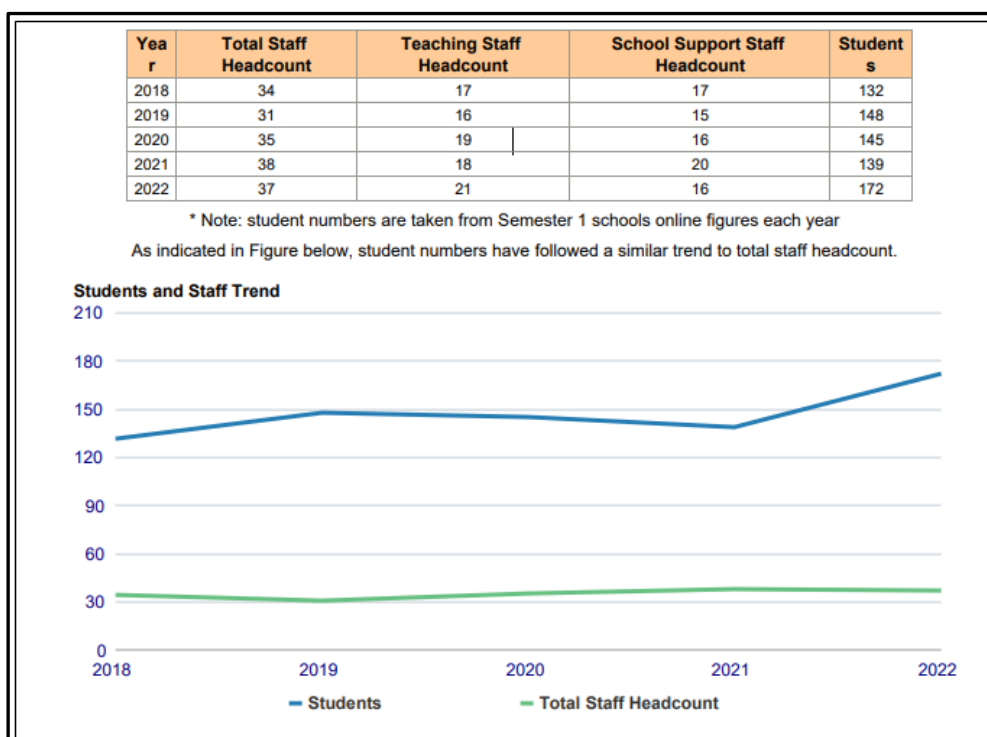
Total employment FTE and headcount 2018-2022



Total employment FTE and headcount 2019-2020

Year	Headcount	FTE
2021	38	23.8
2022	37	25.7

Students and Staff Trend

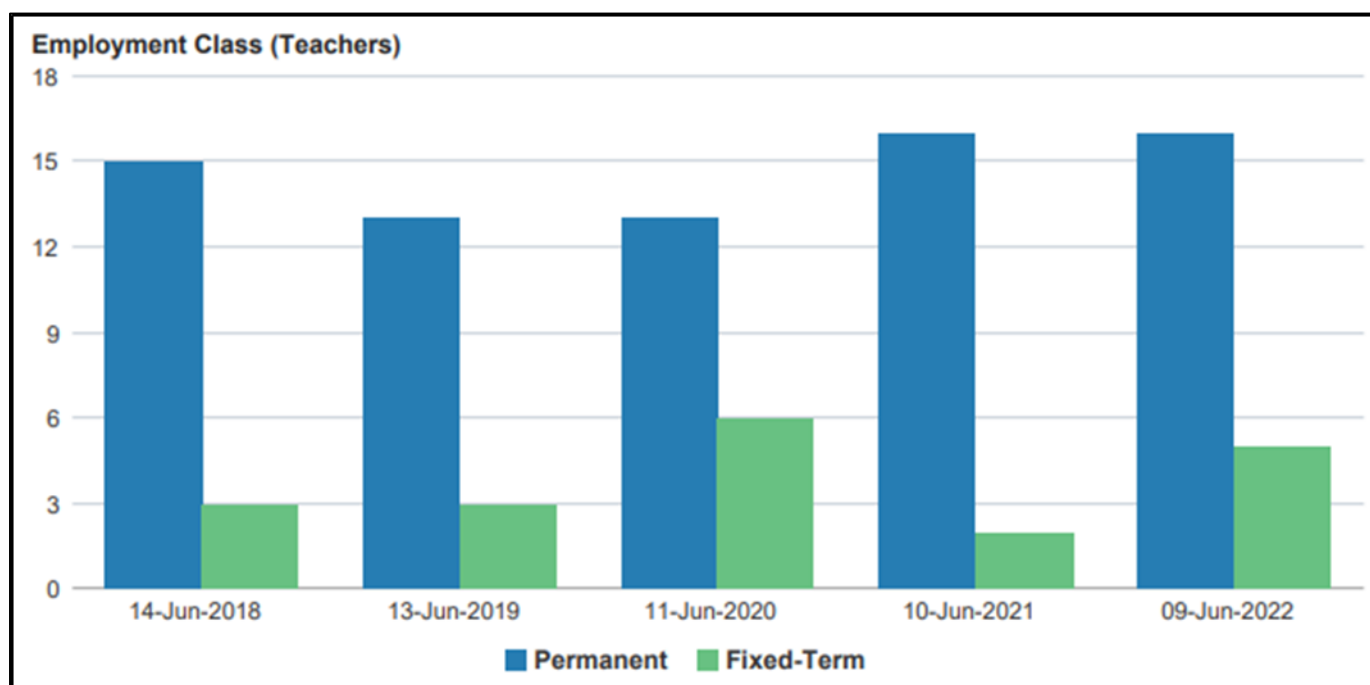




Comparison of Age Profile Data

Age Group	2022			2018		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	1	1	0	1	0	1
25 to 34	2	0	2	3	1	2
35 to 44	12	10	2	9	9	0
45 to 54	8	6	2	11	4	7
55 to 59	6	2	4	7	2	5
60 to 64	6	1	5	3	1	2
65 to 69	2	1	1			

Employment Class (Teachers)



Pay Period	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
14-Jun-2018	15	3	88%	18%
13-Jun-2019	13	3	81%	19%
11-Jun-2020	13	6	68%	32%
10-Jun-2021	16	2	89%	11%
09-Jun-2022	16	5	76%	24%



PUBLIC SCHOOL REVIEW 2021

A. School Self-Assessment and 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.

B. 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

- Students view the school as a 'family', enjoy frequent reward excursions and activities, participate in the DFES1 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

- 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.



C. 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

- 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 and work in close partnership with teachers.
- Remote design and technologies classes delivered through SIDE aid the coverage of curriculum for secondary students.
- The PBS Team, with its established SPARK5 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

- 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.

D. 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

- 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

- 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.

E. Use of resources

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 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 ICT6 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

- 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.

F. 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 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

- 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.

G. 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

- Primary students have achieved strong results in the recent NAPLAN7 Teacher judgement and PAT8 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 WACE9, OLNA10 and achievement of a competitive ATAR11 as priorities and support these in their teaching of foundation skills.

Recommendations

- Further the use of SAIS 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.

Next school review is scheduled for Term 4, 2024.

**Department of
Education**

Your ref:
Our ref:
Enquiries

D21/0723540

Mr Adrian Lister
Principal
Beverley District High School
20 John Street
BEVERLEY WA 6304

Dear Adrian

I am pleased to advise that the Public School Review of Beverley District High School has been completed. I endorse the report and am satisfied it will provide a basis for sustained school improvement.

The timeframe for the next Public School Review for your school has been determined through your self-assessment submission and validated by the review team as three years. The review will be undertaken in Term 4, 2024.

I acknowledge the efforts of you and your staff in creating the conditions for successful students. The areas your school and the review team validated for commendation and those for which there are recommendations for ongoing improvement are noted.

The provision of stability and momentum in a school's improvement journey is difficult to maintain at the best of times and this makes the efforts of three different leadership teams over the past five years quite remarkable. You are to be congratulated for your evolving focus on the achievements of the secondary students and for building on the foundations of strong primary school data. Underpinning these factors, through consistent and low variability practice across the school, is bound to reap rewards for your community and its children.

As stated in the initial correspondence, please make the report available to your staff and school community and upload it to your school website and/or Schools Online for a minimum period of 12 months.

I know you, your staff and school community will take the opportunity to use this report to continually improve outcomes for your students.

Yours sincerely



Melesha Sands
Deputy Director General, Schools

13 DEC 2021

cc. Ms Raechelle Lee, Executive Director, Strategy and Policy
Mr Doug Cook, Director of Education, Wheatbelt Education Region
Chair, School Board, Beverley District High School

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HIGHLIGHTS AND ACHIEVEMENTS

- School Business Plan: Development, review, feedback, support and endorsement.
 - School Business Plan Monitoring and Action Tool: Development, review and feedback leading to development of Annual BDHS Operational Plan 2021 & 2022.
 - Review of BDHS School Governance, Improvement and Accountability Model.
- School assessment data indicates a positive, engaging and supportive learning environment exists and is responsible for fostering strong staff, student, parent and community belonging and connection.
- Quality, evidence based whole school educational practices ensure high levels of student performance and a commitment to a case-management approach support individual student progress and successful pathways.

School Focus for 2022:

- Making BDHS "A school of choice" through a whole of child focus from Kindergarten to Year 12.
- Fogarty EDvance Whole School Transformation Program: Cohort 9.
- Secondary Program enhancement and vitality.

CONCLUSION

The information in this annual report presents a snapshot of the achievements of the students and staff in a range of areas across K – 10. This report assist to build the understanding of the school student population, performance and profile of our context. Our student achievements have been possible due to the hard work of a dedicated, passionate and professional staff, together with the assistance of a very supportive Beverley Community. The partnership that exists between parents, staff and students is a feature of our school and allows our school to grow. We look forward to continued success for our students, supportive and positive learning environments and a sustainable approach to delivery of quality academic and social outcomes in future years.

Successful

Supportive

Sustainable