Beverley District High School

Annual Report 2014
BEVERLEY DISTRICT HIGH SCHOOL

Beverley is a small to medium sized farming community situated approximately 130km east of Perth with a shire population of around 1700. In 2014, there were 181 students enrolled at the school. Many students travel to school from farms or properties outside the town, while others live in the town itself.

The Beverley District High School staff comprises 16 teachers, including specialists delivering programs in Mathematics, Science, Italian, Home Economics and Design and Technology. We also have mainstream and special needs education assistants who work closely with classroom teachers to provide appropriate support for support students in the classroom, including those with learning difficulties and special needs.

Teachers and education assistants at Beverley District High School are all experienced, committed, motivated and innovative educators. Staff members work in a caring and supportive environment where their knowledge and skills are valued and appreciated and where there is an expectation of continuous professional development. Our teachers aim to be approachable and to maintain open proactive communication in their relationships with students, parents and each other.

The school provides an inclusive and differentiated educational program catering for a broad spectrum of abilities, needs and interests. We provide programs including the Talented and Gifted (TAGs) program and Primary Extension and Challenge (PEAC), as well as support programs for students at educational risk. There is both an academic and a vocational focus for studies for secondary students. The teachers and education assistants work collaboratively in Developmental Learning Teams formed through the Early Childhood (K-3), Middle Childhood (4-7) and Early Adolescent (8-10) Phases of Learning.

Our facilities are excellent with well-appointed, air-conditioned classrooms, and specialised rooms for library, science, home economics, music and art room. Our grounds are very spacious with large reticulated grassed playing areas, two playground structures for the main school, and specialised playground areas for Kindergarten and Pre-Primary, as well as basketball, netball and tennis courts.

The School Council meets at least once each term and plays a pivotal role in policy formation and school accountability. The Parents and Citizens Association (P&C) meets twice each term and supports the school with a variety of fundraising ventures throughout the year. The P&C’s focus is on improving school facilities and making additional resources available for students at the school.

OUR VISION

In unity, nurturing learning and life for the future.

OUR VALUES

- Respect for self, others and the environment
- Commitment to learning
- Honesty and open communication
- Confidence to tackle all challenges
- Resilience to cope with life situations
OUR PRIORITIES FOR 2014

Literacy

Numeracy

Attendance

Progress on 2014 priorities

Priority One: Literacy

Implement case management approaches for all students to maintain or improve knowledge and application of all literacy areas, especially spelling, across the curriculum.

- In 2014, Targeted Literacy sessions were available to each classroom to provide class teachers with the opportunity to work with individual students and small groups of students requiring additional support in reading and spelling. The focus of these sessions varied, but usually involved practice with sight words, phonics, and reading of texts at an appropriate level.

- Teachers developed individual education plans for students who had not shown adequate progress in literacy, and these were used to plan and monitor student progress.

- The MULTILIT program for reading was introduced for selected students at risk and delivered by trained education assistants.

- A spelling bee was arranged to promote the importance and value of spelling across the school.

Maintain focus on Persuasive and Narrative Writing and whole-school emphasis on Spelling (PLD).

- Specific teaching of writing genres continued across the school using First Steps resources in line with the whole school literacy plan.

- PLD resources were used to plan explicit spelling activities based on phonics and sight word learning in all junior classes, and THRASS resources were employed in upper primary.

Contestants in the 2014 Spelling Bee
**Priority 2: Numeracy**

Maintain the improvement in Maths through a specific focus on problem solving and the language of maths.

- Classes undertook a concrete maths lesson at least once per week involving hands on and manipulative approach to the measurement or space concept being taught.

- The Origo series of texts and resources was used as the basis for the mathematics program in Years One to Six

- Teachers provided extension students with problem solving activities and strategies from the MAWA and Maths Olympiad resources.

Further develop the use and integration of ICT and the Australian Curriculum.

- The whole School Numeracy document provided a link between the Australian Curriculum and teachers’ planning.

- ICT resources including Mathletics and programming applications were used to support student learning of basic facts and skills as well as problem solving.
Priority 3: Attendance

Improve the rate of student attendance; with a focus on Junior Primary and Secondary students.

- SMS phone messages were sent daily for unexplained absences. Administration staff made phone calls to parents failing to explain absences on regular occasions.

- Case meetings were held for individual students whose attendance dropped below 85% where this was considered appropriate.

- Assistance was sought from the Regional Attendance Officer for attendance in the severe category. Referrals were made to the Children Whose Whereabouts are Unknown list for students with unexplained absences of more than 15 school days.

Some activity Highlights from 2014

- Book Week Dress-up Parade
- Year 6/7 School Camp Kalgoorlie
- Kindy Easter Hat Parade
- NAIDOC Day activities
Report on Literacy and Numeracy Outcomes for 2014

There are many ways in which a school can measure its outcomes. A school can collect work samples and anecdotal evidence, conduct diagnostic tests, or complete progress checklists. One useful tool which allows comparison in student learning over time, as well as comparison with other schools, is the NAPLAN series of tests (National Assessment Program – Literacy and Numeracy). These tests present a snapshot of the knowledge and skills of a school’s students on a particular day. When pooled together, these results can help the school to identify how well groups of students are performing and how much progress they are making. This is useful to help determine whether programs and teaching methods that have been used by the school are effective in helping students to learn. The following information summarises the results achieved by students at Beverley DHS in the tests that they sat in May 2014.

NAPLAN RESULTS 2014

Comparison with students across Australia

2014 National Assessment Program in Literacy and Numeracy (NAPLAN). Table 1 shows the percentages of Year 3, 5, 7 and 9 students achieving above the minimum standard compared to all Australian students. Pink boxes indicate that students at Beverley are performing more poorly than the average, yellow boxes indicate performance at a similar level to the Australian average, and green boxes indicate above average performance.

Table 1. Percentage of students above the minimum standard (BDHS students vs all Australian students)

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<th>Numeracy</th>
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<tr>
<td>Year 9</td>
<td>67</td>
<td>76</td>
<td>29</td>
<td>60</td>
<td>57</td>
</tr>
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</table>

The results demonstrate variability across year levels, which is typical for schools having relatively low numbers in each year group. There is a strong Year Five cohort, and a significantly weaker group of Year Three and Year Seven students. The Year Nine group at Beverley DHS typically performs below the average, with many students with stronger academic skills moving away to larger centres for their secondary schooling. This is a pattern that has continued in 2014.
Comparison with ‘like’ schools

Comparing the outcomes for schools which are ‘like’ Beverley (in terms of the level of educational and socioeconomic advantage in the community) provides an alternative view of the data. In Figure 1, the data show that there are fewer students achieving in the limited category for numeracy at Beverley than there are in the Australian average for ‘like’ schools, and more in the excellent category. Figures 2 and 3 show that Beverley has more than the average number of students from ‘like’ schools performing at the lowest levels in literacy, although our Year 3 cohort also has greater than average numbers of students achieving excellent writing results.

Figure 1. Yr 3 numeracy outcomes compared to ‘like’ schools.

Figure 2. Yr 3 reading outcomes compared to ‘like’ schools.

Figure 3. Year 3 writing outcomes compared to ‘like’ schools.
Inspection of Figures 4 to 6 for the Year Five group also confirms the implications of the data from Table 1. This group of students has displayed strong levels of achievement in literacy and numeracy. Compared to like schools, there are very few students achieving at the limited level. For this cohort of students, ensuring that the curriculum assists them to continue to build on their current skills will be very important. In mathematics, the goal will be to ensure that greater numbers of these more able students are achieving at good and excellent levels in comparison to their peers across Australia.

Figure 4. Yr 5 numeracy outcomes compared to ‘like’ schools.

Figure 5. Yr 5 reading outcomes compared to ‘like’ schools.

Figure 6. Yr 5 writing outcomes compared to ‘like’ schools.
Tables 7 through 9 indicate that compared to like schools, our 2014 cohort of Year 7 students were performing at similar levels to the average. However, this level is a concern when we consider the proportion of students, over one quarter in each case, who are performing at a limited achievement level. This outcome is significant because without adequate skills in literacy and numeracy, accessing the secondary curriculum is particularly challenging. Nonetheless there was also a group of students performing particularly well, achieving good or excellent outcomes, especially in literacy.

Figure 7. Yr 7 numeracy outcomes compared to ‘like’ schools

Figure 8. Yr 7 reading outcomes compared to ‘like’ schools.

Figure 9. Yr 7 writing outcomes compared to ‘like’ schools
The Year Nine cohort is comprised of a small group of students, and as a result statistical analyses need to be treated with caution. It is meaningless to compare the outcomes of this group with previous cohort’s results because of the variability within small groups such as these. Nonetheless, the extent of the challenge facing these students is obvious, and the data indicate that, in numeracy and writing in particular, the majority of students require significant assistance. The relative strength of reading for this group is encouraging, and suggests that the previous priority focus on ensuring that students are actively reading novels and other texts may have been of particular value.

Figure 10. Yr 9 numeracy outcomes compared to ‘like’ schools

Figure 11. Yr 9 reading outcomes compared to ‘like’ schools.

Figure 12. Yr 9 writing outcomes compared to ‘like’ schools
Measuring progress: Assessing the ‘value-adding’ of school programs.

Because of year-to-year variability in student ability, it is very important to ask what progress students have made. This is just as important, if not more important, than the number of students achieving at particular levels. It shows the value that the school program is adding to the students’ learning. In order to assess progress of the students in a particular school, only the ‘stable cohort’, or the group of students who were present from Year 3 to Year 5, or from Year 5 to Year 7, or from Year 7 to Year 9, is used for analysis. The results of students who have arrived or left in the interim are not included.

Figure 13.
Progress of students between Year 3 and Year 5 in numeracy (stable cohort)

Figure 14.
Progress of students between Year 3 and Year 5 in reading (stable cohort)

Figure 15.
Progress of students between Year 3 and Year 5 in writing. (stable cohort)
The progress of this group of students from Year 3 through to Year 5 has been very strong compared to like schools in all three areas, which is very encouraging. This outcome is reflects the ability and application of this is group of students, but also indicates that the learning programs in place have been effective in helping them to make the most of their capabilities.

The progress of students in the Year 5 to 7 cohort, by way of contrast, offers some cause for concern in the areas of reading and in numeracy. Analysis of this group’s needs to ensure that progress is high in the coming period will be a priority for 2015. By way of contrast, this cohort’s progress in writing has been very sound, indicating that the programs put in place to specifically teach text structure and language conventions have been effective.

Figure 16. Progress of students between Year 5 and Year 7 in numeracy

Figure 17. Progress of students between Year 5 and Year 7 in reading

Figure 18. Progress of students between Year 5 and Year 7 in writing.
Results from Year 7 to 9 for the 2014 cohort need to be interpreted with caution due to the small group size. Nonetheless, for this group progress has been sound compared to like schools, and particularly strong for most students in literacy. This is very important, because for students who remain at Beverley for their secondary schooling it is imperative that they are able to achieve solid growth in their learning despite being part of a small and diverse student group. Nonetheless, there remains a group of students making limited progress, and it is important that these students receive specific, targeted intervention programs to support their learning. These students have been identified so that targeted learning plans can be put in place for 2015.

Figure 19.
Progress of students between Year 5 and Year 7 in numeracy

Figure 20.
Progress of students between Year 5 and Year 7 in reading

Figure 21.
Progress of students between Year 5 and Year 7 in writing.
Report on Attendance Outcomes for 2014

The following attendance data was collated for overall attendance for Semester One and Semester Two of 2014. Students in the severe category in Semester One were referred to the *Students Whose Whereabouts are Unknown* process and removed from the roll for Semester Two.

Overall there was a slight improvement in regular attendance between 2013 and 2014 (from 65% to 67%). There was a significant reduction in severe at-risk attendance between Semester 1 and Semester 2 of 2014.

Figure 22: Summary of attendance by Risk Category

**Semester 1, 2014**

- Regular (90% or greater): 67.7%
- Indicated (80% to <90%): 10.6%
- Moderate (60% to <80%): 7.4%
- Severe (<60%): 19.3%

**Semester 2, 2014**

- Regular (90% or greater): 66.9%
- Indicated (80% to <90%): 25.4%
- Moderate (60% to <80%): 10.3%
- Severe (<60%): 7.4%
A Balanced Curriculum Focus
Academic outcomes for literacy and numeracy are important, but students at Beverley DHS enjoy a broad and integrated curriculum with a focus on a wide range of learning areas. Currently, like all other Western Australian Schools, Beverley DHS teaches some subject areas from the new Australian Curriculum (English, Mathematics, History and Science), and others from the existing WA Curriculum Framework (for example Languages other than English, Health and Physical Education, and the Arts). Although the formal planning and reporting requirements are currently in transition, the focus remains on providing students with opportunities for academic rigour, creativity, physical challenge, social skills, and awareness of others. The following programs and activities were part of our planned curriculum for our students in 2014.

SCIENCE
In 2014, students from across the primary school undertook specialist science classes with Mrs Aynsley, focusing on the innovative Primary Connections materials. Secondary students have continued to undertake scientific investigations and develop their theoretical and practical knowledge of chemical, biological, physical and Earth & Space science. A groups of TAGS students competed in the Science Talent Search (years 3-6) and the Science IQ online quiz, both hosted by the Science Teachers Association of Western Australia.

In Term 4, the Year 7 and 8 students demonstrated their chemistry skills to an audience of fascinated teachers and primary students.

The students also provided a demonstration of using an experimental procedure to conduct a fair test.
HEALTH AND PHYSICAL EDUCATION

Students participate in a health curriculum that has included learning about protective behaviours, sun safety, and healthy eating. They have participated in the Keys for Life program to support strategies for self-regulation. Secondary students have also participated in activities including drug awareness and preliminary driver training.

At Beverley DHS, sport is a very important part of the students’ curriculum. We believe that active participation in sporting activities has important health and social benefits, and builds resilience and teamwork. Students participate in weekly physical education lessons as well as sport sessions, focusing on swimming, team sports and athletics. The community’s parents and volunteers strongly support the sports programs at school and assist with carnival preparation and operation, coaching, and transport and supervision of students. Visiting sport development officers also provided coaching for students at the school throughout the year.

In 2014, students participated in a faction and an interschool swimming carnival, school and inter-school cross country carnivals, a winter team sports carnival, a faction athletics carnival, and an interschool athletics carnival hosted by Beverley DHS.
DESIGN AND TECHNOLOGY

Primary classrooms provide opportunities for design activities throughout the year, often integrated with other learning areas or classroom themes. Secondary students undertake studies in Food Technology, Clothing and Fabrics and woodwork, under the supervision of specialist teachers.

THE ARTS

The school provides students with opportunities to explore music and art through classroom programs. The lovely 2014 Beverley Shire banner, displayed in St Georges Tce, was created by secondary students and their teacher, Mrs Barrett-Lennard. In 2014, the school successfully sought a grant from Arts Edge (Department of Culture and the Arts) to employ an Artist in Residence at Beverley DHS for 2015.

The school also has an active school choir, which frequently performs both at school assemblies and special occasions and at community events. For example, in 2014, the choir performed at the Anzac Day Ceremony in April, at the Beverley Show in September, and at the school’s presentation evening in December. They are led by Mrs Shaw.
ITALIAN
Students undertake language and cultural activities in Italian for the school’s Languages Other Than English (LOTE) program. In 2014, students enjoyed special incursions, pasta making, and drama, songs and games during Italian.

INFORMATION AND COMMUNICATION TECHNOLOGY
The school at Beverley has a modern well-equipped computer laboratory and interactive whiteboards in all primary and secondary classrooms.

In 2014, the school supplemented its existing Information Technology resources with one portable laptop computer for each primary age student from Year 2 to Year 7.

These robust, reliable little machines are powerful and easy to use. Students can use them to complete online curriculum activities such as Reading Eggs, create documents using word processing, find resources on the internet, and create multimedia presentations using still images and video.
Surveying the school community

In order to gauge how well the school is meeting the needs of students, their families, and staff, we undertook a survey of each of those three groups. The surveys were distributed in the form of anonymous questionnaires in October and November of 2014, and they could be completed either via an online version or as a paper form. Surveys are most reliable if as many respondents as possible complete them, so we encouraged participation. The following figures and tables summarise the data from the surveys.

Survey responses from parents (n=43)

(5 = strongly agree; 1 = strongly disagree)

Survey responses from staff members (n=23)
Survey responses from students (n=25)
School Financial Statement to end of 2014

Our final financial position for 2014 marks the end of the Department of Education’s traditional funding model for schools and heralds a new era of one-line budgeting, known as the ‘student-centred’ funding model.

This report indicates that the school will start the new school year in a sound and stable financial position, with reserves of $175,000 available to meet planned and incidental commitments.
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<td>2 Leases</td>
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<td>9 Trading Activities</td>
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### Expenditure - Budget vs Actual

![Graph showing budget vs actual expenditures](image-url)
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<td>Made up of:</td>
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<tr>
<td>2 Deductible Gift Funds</td>
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<td>3 Trust Funds</td>
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<td>4 Reserves</td>
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<td>5 Suspense Accounts</td>
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### Cash Position

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