



Beverley District High School

Independent Public School

20 John St Beverley | 9646 1165 | beverley.dhs@education.wa.edu.au

School Board Meeting Minutes

Meeting 7: Wed 24 October 2018

Attendees: Carly Veitch (Parent, Chair), Ros Mellick (Parent), Wendy Moore (Principal), Damien Murray (Parent), Kellie Shaw (Staff), Angela Sims (Staff), Lisa Blanch (Parent)

Apologies: Simon Marshall (community member)

Minutes Secretary: Wendy Moore (session was audio recorded)

Opening Business: Carly Veitch (Chair)

Board extends its congratulations to Simon Marshall who is an apology this evening due to the recent birth of his daughter Imogen.

Motion: That the previous minutes be accepted as correct. Moved Damien, seconded Kellie. All in favour. Minutes signed and dated by Carly Veitch

Business arising: Wendy Moore

- 1. Community Forum:** Planned forum to combine the 'Be Very...' Calendar initiative raised at the last meeting with our planned annual parent/community forum. The forum will be held on 8 November. A range of community groups have been invited. Lisa suggested sending invites to individual sports club rather than just the Junior Sport committee (tennis, netball, hockey, swimming, football, bowling club) as well as the Lodge directly, Aboriginal groups – Mitch Henry. Carly and Lisa indicated that they would be able to attend as School Board members.
- 2. Grounds update:** Dead tree has been removed; decking quote has been obtained using a 'simple works' process; drainage works quote from Blackwells is still outstanding. Damien wondered whether we could approach the Shire to quote for those works.
- 3. School Board nominations:** Parent member nominations have not yet been received but there has been some interest. Damien asked whether there could be flexibility for setting dates at the start of the year to make allowances for FIFO rosters etc. This would not be a problem as long as the dates could be set at the beginning of the year. Damien asked if it would be a problem if the parent would be unable to serve 3 years as their children would have left the school earlier. Wendy confirmed that the position would simply become vacant earlier and that this would be fine.
- 4. Annual school parent survey:** School parent opinion survey will go out this week giving parents a chance to complete online or as a paper copy, with follow-up scheduled for the Shrek performance with school board members inviting parents who have not complete a survey to do so on the night.
- 5. Amendment** made to publicly available minutes of March meeting on request of DoE for confidentiality reasons; no change was made to the record of business. The original (signed) version will be retained on file as the official record.

Financial report (Wendy Moore). *Annotated comparative budget statement was sent out prior to meeting.*

- Budget on track to be fully expended
- Wendy explained that the minor works budget would be used up by the Kindy project and the drainage project, and that \$10 000 had been promised for the Kindy upgrade by the Department, which would be provided after project completion.
- Damien noted the water budget surplus; Wendy noted that some of this would be taken up by increased power bills and that a report on comparative usage would be prepared by MCS Marie Carroll.
- Damien moved that the financial report be accepted; seconded Lisa; all in favour.



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Social emotional wellbeing data (Kellie Shaw)

- Kellie led a discussion about the 2018 student Social-Emotional Wellbeing (SEW) data based on the annual survey of students in Years 1-10.
- The school's SEW score compares student results to those of all schools who complete the survey, and allows us to monitor any changes. The focus is to find out areas where our students are doing well, areas where they are not, and whether we can see any kind of impact of social skills and behaviour support (PBS) programs that have been put in place.
- The Year 1 & 2 group (24 students) is looking quite good (all sitting at level 4 or 5) and positive in areas of learning skills, emotional skills, indicators of social and emotional wellbeing, and social skills. While there were many areas of strength (e.g. emotional skills and social skills), some lower areas were about anxiety, losing temper, or feeling safe.
- The Year 3-6 group ratings (52 students) were similar to last year and a little higher than the average of those doing the survey. Despite positive averages overall, there is a group of students who were lower than average with their emotional skills. There was a difference in the 'feeling safe' ratings between boys and girls with girls higher, and a relatively high number of students feeling anxious or having difficulty controlling anger.
- The secondary cohort (23 students) is overall lower than the average, and there are a larger than average cohort of students with lower overall SEW levels. Our students were feeling less safe than the average, though it is not clear whether this was in the home, class or playground context. Higher than average levels of students having difficulty with anger, although stress levels were moderate, and students could identify strategies. The students felt that they got along well with their teachers, there was low incidence of high alcohol consumption, and students felt they had high levels of energy. Secondary boys were more confident and cheerful than girls, and felt that their teachers care about them.
- Kellie reiterated that social-emotional wellbeing remained a high priority for the school, and pointed out the importance of getting the program implementation right to ensure that we continue to address the needs of our students.
- Damien suggested the need to further explore feelings of safety to ensure that students are feeling safe at school. Wendy suggested including a relevant question in the student opinion survey to try to tease out the level of students feeling safe at school, and then following up if this was shown to be a common pattern.

Student achievement data (Business Plan targets) Wendy Moore

- NAPLAN progress data – comparison to business plan targets (Years 3, 5, 7, 9). Reading targets met for Year 3 reading compared to like schools and for Year 5 and 7 compared to public schools. Writing progress for Year 5 and 9 met the target, but Year 7 was below. Numeracy progress targets were met against like schools for Year 3, 5 and 7 and almost met for Yr 9.
- Summary progress and achievement data: Year 5 have achieved both good achievement and progress in all areas; Year 7 have made good progress in reading and numeracy; the Year 9 group have made good progress in reading and writing; but slightly lower than average progress in numeracy. Progress in punctuation and grammar has been strong across the school.



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- Overall summary data compared to expected achievement based on previous achievement and socio-economic variables shows that students are meeting expected performance levels at Year 3, while our Year 5 students have performed well above expected levels. The small Year 7 cohort achieved at expected levels in numeracy, poorly overall in writing (with high variability) in writing, but well in reading and in grammar and punctuation.
 - The good reading outcomes may be the result of the targeted CARS and STARS reading comprehension program used for the Yr 6 and secondary cohort last year and this year.
 - Preliminary PAT achievement data. The business plan targets were for 70% or more of our Year 2, 4, 6 and 8 students to achieve average results (Stanine 4 or above) compared to the Australian sample. Reading data shows that across the primary school, we have met the target at Years 2, 4, and 6. The combined Yr 7/8 cohort had 69% of students achieving at Stanine 4 or above. In mathematics, the target was met for our Yr 2 cohort, but we had less than 70% of our students at Yr 4, 6, 8 and 10 achieving at Stanine 4 or above. In Science, the target was met for Years 2, 4 and 6. The Year 7/8 group had 65% of students achieving at Stanine 4 or above; for the Year 9/10 group it was 63%.
 - Discussion about the disparity between the NAPLAN and PAT data for numeracy. Wendy noted that the data had only just been collected, and that the Mathematics data will be looked at closely by staff. Damien questioned whether there was too much focus on NAPLAN; Wendy concurred that the focus needed to be on ensuring that students' skills were in place for life skills and vocational and further study requirements, not as an end in themselves, but that the problem solving required in the Maths tests were relevant to real life numeracy and that doing well in these tests would be an indication that students could effectively apply their mathematical knowledge in real-life problem-solving contexts.
 - Lisa expressed support for the school using a range of assessment data – and not just one test – to assess how students are progressing.

Initial planning for 2019 (Wendy Moore)

- Staff movements. Retirement of Narelle Bailey from the permanent Deputy Principal position; of Lois Edwards from the Kindergarten education assistant position; and retirement of Kylie Ritchie from a permanent position that she has held despite not working here. As a result, the Deputy position has been advertised (Carly Veitch will be sitting on the panel). The permanent secondary position may be filled through transfer or advertisement. Because some of our students with high disability resourcing needs have moved on, this impacts on our funding and means that we may have some excess EA allocation. Therefore the Kindy EA position is unlikely to be advertised, and may be filled internally.
- Student numbers and planned class structures: We are likely to have separate K and PP classes, Year 1 & 2 groups working closely together and combining for some lessons, with one Yr 3/4 class, and either one or two classes for the large Year 5 and 6 group. Numbers in the secondary are looking a bit healthier, and there will again likely be a Year 7/8 and a Year 9/10 class.

Meeting closed at **8.57pm**

- Next meeting to be held at 7.00pm on 21 November 2018