



2015

# School Report

# FROM THE PRINCIPAL

2015, our third year as an Independent Public School, was a year of review and reflection both internally and externally. At a school level, we examined data to help us reflect on our annual achievements as well as the 2013-15 Business Plan, and to inform for the 2016-18 Plan. In addition to our usual self-assessment, an independent review and verification of the school self-review was undertaken by the Department of Education Services. Lead reviewer, Lindsay User said 'Congratulations to you and your team for their professional inputs and the quality of the discussions that we were able to undertake to support and develop our findings for the report. The review of Dowerin was a rewarding and uplifting experience for us which was enhanced by the quality documents and input from all concerned.'

The DES Report, available on the school website complimented the school for :

- its review and analysis processes, and identification of areas for improvement.
- The high level operation of the Board.
- The collaborative and supportive role of the teaching and non-teaching staff.
- The Principal, Deputy Principal and staff for the dynamic curriculum and positive learning environment.
- The Principal, Board and staff for the quality of our Business Plan and our clear direction for improving student learning.

I was fortunate to be able to take leave for 13 weeks during 2015 and would like to express my sincere appreciation to Mrs Jenny Hogan for undertaking the role of Principal in my absence, ably supported by Deputy Principal, Ms Kylie Fowler. Mrs Hogan respected the processes and expectations in place, and supported the staff to continue their efforts for excellence yet adding her own personality and expertise to the role.

As indicated in the DES Review, I am very fortunate to work with a pro-active, reflective and hard working Board who continually encourage and support practices to ensure Dowerin students have an excellent education available to them.

I am proud to work with a staff, both teaching and non-teaching, whose goal is to strive for continual improvement in their own practice and in the achievement of the students in their care.

*Barbara Garner*

*Principal*

# SCHOOL OVERVIEW

Dowerin District High School is an Independent Public School located in the Central Wheatbelt, 156km north-east of Perth. It offers an engaging educational program to over 110 students from Kindergarten to Year 10, where students hail from surrounding farms and the town.

Thirteen teaching staff (full and part-time), five Education Assistants and a School Chaplain mean class sizes are small and individual student needs are well catered for. The school prides itself on its strong community links, multi-age activities, learning opportunities and celebrations.

Dowerin DHS has an experienced staff with a variety of specialist teachers, providing a stimulating and inclusive environment which helps students develop the knowledge, skills and values to enable them to fulfil their potential and be valued citizens. Dowerin DHS prides itself on its proactive approach to education; embracing the new Western Australian curriculum and system initiatives such as integrating technology and the focus on STEM into the school program. Established for over 100 years, Dowerin is a well equipped and resourced school which caters for the diverse interests and abilities of our students.

Dowerin is predominantly a farming community (wheat / sheep). Small business operators - agricultural and retail, together with government services (education, shire, police, community health) support approximately 700 residents.



# SCHOOL PRIORITIES

## SUCCESS FOR ALL STUDENTS—Academic Success

Student performance data is collected across all learning areas and from a variety of sources. This information is used, not only to inform parents and students of academic achievement, but to plan for individual students, year and other groups, and the whole school.

The **National Assessment Program—Literacy and Numeracy (NAPLAN)** assesses competency in Numeracy and Literacy (Reading, Spelling, Punctuation and Grammar and Writing) in Years 3, 5, 7 and 9. All schools across Australia participate in this testing, allowing comparison between states and schools. The National Minimum Standard is a nationally agreed standard of the basic skills expected of students at that year level.

Due to the small number in some cohorts at Dowerin DHS, some of the more detailed information has not been published because of the risk of identifying individual students. **Given our small cohorts, caution also needs to be taken when interpreting the data that is presented in the following table.**

### LITERACY

	NAPLAN RESULTS															
	Year 3				Year 5				Year 7				Year 9			
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
READING	Yellow	Yellow	Red	Yellow	Yellow	Yellow	Yellow	Green	Yellow	Yellow	Green	Yellow	Green	Yellow	Yellow	Yellow
WRITING	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Green	Green	Yellow	Yellow
SPELLING	Green	Green	Yellow	Yellow	Yellow	Yellow	Red	Yellow	Yellow	Yellow	Red	Yellow	Green	Yellow	Yellow	Yellow
GRAMMAR & PUNCTUATION	Green	Green	Yellow	Green	Yellow	Red	Red	Green	Yellow	Yellow	Yellow	Yellow	Green	Yellow	Yellow	Yellow

The Literacy data in the table above is publically available online and therefore worthy of explanation. All students tested at Dowerin in 2015 are included in this data but reflection on our performance includes consideration of the achievement of the stable cohort. In each test, the stable cohort (or the group of students that had been at Dowerin DHS for 2 years) performed better than the whole cohort. To this end, the school must explore ways to further support the achievement and progress of students who are not part of the stable cohort.

**READING:** Students in Year 3, 5, 7 and 9 performed as expected with the Year 5 group performing extremely well. When compared against the Australian Mean, 83% of students in Year 5,7 and 9 made moderate or better progress over the last two years. The reading of persuasive texts should be a focus in 2016.

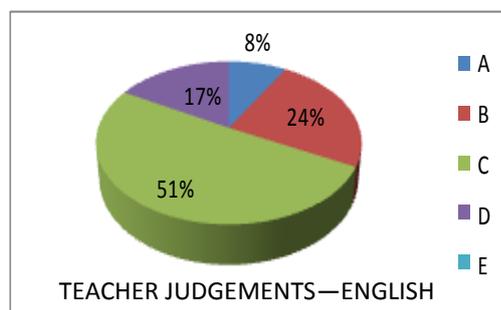
**WRITING:** Year 5, and 9 performed well, with students performing better than the Australian Mean for most aspects of the writing assessment. The Year 7 stable cohort were above, or close to, the Australian Mean for all aspects of writing except paragraphing and vocabulary. Interrogation of the data suggests that students in Year 5 and below need to focus on the use of persuasive devices in their writing. When compared against the Australian Mean, 84% of students in Year 5,7, and 9 made moderate or better progress over the last two years.

**SPELLING:** Overall, spelling has improved across the school when compared to recent years data. This has been attributed to the targeted spelling program that has been in place.

**GRAMMAR & PUNCTUATION:** All students were above the National Minimum Standard. Year 3 and 5 students performed extremely well in Grammar and Punctuation, the result of a targeted teaching approach to this area of Literacy. The results for Year 7 and 9 were disappointing.

Further evidence about student achievement is gathered in a variety of ways, including the assessments linked to Literacy Pro.

Literacy was promoted in a variety of ways across the school including a *Buddy Writing* program with the Year 3/4 class and Pre-primary students, holding a Book Fair, attending dramatic performances and publishing student work in the newsletter and the school magazine.



## NUMERACY

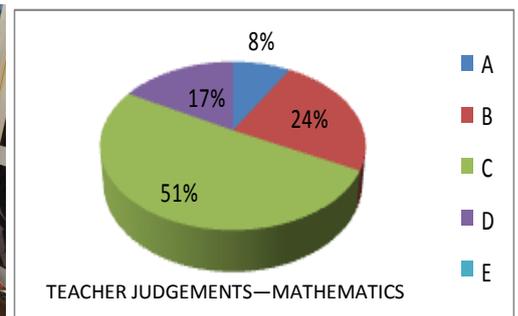
ABOVE EXPECTED	NAPLAN RESULTS															
	Year 3				Year 5				Year 7				Year 9			
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
EXPECTED																
BELOW EXPECTED																
LESS THAN 6																
NUMERACY																

Once again this data is based on all students who completed the test. Year 7 and 9 students complete both a *Calculator* and *Non-calculator* test- each of which covers all aspects of Mathematics. Systemic data indicates that Year 5, 7 and 9 students made slightly better progress than the Australian mean progress. Year 5 data was very pleasing with 30% of our students performing in the top 20% of the state. No student in Year 5, 7 or 9 was below the National Minimum standard. In 2015 staff interrogated NAPLAN data and engaged in backwards planning to address concerns about achievement in Years 3, 7 and 9, identifying maths vocabulary and maths problem clarification as one area for improvement.

Our role as a Teacher Development School—Mathematics, supported our skills in interrogating data and adjusting our teaching and learning program to cater for individual needs. Clear understanding of the Western Australian Curriculum and the sequential nature of maths concepts assisted this. Students continue to use the Problem Solving Framework to demonstrate Mathematics Proficiencies.



Students competed in a heat of the 2015 state Numero competition, with commendable results in some aspects of the competition resulting in 2nd place overall. Year 5/6 students also completed very successfully in an interschool Megaminds Challenge, bringing home the inaugural Shield.



## SCIENCE

Science from Year 3 to 10 is taught by a specialist teacher. This teacher also supports classroom teachers from Kindergarten to Year 2 with their Science delivery. Students have access to excellent resources; a modern, well equipped science laboratory and Primary Connections Resources.

As there is no systemic test available for Science, the Progressive Achievement Tests for Science were used to monitor student achievement and progress. All targets were met with a great improvement between Semester 1 and end of year results. It is recommended that Biological Sciences are a focus.

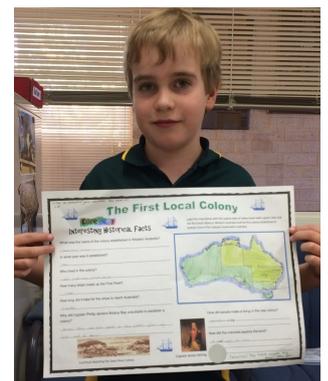
There were many opportunities for students to experience Science out of the classroom setting; the whole school participated in *Science in Society* themed Science Week activities which included making lava lamps, 'milk symphonies' and solar viewing. Students from Year 5-8 attended a network Science Forum where students had the opportunity to listen to Chief Scientist Lynn Beazely and participate in a variety of workshops. Four Year 6 students from Dowerin (identified through testing across our network) were invited to attend the Science Aspirant Camp at Curtin University which certainly sparked interest in the science pathway as a career option.



## HUMANITIES AND SOCIAL SCIENCE

A specialist teacher delivers Humanities and Social Science to students from Years 5 to 10. Online resources and the Department of Education platform, 'Connect', is used to enhance the teaching and learning program, and provide differentiation to meet the needs of students. Inspired by his interest in HASS and encouraged by his teachers, a Year 10 Dowerin student was successful in gaining a place in the 2015 State Parliament. Students in the younger years engaged in several incursions and excursions to promote connections with community, and add meaning and relevance to their study of HASS. These included visits to the Perth Zoo, Western Australian Museum and Perth Central Fire Station.

The specialist teacher is employed by the Inland Lighthouse Network of schools to deliver an online HASS program to students in Year 6 from Level 3 schools. This has given her the opportunity to engage in some informal moderation to gauge the standards of our students work, which she assessed to be meeting or above the Standard.



## TECHNOLOGY AND ENTERPRISE

Technology has been integrated across many curriculum areas in the primary school to deepen understanding of concepts in other learning areas. The Year 5/6 students have engaged in the Stephanie Alexander Kitchen Garden Program, growing a selection of food in the school Enterprise Yard and using this to create a variety of culinary delights. This produce was also used for cooking in the secondary school and as a supplement to Breakfast Club.

Technology and Enterprise studies for Secondary Students were in the contexts of Cooking and Textiles in Home Economics and Woodwork and Metalwork in Design and Technology. The purchase of a Thermomix allowed students to undertake comparisons of modern and historic methods of food preparation.



## THE ARTS

We were very fortunate to employ an experienced and passionate Art teacher to deliver Visual Art from Year 1 to 10. Focus was on Art Skills and Processes and students use a variety of mediums to hone their talents. A major group project was the creation and painting of a mural on the Fire and Emergency Services Cadet Unit storage sea container. Student work was frequently on display in the front office.

We were without a music teacher in 2015 and, while classroom teachers did their best to engage students in this area, it was recommended that access to a specialist teacher be investigated for 2016. Students participated in the Musica Viva program and the school facilitated small group and individual guitar and piano lessons.



## HEALTH and PHYSICAL EDUCATION

Under the guidance of a specialist teacher and in addition to 2 Phys Ed sessions each week, students had the opportunity to engage in a wide variety of sporting events. Carnivals were efficiently run and encouraged a high level of student participation and parent involvement. The school nurse supported the health education program; working with students from Kindergarten to Year 10 covering hand washing, teeth cleaning and human development programs. Events and carnivals included:

- In-term swimming lessons
- Faction Swimming Carnivals
- Interschool Swimming Carnivals
- Cross Country Training
- Faction Cross Country
- Interschool Cross Country
- Primary Winter Carnival
- Secondary Winter Carnival
- Faction and Interschool Athletics
- Super 8 Cricket
- A visit from the Dockers



## CADETS

Although the signing of our Memorandum of Understanding was delayed until 2016, Cadets WA supported our commencement as a Fire and Emergency Services Cadet Unit. The closure of the Rockingham Unit resulted in the arrival of a sea container full of equipment which allowed our unit to engage in a broad range of activities over the year. Camps were held in the Avon Valley National Park and at Jurien Bay, testing out students' outdoor skills. Students also undertook a St John Ambulance First Aid course and had visits from the Dowerin Bush Fire Brigade.



## OTHER OPPORTUNITIES and VALUE ADDING

The school initiated a **KINDY READINESS PROGRAM** in Semester 2. Up to 11 students attended a weekly two hour session which focussed on socialisation, gross and fine motor activities, music, story telling and free play. There were also several **Parent Information Sessions** throughout the program. Indications at the start of the 2016 school year suggest this program has been very beneficial in preparing for Kindergarten. Links were made with the **PLAYGROUP**; parents and children visiting the school once each term for a shared morning with the Kindergarten and Pre-primary class.

Once again the annual **DOWERIN FIELD DAYS** provided a broad range of learning opportunities with all school students attending and participating in the



*Field Day Trail.* This is an interactive program developed by Dowerin DHS staff where students engage with a variety of exhibitors, mainly from the agricultural sector. Engagement in classroom activities prior to the Field Days maximised the learning on this much loved excursion and it was well supported by parent volunteers. Secondary students volunteered in various catering venues as part of their work experience and others manned the school car park, selling parking over the day. Parents and community members supported the school throughout the Field Days by volunteering to accompany students on excursion and donating their voluntary hours worked at the Field Days towards the P & C and fund raising for the 2016 Canberra Camp.

Year 10 students undertook **WORK EXPERIENCE**. Local businesses from the Dowerin and Wyalkatchem communities were very supportive, providing students with a variety of options to try. Secondary students were also able to explore some career aspirations with a variety of incursions and excursions. The MURESK INSTITUTE CAREERS DAY was a particular hit and included several interactive activities. The Career Development Officer from DIRECTIONS visited the school too.

The annual **TALENT QUEST** allowed students with a bent for the performing arts to show their expertise across a range of acts. We were entertained by singing, dancing, calisthenics, guitar and piano playing and joke telling. Students from a wide range of ages performed to a packed audience with points for participation and excellence going towards the Faction Stirrest Cup.

Complementing classroom differentiation to cater for student needs, identified students were afforded the opportunity to participate in extension programs which included the **PRIMARY EXTENSION AND CHALLENGE PROGRAM (PEAC)** and a **THEATRE SPORTS** excursion.

The Year 5/6 class attended a week long **CAMP** to Busselton, sharing accommodation with another school so the students were able to expand their network of peers and engage in a vast range of activities from caving to exploring the Cape Naturaliste Lighthouse.

For some students in the Year 3/4 class, the first night away from their parents was the **SLEEPOVER** at the school. The students thoroughly enjoyed the experience and it stands them in good stead for the Year 5/6 camp.



## PARENT AND STUDENT SATISFACTION

Approximately 30% of families responded to the 2015 National School Opinion Survey. Data indicates:

- 95% of respondents believe *teachers at this school expect my child to do his or her best.*
- 70% of respondents believe *teachers at this school provide my child with useful feedback about his or her school work.* (10% disagree)
- 70% of respondents believe *teachers at this school motivate my child to learn.* (10% disagree)
- 70% of respondents believe *this school works with me to support my child's learning* (20% disagree)
- 70% of respondents believe *my child is making good progress at this school.* (25% disagree)
- 65% of respondents believe *my child's learning needs are being met at this school* (20% disagree)

In 2016, it is recommended that staff focus on gaining further information to address the concerns of parents who have negative beliefs about the last three pointers.

# SCHOOL PRIORITIES

## SUCCESS FOR ALL STUDENTS—Social and Emotional Wellbeing

### STUDENT BEHAVIOUR

Student behaviour throughout 2015 was excellent with no suspensions recorded. The restorative nature of behaviour management at the school, coupled with an ongoing whole school focus on the Dowerin Virtues as a guide to expected behaviour, supported this achievement. The Behaviour Management Policy was reviewed and published on our website, and helped communicate clear information about the expectations and practices in place at the school.

Positive student behaviour was overtly acknowledged. Students are sent to the administration to share good work, merit certificates are awarded at Friday afternoon assemblies and formal parent assemblies, positive playground behaviour is acknowledged with raffle tickets which go in to a weekly draw and consistent demonstration of the focus *Dowerin Virtues* is awarded at formal assemblies. There is also acknowledgement of these positive behaviours in the school newsletter.

### PROTECTIVE BEHAVIOURS

Delivery of the protective behaviours and online safety programs were the responsibility of every teacher across the school. Our challenge is to continue the Protective Behaviours program without having the children tire of the content, particularly in the upper primary and early secondary years. It is recommended that, in 2016, there is a professional learning refresher for the staff and then time allocated to Phases of Development to plan for program delivery.

There will be more diverse opportunities to delivery the online safety programs with the implementation of the ICT continuum.

Anecdotal information indicates students understand and use the Protective Behaviours skills in the school environment. In 2016 the school should aim to offer parent education in both protective behaviours and online safety.

### STUDENT LEADERSHIP

The esteem with which the Student Leadership Team (SLT) is held is evident in the number of students who are enthusiastic to be part of this group. Comprising of class representatives and faction captains, the SLT is elected by peers after explicit lessons about the qualities that make good leaders and the role of the SLT within the school. Nominating students are also invited to make an 'election address'.

The SLT met weekly to discuss student related matters and plan for student activities. With the financial support of the P & C, the SLT attended the Halogen Foundation's *Young Leaders Day* at the start of their term which encouraged them to reflect on their role as leaders.

Throughout the year, the SLT hosted formal parent assemblies and the Presentation Evening at the end of the year. They coordinated several fund raising events for charities, organised lunchtime events, raised the flag each day, and raised money towards student requested equipment. In 2015 they supported the purchase of a new PA system for the school.



### BREAKFAST CLUB

Breakfast Club ran on two mornings per week throughout 2015 and was well supported with some regular, and some occasional, attendees. The program was coordinated by the Deputy Principal and supervised by generous volunteers including the Shire President, school chaplain, principal, teachers and parent volunteers. In addition to receiving a nutritious breakfast, students engaged in conversation, practised their manners and contributed to the Club by serving and cleaning up.



### SCHOOL CHAPLAIN

The school chaplain continues to be an essential part of the pastoral care team. She works with many of the classes at the school and runs lunchtime craft sessions to build relationships with students. Her broad community links and generous nature enable her to support students, parents and staff during times of need.



## ATTENDANCE and STUDENT NUMBERS

PRIMARY Attendance	Attendance Category			
	Regular	At Educational Risk		
		Indicated	Moderate	Severe
2012	81.4%	17.1%	1.4%	0.0%
2013	87.0%	7.5%	4.3%	1.0%
2014	81.2%	10.4%	7.2%	1.0%
2015	82.5%	10.4%	5.8%	1.1%
WA Public Schools 2015	78.0%	15.0%	5.0%	2.0%

Student attendance impacts on both academic achievement and social and emotional wellbeing.

Primary School attendance was 4.5% above the State attendance level. Secondary attendance improved greatly compared to 2014 and this was due to increased monitoring and response of students at risk. Overall 77.2% of our students had regular attendance compared to 63.0% for all WA Public Schools.

SECONDARY Attendance	Attendance Category			
	Regular	At Educational Risk		
		Indicated	Moderate	Severe
2012	78.9%	10.5%	10.5%	0.0%
2013	57.8%	31.5%	10.5%	0.0%
2014	57.1%	19%	19%	4.7%
2015	77.2%	4.5%	4.5%	13.6%
WA Public Schools 2015	63.0%	20%	10.0%	7.0%

Student numbers decreased in 2015 and this was partially attributed to the Year 6 transition to secondary school and more students leaving for alternative secondary schooling.

## TRANSITION PROGRAMS

Although many of our students are very familiar with local community and remain at Dowerin DHS from Pre-primary to Year 1 and Year 6 to secondary school, transition programs are highly valued.

**TRANSITION TO KINDERGARTEN**—The Kindy Readiness Program, initiated in Semester 2, 2015 was a resounding success with 11 of the 2016 students attending this program for at least some of the time. These students experienced a much more confident start to the 2016 school year. Playgroup visited the school each term to support children and parents to familiarise themselves with the school environment. A Kindergarten Orientation Morning was held for future students while parents attended a Kindy Readiness Session with allied health professionals.

**PRE-PRIMARY TO YEAR 1**— Pre-primary students engaged in several activities with the Year 1 students in Term 4 and were also permitted to access other play areas in the school.

**SECONDARY SCHOOL ORIENTATION**— Students entering Year 7 to 10 in 2015 were invited to participate in the secondary orientation day. They experienced a day as a secondary student completing a variety of learning activities. They were provided with the Secondary Handbook and had the opportunity to ask questions about the expectations and routines surrounding secondary school at Dowerin DHS.



## PARENT AND STUDENT SATISFACTION

Responses from the 2015 National School Opinion Survey indicate:

- 95% of respondents believe *My child feels safe at school*. 5% neither agree or disagree
- 80% of respondents believe *I can talk to my child's teacher about my concerns*. 15% neither agree nor disagree.
- 90% of respondents believe *My child likes being at this school*.
- 25% of respondents do not believe *Teachers treat my child fairly*. This needs to be investigated further and addressed in 2016.

# SCHOOL PRIORITIES

## EXCELLENCE IN TEACHING and LEADERSHIP

Staff were afforded many opportunities to build their capacity to deliver excellent teaching and learning programs. These included specific professional learning, performance management, classroom observation and feedback, mentoring of pre-service teachers, as well as collaboration with other schools. Non-teaching staff also engaged in relevant professional learning.

Our continued role as a TEACHER DEVELOPMENT SCHOOL – MATHEMATICS was effective, providing the opportunity for staff to develop their skills as mentors when staff from other schools came to workshadow our staff. We were encouraged, and successfully applied, to be Regional Teacher Development School—Mathematics and Science for the 2016/17 school years. This will provide further motivation and prospects for teachers to reflect on and improve their teaching practice and personal development as leaders.

Miss Stephanie Hibbit should be acknowledged for being awarded a Regional Scholarship from the Sciecn Techers Association of Western Australia to support her attendance at the National Science Education Conference of the Australian Science Teachers Association.

Staff continued to apply an explicit model of instruction to their lesson delivery based on the ISTAR model. Performance management and classroom observation included feedback about this model of instruction. With the principal on leave for 13 school weeks, classroom observation was maintained from 2014 rather than developed. There was increased focus on rigour in the classroom and staff worked with the Judging Standards material, Western Australian Curriculum and understanding of the Learning Area Standards to develop lessons which increased this. Staff skills and practice in the area of classroom observation and rigour should be further developed in 2016.

The INLAND LIGHTHOUSE SCHOOL DEVELOPMENT DAY is highly valued by staff. A variety of excellent professional learning was on offer, some delivered through our Teacher Development School role. This day also provides a valuable opportunity for staff to network with colleagues from other schools.

Staff continued to develop skills in integrating technology into the teaching and learning program and this is now commonplace in all classrooms with staff continually looking for opportunities to engage student interests.

School administration continued to lead the staff in regular interrogation of school and systemic data. In 2015 the school once again engaged an external provider to support the interrogation of NAPLAN data and staff found this extremely useful in deepening their understanding of student results and the implications for future planning. Students in 'non-NAPLAN' years also sat a NAPLAN test from a previous year and this provided staff with useful data. Staff are competent at reviewing and planning from a range of data. Their use this to develop Learning Area Operational Plan and inform for their teaching and learning programs. A point of commendation in the IPS DES Review was *the detailed, uncomplicated review and analysis of student performance against the targets set in the priority areas and the identification of areas for improvement*. It was also noted that *There is a strong spirit of collaboration and sharing between staff* and that *leadership at the highest levels in the school fosters the individualised and collaborative approach that is evident in school operations*.

Professional learning by teaching and non-teaching staff also included:

- Early Childhood Literacy
- Early Years Conference
- Implementation of the National Quality Standards (NQS) for Early Childhood Education
- Mathematics Tracking PL
- Occupational Safety and Health in Design and Technology
- Spelling Programs for Primary School
- Assistive and Augmented Communication.
- Cadet Leadership Training
- The iPad as a Classroom Tool PL
- Literacy Pro
- Secondary maths Convention
- Stephanie Alexander Kitchen Garden Program
- Graduate Modules
- School Records System Training
- One-line Budget PL
- Student Centred Funding PL
- Registrar's forum



# SCHOOL PRIORITIES

## DEVELOPING AND STRENGTHENING PARTNERSHIPS

As our motto indicates, partnerships with parents and the wider community are an essential element of the success of Dowerin District High School.

**Parents** have many opportunities to engage as partners in their child's education by becoming involved in their child's class activities, meeting regularly with the class teacher both informally and formally, actively reading class and school newsletters and being proactive in communication matters. In 2015 a group of motivated parents set about fund raising towards the 2016 Canberra Camp for students in Years 7-10. Supported by a generous benefactor, they achieved their goal, ensuring all students who wished to will be able to attend the camp.

The **Parents and Citizens Association** provided valued feedback on school initiatives and raised funds to finance attendance at events, and purchase resources and equipment to enhance the teaching and learning program. There were two major projects in 2015: the development of the Music Garden and Nature Playground. This was a massive achievement, the success of which is evident by the number of children who head straight to these areas during break times. Author, parenting and resilience specialist, Maggie Dent, visited the school and playground, and was very impressed with it, posting pictures and comments on her Facebook page. Other projects in 2015 included catering for several events, supervising a Halloween Trick or Treat Trail and Disco, providing assistance for classes to attend camps, the purchase of a dishwasher for the Science lab, contributing to the purchase of a thermomix for the Home Ec room and financing the Student Leadership Team to attend the Halogen Foundations Leadership Day. The P & C also run the school uniform shop, ensuring our students have ready access to appropriate school wear. In 2015 this service expanded to include access to second hand uniforms.

The **Dowerin Shire** continues to be a generous and willing partner, allowing free access to the recreational facilities adjacent to the school as well as the Town Hall. There is also support for grounds maintenance at the school; providing manpower, loaning equipment, sharing knowledge and facilitating works when the school is in need. Particular acknowledgement should go to Steven Geerdink as Works Manager.

The **Golf Club** was generous in allowing us to use their picturesque course and club rooms for the Faction Cross Country and Talent Quest.

The **Mens Shed** supported the school in a variety of ways, undertaking small construction projects and assisting with the maintenance around the school.

Activity mornings at the Early Childhood Centre mean that **Dowerin Playgroup** children are familiar with the school environment prior to commencing Kindergarten. The parents of this group are always eager to engage and this partnership assisted with the success of the 2015 Kindy Readiness Program.



The Dowerin Field Days are a highlight of the school year and **Dowerin Events Management** welcome and support the involvement of the Dowerin DHS students at this event by allowing free entry, sharing information which allows us to prepare for the *Field Day Trail* and facilitating the involvement of students in work experience at catering venues.

The **Dowerin Apex Club** demonstrate the Dowerin Virtues to students by their generous and humble contributions to the school. They donated a generous sum to be used, at the discretion of the principal, to support students in need.

Local businesses support the school in a variety of ways; **Dowerin Bakery and Newsagency**, **Boekeman Machinery**, and **Petchell Mechanical** all supported the work experience program. The **Bakery** and **Dowerin Gourmet Meats** have also been very generous in supporting fund raising ventures in a variety of ways.

The twice weekly Breakfast Club has had a significant and positive impact on the learning of students by providing a nutritious breakfast, encouraging punctuality and fostering social networks. This initiative would not be possible without the support of **Foodbank** and its supporting agencies.

Working as part of the **Inland Lighthouse Network (ILN)**, which is recognised as a leading network across the state, continues to be highly valued by the school, supporting many academic and social events for students as well as professional development for staff. The Network have brokered partnerships which have resulted in further opportunities for Dowerin students, staff and administration. These included links with Curtin University, Edith Cowan University, Department of Agriculture and University of WA and included practicum students.

Fortnightly school banking sessions with the **Bendigo Bank** encourage students to develop sound financial practices. They promote the bank with occasional colouring competitions where prizes are start-up deposits.

**Dowerin Community Resource Centre and Library** support the school with the Better Beginnings program and offering involvement in community events.



## BUILDINGS AND GROUNDS

Rooms 1,2,3 and 4 were repainted and carpeted in 2015 and the General Teaching Room was painted. This brightened and freshened the rooms considerably. New vinyl was laid in the Kindergarten which greatly improved the appearance of the room with it looking much 'cleaner'.

The **Dowerin Community Club** kindly donated a number of aluminium tables and chairs which have been used on the library verandah, providing an area for students to gather, chat and engage in quiet activities.

PALS ( Partnership, Acceptance, Learning Sharing ) grant funding enabled students from Year 5-10 to engage in a project to plant a waterwise garden outside the science room. This has beautified the area considerably.



## STAFF

Teachers and education assist staff were stable throughout 2015, welcoming one new teacher, Mr Bruce Fraser, at the start of the year. We were also fortunate to have an excellent practicum teacher in the Year 1/2 room for Term 3.

The role of School Officer was held by a number of staff as a result of personnel taking leave. We were fortunate to secure the services of a number of capable staff to fill in these times and thank Mrs Bec Windsor, Mrs Emma Richards and Mrs Kezia Metcalf for their flexibility and willingness to fulfil the role.

We welcomed Mrs Caroline Marshall to the position of gardener while our substantive gardener was on leave and also thank Mr Rex Adams for his role as relief gardener.

A decision was made to advertise the two Early Childhood positions for 2016. As early childhood would be a focus in this year, we felt it important to ensure we had the best teachers available and demonstrate this to the community. 2015 teachers Emma Kelly and Natalie O'Neill won these positions from a large number of applicants, confirming our assessment that they were both excellent teachers.

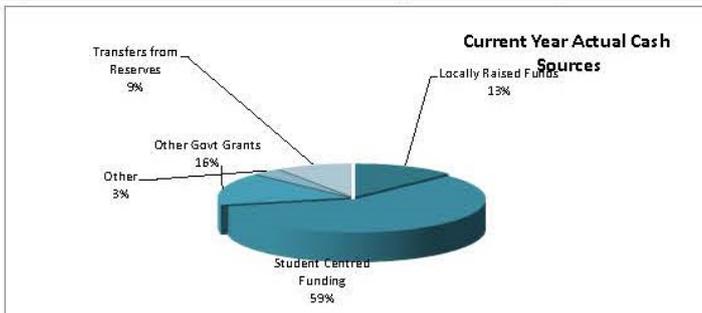
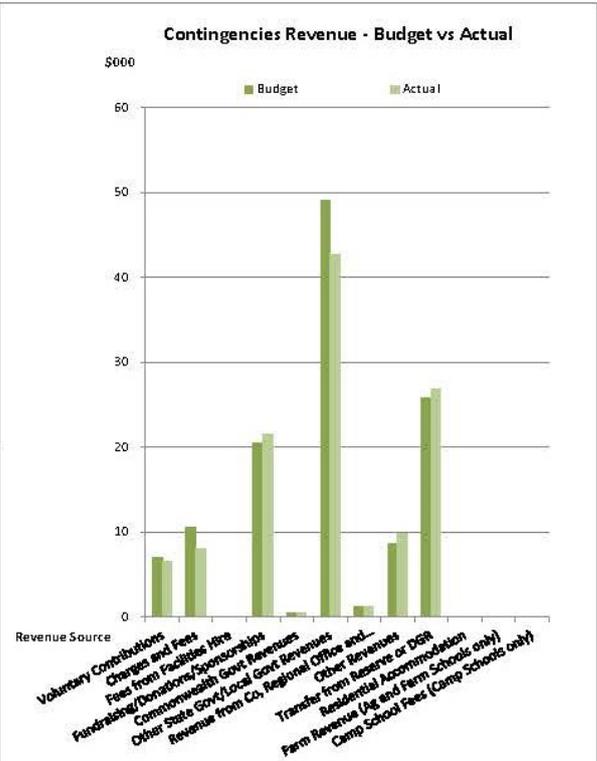
Sadly, we farewelled long time staff member, Mrs Cathy Allsopp, resulting in the appointment of a new library officer and laboratory technician. We welcome Mrs Tamara Johnson to these positions in 2016, relinquishing her gardener position where she has been as asset to the school.

After four and half years as Deputy Principal, Ms Kylie Fowler made the decision to return to the classroom where her passion for teaching can be satisfied. A fair, consistent, thorough and considerate member of the admin team, Kylie will be missed in this role but we are very pleased we will retain her as a teacher at the school. Mr Michael Minson has been appointed in this role for 2016.

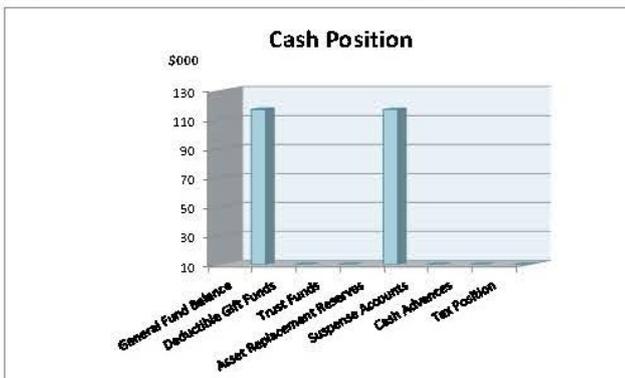
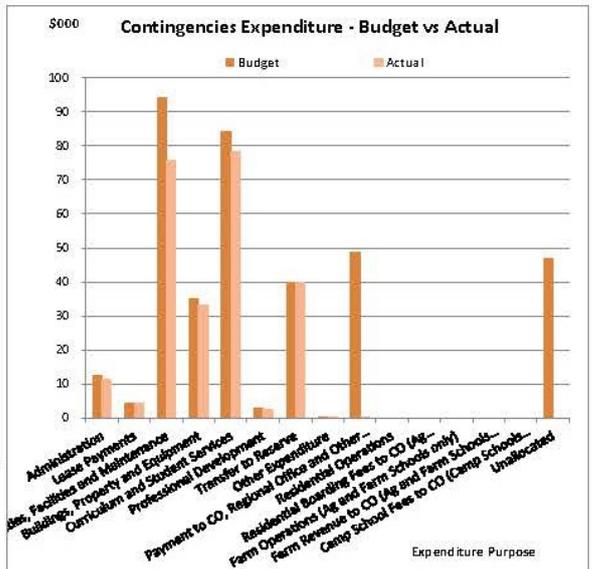
# SCHOOL FINANCE

FINANCIAL SUMMARY as at 31 December 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 7,009.00	\$ 6,608.75
2	Charges and Fees	\$ 10,515.00	\$ 8,008.38
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 20,541.00	\$ 21,558.50
5	Commonwealth Govt Revenues	\$ 524.00	\$ 523.64
6	Other State Govt/Local Govt Revenues	\$ 49,130.00	\$ 42,728.19
7	Revenue from Co, Regional Office and Other Schools	\$ 1,169.00	\$ 1,169.23
8	Other Revenues	\$ 8,690.00	\$ 9,845.65
9	Transfer from Reserve or DGR	\$ 25,763.00	\$ 26,852.36
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 123,341.00</b>	<b>\$ 117,294.70</b>
	<b>Opening Balance</b>	<b>\$ 78,541.00</b>	<b>\$ 78,540.80</b>
	<b>Student Centred Funding</b>	<b>\$ 167,218.00</b>	<b>\$ 167,217.60</b>
	<b>Total Cash Funds Available</b>	<b>\$ 369,100.00</b>	<b>\$ 363,053.10</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 369,100.00</b>	<b>\$ 363,053.10</b>



	Expenditure	Budget	Actual
1	Administration	\$ 12,539.00	\$ 11,239.22
2	Lease Payments	\$ 4,335.00	\$ 4,227.86
3	Utilities, Facilities and Maintenance	\$ 94,400.00	\$ 75,888.26
4	Buildings, Property and Equipment	\$ 95,045.00	\$ 33,215.10
5	Curriculum and Student Services	\$ 84,232.00	\$ 78,433.31
6	Professional Development	\$ 2,667.00	\$ 2,624.20
7	Transfer to Reserve	\$ 40,000.00	\$ 40,000.00
8	Other Expenditure	\$ 225.00	\$ 131.76
9	Payment to CO, Regional Office and Other Schools	\$ 48,830.00	\$ 300.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ 46,827.00	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 369,100.00</b>	<b>\$ 246,059.71</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 369,100.00</b>	<b>\$ 246,059.71</b>



Cash Position as at	
<b>Bank Balance</b>	<b>\$ 231,957.92</b>
Made up of:	\$ -
1 General Fund Balance	\$ 116,993.39
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 116,813.05
5 Suspense Accounts	\$ 364.52
6 Cash Advances	\$ -
7 Tax Position	\$ 1,484.00
<b>Total Bank Balance</b>	<b>\$ 231,957.92</b>

The Registrar, Principal, Board and Finance Committee have worked together to ensure finances are managed efficiently and reflect the priorities of the school.

## IN CONCLUSION...

2015 was another successful year where it was evident excellence was expected of staff and students. Changes in leadership only helped to demonstrate that the good processes in place support the sustainable nature of the school.

The Dowerin Virtues continue to epitomise the culture of the school as we work together with students, staff, parents and the wider community to be the best we can be and offer an excellent education for the students in our care.

## TOGETHER WE STRIVE

*At Dowerin District High School we are*

**D**etermined,  
**O**rganised,  
**W**elcoming,  
**E**nthusiastic *and*  
**R**eliable. *We act with*  
**I**ntegrity *and*  
**N**urture *others.*

