

OUR SCHOOL

Enthusiastic and talented staff work collaboratively, making admirable use of available resources to deliver an engaging, varied and relevant curriculum to approximately 130 students from Kindergarten to Year 10. Classes are mostly multi-age, spanning two year groups.

With high expectations, we focus on preparing students for a world where sound literacy and numeracy skills coupled with critical thinking, creativity and entrepreneurial abilities will be central to success. Importance is placed upon developing interpersonal relationships which improve students' ability to work productively with others.

At Dowerin District High School we are
Determined
Organised
Welcoming
Enthusiastic and
Reliable *We act with*
Integrity and
Nurture others.

School culture centres around the **Dowerin Virtues** with restorative justice, protective behaviours and online safety programs supporting positive personal interactions. Promoting good mental health and a growth mindset is a school focus; a specific social and emotional learning plan includes whole school directions which cultivate collective and individual wellbeing and personal growth.

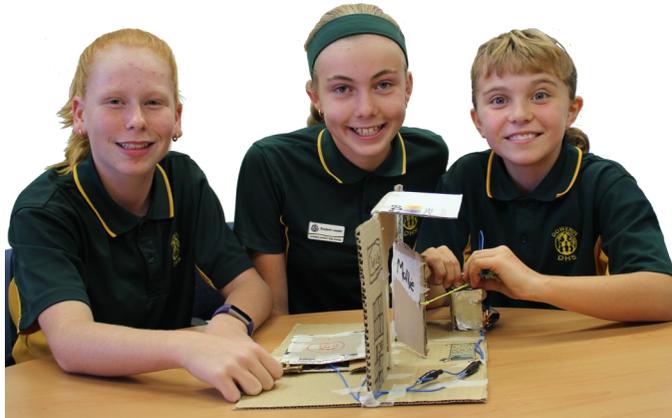
Our staff are experienced, high performing and actively pursue continual development of their practice; professional learning, collaboration with colleagues, learning area leaders and networks, feedback on classroom practice and engagement in the school's Performance Improvement process make up this suite.

The high calibre of staff and curriculum delivery at the school is acknowledged in our selection as a Teacher Development School since 2014 and inclusion in other department curriculum leadership initiatives including Teachers Can Code and the STEM Enterprise Schools.

Our motto, **Together We Strive**, is indicative of the productive partnerships that are in place within the school and broader community to support a variety of learning experiences for students and staff. The high functioning School Board, Student Leadership Team and P & C all contribute to decision making at the school; respecting and fulfilling their relevant roles.

OUR COMMUNITY

Dowerin is situated 156km north-east of Perth in the central wheatbelt and has a population of about 700. Farms are predominantly cereals and sheep with the majority of town businesses supporting the agricultural industry. It is home of the GWN Machinery Field Days, and the organisers actively facilitate the school's involvement in this well recognised event. Parents are active partners in their child's education and the community is immensely supportive of school endeavours, making 'in kind' and financial contributions towards our success.



OUR PARTNERSHIPS and PROGRAMS

We readily seek to engage with a variety of partners and programs to ensure the education program at the school is engaging, supportive, relevant and encourages excellence. The number, depth and complexity of partnerships continues to grow. Current active partnerships include:

- Stephanie Alexander Kitchen Garden Program
- National School Chaplaincy Program
- Dowerin Events Management
- Dowerin Field Days
- Dowerin Community Resource Centre
- Dowerin Police
- Dowerin Farm Shed
- Dowerin Gourmet Butcher
- Dowerin Bakery and Newagency
- Dowerin Community Club
- Dowerin Shire
- Dowerin P & C Association
- Dowerin Apex Club
- Bendigo Bank
- Aglime Australia
- JK Williams
- Boekeman Machinery
- Curtin University
- Inland Lighthouse Network of Schools



Dowerin District High School BUSINESS PLAN 2019-21



SCHOOL IMPROVEMENT and SELF-ASSESSMENT

We constantly seek to improve our practice and student outcomes. Whilst adhering to federal and state policy, and Department of Education strategic plans, it is the School Business Plan (SBP) that drives contextually relevant direction and improvement. Finer detail linked to the SBP is further articulated in school level documents including the Data Collection Schedule, a variety of Operational Plans, Whole School Plans and the Performance Improvement Process.

Rigorous data analysis, personal reflections and consequent actions form the basis of our self-review process. Data collection expectations are outlined in the school's Data Collection Schedule, and resulting analysis of this data is a catalyst for the development of operational plans and whole school approaches to learning. It also impacts the staff's Performance Improvement process, resource allocation and professional learning choices.

The School Board takes an active role in reviewing the Business Plan, making themselves aware of the interrogation of data informing progress towards school targets.



An Independent Public School since 2013

Regional Teacher Development School—Science and Mathematics since 2014.



Creating socially and civically responsible citizens who are equipped for life long learning and strive for personal excellence.

dowerindhs.wa.edu.au

Cultivating wellbeing through a supportive and inclusive school environment.	
<p>TARGETS</p> <ul style="list-style-type: none"> On the National School Opinion Survey (NSOS) results, maintain an average of 4 or better for the statement "The school is a safe, supportive and inclusive environment". Improve NSOS results by at least 0.5 for the statement that students believe their voice is 'heard' and valued by individual staff and the school. For at least 88% of students to have regular attendance each year. Maintain implementation of, and focus for, the Dowerin Virtues and Protective Behaviours Program. Engage with allied health services and the community to develop and implement a documented whole school approach to provide students with skills to support mental health and wellbeing. 	
STRATEGIES	
<p>Maintain a safe, supportive and inclusive school environment by providing consistently high behaviour expectations and frameworks for behaviour expectations.</p> <p>Support increased student ownership and accountability for social, emotional and academic choices.</p> <p>Support students to develop strategies to maintain, and improve, mental health and wellbeing.</p>	<p>MILESTONES</p> <ul style="list-style-type: none"> A 3 year Social and Emotional Learning Plan is created by the end of Semester 1, 2019. Create an action plan following critical analysis of NSOS data. (OT4) A process for receiving and acting on student concerns, compliments and requests is established (2019T1) Strategies outlined in the <i>Social and Emotional Learning</i> operational plan are communicated with parents, employed by staff and adopted by students. (2021T1) <p>MONITORING</p> <ul style="list-style-type: none"> Evidence of a print rich environment promoting positive mindset, and mental health and wellbeing. (O) Make regular, planned use of staff, school and wider community role models to reinforce positive mental health and wellbeing. (2019S2) Evidence of inclusive practices by all staff which acknowledge difference and diversity in a respectful way. (OS) Evidence of student leadership opportunities across the school which form part of the school decision making process and include raising the profile of the Student Leadership Team. (OS) Embed Dowerin Virtues, Protective Behaviours and online safety in learning programs as outlined in agreed practice documents. (2019S2) Implement an annual student health and wellbeing survey to monitor student wellbeing. (2019T1)

High performing staff who seek continual improvement	
<p>TARGETS</p> <ul style="list-style-type: none"> Maintain our Regional Teacher Development School role beyond 2019. All staff members actively engage in, and document, performance improvement which reflects expectations outlined in the DDHS Performance Improvement document. Staff attendance at professional learning sessions results in measureable impact on teaching and learning and builds whole school practice. 	
STRATEGIES	
<p>Employ a valued and clearly articulated performance improvement process linked to system and school expectations.</p> <p>Support teacher collaboration and implementation of whole school practices.</p> <p>Support staff to engage in professional development opportunities.</p>	<p>MILESTONES</p> <ul style="list-style-type: none"> Timetabled concurrent collaboration time for primary school teachers in the same phases of development. (2019T1) All staff engage in performance improvement as prescribed in the current years' Performance Improvement document. (OT) Planned, regular strategic and purposeful classroom observation which is teacher directed. (OT) <p>MONITORING</p> <ul style="list-style-type: none"> Evidence of planned and purposeful staff collaboration to progress school improvement. (OF) Clearly planned and communicated professional learning which supports whole school practices as outlined in School Development Schedule. (O) Planned, regular, strategic and purposeful classroom observation which is teacher directed. (OT) All staff meet accountability requirements outlined in performance improvement process. (OT) School planning documents identify distributed leadership of whole school practices. Time is allocated to enable staff to share PL with colleagues. (O)

UNPACKING THE SCHOOL BUSINESS PLAN

The graphic in the centre of this page captures the essence of the school's direction over the next three years. These five foci are further expressed in the colour-coded tables that surround the graphic.

The targets and strategies are 'big picture', reflecting the length of the plan. A range of school documents articulate more detailed strategies, refined targets and related timelines which foster regular reflection and subsequent action. The described Milestones and Monitoring are particularly relevant to the 'big picture' strategies. Other monitoring and milestones are included in related school documents. Milestones refer to specific goals and, once achieved will be monitored to ensure adopted good practice continues. Monitoring refers to regular reflection of collected data which informs progress towards a target.

Letters and Numbers in Brackets: These indicate when the milestone will be reached or how often the monitoring will occur.

For example

2021T4 indicates we aim to achieve this milestone in Term 4 2021.

OS indicates the monitoring is ongoing and will occur each semester.

O—Ongoing
S—Each semester
T—Each term
T2—Term 2

S1—Semester 1
F—Fortnightly

An environment that fosters life-long learners.	
<p>TARGETS</p> <ul style="list-style-type: none"> To install an effective Makerspace which fosters the development of critical and creative problem solving skills and is used regularly by 70% of teaching staff. Integrate ICT across all learning areas as directed in the general capabilities document. Students from Year 4 understand, and consistently employ, agreed group roles and responsibilities. 	
STRATEGIES	
<p>Explicitly teach problem solving and higher order thinking skills across all years and learning areas.</p> <p>Integrate digital technologies and safe ICT use across all year levels</p> <p>Explicitly teach, model and encourage a high level of interpersonal skills.</p>	<p>MILESTONES</p> <ul style="list-style-type: none"> Evidence of intentional opportunities for students to develop critical thinking and problem solving skills. (2020T1) Provide opportunities for students to engage in academic and non-academic activities with adults and students from other schools (2020S1) A Makerspace is created, used and equipped with digital technologies which are current. (2019T4) Early childhood students engage in intentional, guided, play based learning (2020S2) <p>MONITORING</p> <ul style="list-style-type: none"> Evidence that staff teach and embed whole school problem solving approaches as outlined in school planning. (OT) Teach and promote the effective use of online communication, collaboration and learning (OS) Students from Year 4 to 10 use <i>Connect</i> effectively. (OT4) Students have learning opportunities with relevant and current technologies. (OS) Agreed group roles and responsibilities are explicitly taught, modelled and facilitated. (O)



Sustained progress in academic performance.	
<p>TARGETS</p> <ul style="list-style-type: none"> Set an upward trend for the number of students making moderate or better progress across all areas of NAPLAN. Maintain or improve the performance of students in each year level on ACER Progressive Achievement Tests for Mathematics, Science, Reading Comprehension. Clear, differentiated planning for all students at educational risk, including students with the potential to achieve excellence. 	
STRATEGIES	
<p>Rigorous data analysis and a case management approach to monitor student progress; planning for timely, targeted intervention and extension.</p> <p>Support students to set and achieve personal targets for academic success and future pathways.</p> <p>Consolidate and extend evidence based, whole school approaches which foster improved performance in literacy and numeracy.</p>	<p>MONITORING and MILESTONES</p> <p>MILESTONES</p> <ul style="list-style-type: none"> Timely entry and analysis of data in whole school Data Collection record, as articulated in the Data Collection schedule. (2020T4) Students routinely set and reflect upon specific academic goals each term (2019T4) Talk4Writing process is understood and used by students from Year 1 to 4. (2019T4) Seven Steps to Writing Success is embedded in teacher planning and evidenced in student writing. (2020T1) <p>MONITORING</p> <ul style="list-style-type: none"> Scheduled data conversations included in Performance Improvement process (OT) Explicit documented plans developed and communicated to concerned parties for students at educational risk (OS) Evidence of explicit, constructive feedback given to students in all learning areas. (O) Secondary students engage in 'future career' activities which culminate in Work Experience in Year 9 and 10. (OT4) Anecdotal and written evidence of student use of Problem Solving Framework in a variety of contexts. (O) Staff planning and delivery reflects whole school English and Mathematics Plans. (OT1,3) Specific learning area strategies are articulated in Operational Plans (OT1) and evidenced in teacher planning and practice (OT1,3)

Strong, sustainable and productive partnerships.	
<p>TARGETS</p> <ul style="list-style-type: none"> Capitalise on established partnerships and seek opportunities to develop new partnerships to integrate meaningful real life application of curriculum. Maintain trusted partnerships with parents and carers. 	
STRATEGIES	
<p>Participate in professional learning and student focussed events which build beneficial community partnerships.</p> <p>Parents and community have a variety of options to engage with the school.</p> <p>Continue to provide opportunities for students to develop relationships, and leadership and interpersonal skills.</p>	<p>MILESTONES</p> <ul style="list-style-type: none"> Cadet unit engages in camps and local activities as outlined in the Cadet program. (OT2,4) Active participation in the Dowerin Field Days. (OT3) Ongoing participation in, and facilitation of, ILM events (O) Students participate in interschool events to foster leadership development. (OS) Guest presenters from the local and broader community are accessed to support school programs. (OS) <p>MONITORING</p> <ul style="list-style-type: none"> Promote opportunities for parents and community members to be involved with the School Board and P&C. (OS) Use a variety of digital and other means to communicate whole school and classroom information. (OS2) Foster interschool and community leadership opportunities for students. (O)



GLOSSARY

Classroom Observation—a process where teachers engage others to observe their practice and give feedback.

Data Collection Record—A summary data from the Data Collection Schedule.

Data Collection Schedule—A timetable outlining the instructions and timeline for all data being collected at the school.

Data Conversations—Conversations with teachers about the data they use to inform their practice.

Dowerin Virtues—agreed school virtues at the centre of all school expectations.

NAPLAN—National Assessment Program—Literacy and Numeracy.

NSOS—National School Opinion Survey—mandated and conducted annually.

Operational Plans—school level planning that targets specific learning areas or priorities. These plans articulate expectations, strategies and targets that are more detailed and specific than those in the Business Plan.

PL—professional learning.

Problem Solving Framework—a school wide framework which fosters problem solving skills.

Protective Behaviours—a program delivered across the school that teaches and promotes personal safety skills.

School Development Schedule—A schedule of meetings and events for staff which focus on school improvement.

Seven Steps to Writing Success—a specific writing program.

TalkWriting—A specific writing program with a strong oral language focus.