



Together We Strive...



Together We Strive

2017

School Report

FROM THE PRINCIPAL



I am very pleased to bring you the 2017 School Report which summarises and reflects on our achievements over the year. Students, staff, parents and the wider community worked together throughout 2017 to maximise learning opportunities and strive to be the best that we can be.

Seeking to extend interschool interaction beyond sporting events, Dowerin staff initiated several regional and interschool events which were highly valued by all students and staff who attended. These included a

- Student Leadership Day - which focussed on building leadership skills through promoting resilience, optimism and confidence.
- Regional Robotics Day
- Year 5/6 Maths Problem Solving Day
- Early Childhood Maths Day
- Aboriginal Cultural Awareness Day

It is proposed that these events will be held again in 2018 and other new events also included. Our role as a Regional Teacher Development School helps enable us to achieve some of these initiatives.

Parent assemblies were embraced as an opportunity for students to not only share 'on stage' but also in the classroom. All classes were open to parents and community members following the assemblies, allowing students to share recent learning and achievements with parents and other adults significant to them.

Significant progress was also made with the redevelopment of the school entry statement this year. The erection of the limestone wall and signage (pictured at the bottom of the page) together with the creation of limestone garden beds at the office entry made a significant improvement to first impressions. Relocation of the water tanks and recycling area have enhanced this further.

I am forever grateful and proud of the calibre of our students and staff and appreciative of our wonderful school community who all work together to make Dowerin DHS a unique and well-respected school.

Barbara Garner

Principal

SCHOOL PROFILE



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 100 students from Kindergarten to Year 10, where students hail from surrounding farms and the town. A change in our Index of Community Social-Educational Advantage (ICSEA) over the last 5 years from 1037 to 975 reflects the change in the demographic at the school.

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. Ably supported by our high functioning School Board and enthusiastic Parents and Citizens Association, the school prides itself on its strong community links, and multi-age activities, learning opportunities and celebrations.

Dowerin DHS has an experienced staff with a variety of specialist teachers who provide 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. Our role as a Regional Teacher Development School for Mathematics and Science is reflective of the quality of our staff. The school prides itself on its proactive approach to education; embracing the Western Australian curriculum and system initiatives such as the integration of digital technology and the focus on STEM learning into the school program. Established for over 100 years, Dowerin DHS 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 evidence is collected across all learning areas and from a variety of sources. This includes standardized tests and teacher collected data. This information is used, not only to inform parents and students about academic achievement, but to plan for individual students, year groups, other cohorts, and the whole school.

Over-arching targets for all students from Pre-primary to Year 10 reflected the pointer from the Department of Education's Strategic Plan for WA Public schools 2016-19, namely to 'ensure students are confident and adaptive users of technology to prepare them for learning, social and employment opportunities of the future'.

SCHOOL BUSINESS PLAN TARGET	ACHIEVED	COMMENT
For all mainstream students, from Pre-primary to Year 10, to actively engage in online learning using Departmental and commercial resources.	Yes-100%	Twenty iPads are available for use across the school but primarily in the Early Childhood. Students from Year 3 to 10 had a 1:1 laptop allocation and the use of these is very much integrated into their learning rather than as a 'stand-alone' session. We plan to include more laptops in Year 1 and 2 and increase the number of iPads available.
At the end of the 2018 school year 90% of students will be considered competent when measured against the IT expectations outlined in the Western Australian Curriculum.	On track to achieve this goal.	Students are offered a diverse range of opportunities to engage meaningfully and purposefully with technology.

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. Outliers can also have a significant effect on this data so our self-reflection as a school is based on student progress. **Given our small cohorts, caution also needs to be taken when interpreting the data that is presented in the following tables.**

LITERACY

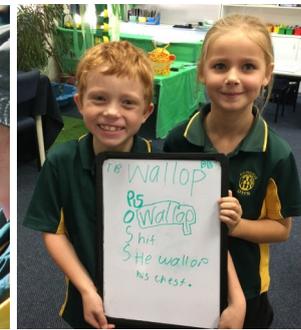
PERFORMANCE LEVEL	NAPLAN RESULTS															
	Year 3				Year 5				Year 7				Year 9			
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
ABOVE EXPECTED PERFORMANCE																
EXPECTED PERFORMANCE																
BELOW EXPECTED PERFORMANCE																
LESS THAN 6 STUDENTS																
READING													No data available – cohort too small			
WRITING																
SPELLING																
GRAMMAR & PUNCTUATION																

TARGET	ACHIEVED	COMMENT
When the cohort is greater than 5, 80% of the stable cohort will make moderate or better progress in NAPLAN English Reading Writing	Across all years No (53%) No (73%)	In 2017 our stable cohorts were small so, except for the Year 3 to 5 group, this target cannot be measured against individual Year levels. While the progress does not reach our targets, the Reading achievement of the majority of students with less than moderate progress was at a satisfactory or better level. In Writing, 73% of students made moderate or better progress with 100% of Year 5 students achieving this goal.
90% of Year 3 students perform at or above the National Minimum Standard in NAPLAN tests: Reading Spelling Grammar and Punctuation Writing	Yes – 90% Yes – 100% Yes – 100% Yes – 90%	While we have reached our target, it is recommended that future targets are more aspirational and set more specifically against Bands.

It should be noted that 75% of Year 10 students achieved English language competency as assessed by the Online Literacy and Numeracy Assessment (OLNA). The other students are predicted to achieve this by the end of Year 12.

To improve our achievement in Literacy, staff employed a common Literacy Block approach and continued to take advantage of the expectations, guidance and resources in the Whole School Literacy Plan. The school also began using the Brightpath Assessment Tool to support teacher judgements in writing and inform future planning. This will continue in 2018 and extend to the Early Childhood Oral Narrative assessment. Throughout 2017 staff attended a number of literacy based professional learning sessions, particularly focussed at the early years. To support student monitoring, the school included PAT Grammar and Punctuation Assessment, 'off-years' NAPLAN testing and analysis, lexile tracking through Literacy Pro and greater use of the On-Entry assessments in Years 1 and 2. Teachers were engaged for three periods of literacy support per week for every class from Year 1 to 6.

Literacy was promoted in a variety of ways throughout the year including incursions involving performances (such as Puss In Boots), visiting poet (John Budiselik) and students engaging in holistic literary events that included reading novels and viewing movies linked to the text. Two Book Fairs were held during the year and these were well supported by the students and community.



MATHEMATICS

<div style="background-color: #00FF00; width: 15px; height: 15px; display: inline-block;"></div> ABOVE EXPECTED <div style="background-color: #FFFF00; width: 15px; height: 15px; display: inline-block;"></div> EXPECTED <div style="background-color: #FF0000; width: 15px; height: 15px; display: inline-block;"></div> BELOW EXPECTED <div style="background-color: #FFFFFF; width: 15px; height: 15px; display: inline-block;"></div> LESS THAN	NAPLAN RESULTS															
	Year 3				Year 5				Year 7				Year 9			
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
	NUMERACY												No data available – cohort too small			

SCHOOL BUSINESS PLAN TARGET	ACHIEVED	COMMENT
When the cohort is greater than 5, 80% of the stable cohort will make moderate or better progress in NAPLAN Mathematics.4	Across all years No (60%)	In 2017 our stable cohorts were small so, except for the Year 3 to 5 group, this target cannot be reasonably measured against individual Year levels. Across the school, only one student who made less than moderate progress also had less than satisfactory achievement. Greater focus needs to be placed on monitoring the progress of higher achieving students.
90% of Year 3 students perform at or above the National Minimum Standard in NAPLAN tests.	Yes – 90%	While we have reached our target, it is recommended that future targets are more aspirational and targets are set more specifically against Bands.

100% of Year 10 students met the minimum standard of numeracy as assessed by the Online Literacy and Numeracy Assessment (OLNA).

Throughout 2017 there was a focus on increasing the fluency of basic number facts across the school. Staff continue to employ the Problem Solving Framework throughout all maths lessons to support students to become more independent when addressing mathematical challenges. PAT Maths and 'between years' NAPLAN testing continues to be used to monitor progress. Staff engaged in a variety of professional learning to support the development of their skills including the reSolve project. Staff made good use of the resources available through *youcubed*, *Mathletics* and *Maths 300* to provide engaging learning sessions to support students to extend their knowledge and application of mathematics. Students also participated in the State Numero competition, the Year 5/6 Problem Solving Maths Day and the Early Childhood Maths Day.



SCIENCE

SCHOOL BUSINESS PLAN TARGET	ACHIEVED	COMMENT
80% of the stable cohort achieve above 50 percentile on the relevant PAT Science Test.	No – 55% achieved	A somewhat aspirational target. The mean percentile of the students tested – from Year 3 to 10 was 50.6.

A specialist teacher delivers Science to students from Year 3 to Year 10 in the well-equipped science laboratory. This teacher also supports colleagues to deliver Science for Pre-primary to Year 2 students. Science Inquiry Skills are central to this area of study and students regularly engage in experiments to consolidate or extend their learning.

As there is no system available test to assess student progress, the Progressive Achievement Tests for Science were used to monitor student achievement for students from Year 3 to Year 10. This series of tests allows students to undertake age linked with results compared to a large group of students across Australia. While our goal was not reached, it was an aspirational target. It was also noted that student results from Term 1 to Term 4 showed significant improvement.

We continue to receive positive anecdotal feedback about the standard of Science Inquiry Skills our students have when they enrol at another school, particularly those who transition to an alternative secondary school. Dowerin students were, once again, represented at the annual Science Aspirant Camp at Curtin University. Only 20 places are available, and students from 19 schools across the Inland Lighthouse Network of Schools undertake the PAT Science Test for Year 6 to determine selection. Students' eagerness to be selected for this camp reflects the value and engagement in this subject.

Year 5/6 and 7/8 students attended respective days at the Inland Lighthouse Network Science Forum, engaging in a huge variety of activities delivered by a variety of noteworthy institutions and individuals.



HUMANITIES and SOCIAL SCIENCE (HASS)

The HASS curriculum is delivered by a specialist teacher for students from Year 5-10 with tremendous use made of online resources, including the Department of Education 'Connect' site, to support engagement and differentiation. There are no standardised tests available that we can use to measure our success but, once again, anecdotal feedback from parents whose children subsequently attend other schools indicate the teaching and learning program is of a high standard.

The well-respected HASS specialist teacher continues to be employed by the Inland Lighthouse Network of Schools to deliver an online learning program to Year 6 students from Level Three schools. Feedback from the schools involved say that the program is well organised and students are very engaged.

All students from Year 1-10 attended at least one excursion related to their HASS studies. Year 1 and 2 students went to Whiteman Park, Fremantle and explored the local community; Year 3 and 4 students went to the Perth Mint and The Perth Fire Station; Year 5/6 students attended a camp in Kalgoorlie, and Year 7-10 students went to Parliament House. Kindergarten and Pre-primary students had a number of incursions related to community which included the local police and Izzy the Road Safety Lizard.



TECHNOLOGIES

Supported by knowledgeable staff and excellent school resources, students across the school engaged in purposeful and relevant activities when engaged in Technologies.

Digital Technologies (DT)

All students were engaged with digital technologies and meaningful learning was undertaken when students applied DT knowledge and developed digital solutions across a variety of learning areas. Explicit teaching of Digital Technologies was also undertaken with age appropriate focuses:

- The Year 7-10 students undertook classes with an explicit focus on coding, including designing games and programming robots. The school has gained local funding to extend the resources available to students so they can explore how these technologies are employed in the local agricultural industry.
- Year 3-6 students engaged in the focused teaching of coding and then worked collaboratively to explore digital technologies to solve a variety of problems. A major student event organised by the school was the Inland Lighthouse Network Robotics Day. Students created 'dance' for their robots which was complemented by student movement/dance at the same time.
- Early childhood students explored a variety of technology devices, including simple robots, and used these to solve simple problems.

It is noteworthy that the Farm Weekly featured a story about the school endeavours to link digital technology learning with real life examples in the agricultural industry. It is planned that further purchases will be made in 2018 (which include drones and 3D printers) to further this goal.

Robots are on the way at Dowerin

It won't happen this year. But it won't be long before the main drawcard at Dowerin GWN7 Machinery Field Days will be an autonomous vehicle.

And while it's a stretch to suggest it will be WA-made, the town of Dowerin boasts a few budding school students already trawling their own robots.

Several Dowerin District High School Year Five and Year Six students have been involved in a program involving the popular LEGO MINDSTORMS EV3 PRODUCT. By combining LEGO elements with LEGO programmable motors and sensors, students can build and operate unique robots.

Earlier this year the school held the first regional RoboCup, involving three other regional schools all using EV3 robots. The project-oriented educational initiative is designed to introduce RoboCup to primary and secondary school children, as well as undergraduates. The focus at a junior level is on education with more complex levels aimed at fostering Artificial Intelligence (AI) and robotics research by providing a standard problem where a wide range of technologies can be integrated and examined.

The realistic entry level is preliminary where very basic coding can be taught as children build their working robots.

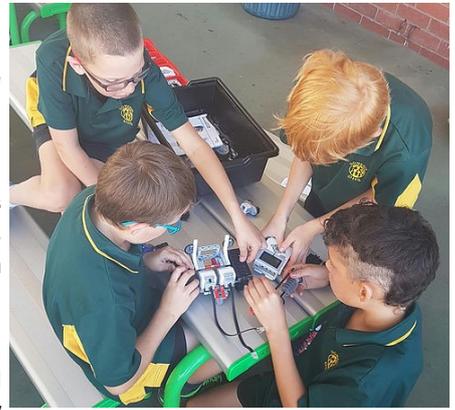
Another RoboCup will be held next year with the aim to rotate the event throughout the Wheatbelt in future years to encourage participation in competitions at a State and national level.

Interestingly, the ultimate goal of international organisers of RoboCup, is that by the middle of the 21st century, a team of fully autonomous humanoid robot soccer players will compete against the (human) World Cup champions.

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Design and Technology (D & T)



Design and Technology learning was integrated across a variety of learning areas using a STEM focus. An example of this was the use of the story *The Three Little Pigs* being used as a springboard to build, investigate and improve the strength of different houses. Context specific studies were undertaken from Year 5 and beyond.

Stephanie Alexander Kitchen Garden Program : Year 5 and 6 students made the most of the kitchen garden to grow a variety of fruit, vegetables and herbs. The school chickens add to this with a supply of free range eggs. Students from this class and the secondary school turn this produce into a huge variety of delicious dishes, often enjoying their culinary delights for recess or lunch. Community support for the program is terrific with many volunteers helping out over the year either in the garden or the kitchen.

Secondary students use the contexts of Food, Textiles, Metalwork and Woodwork to develop their knowledge and skills in this area, and have created a variety of projects, many of which allow students to pursue individual interests and projects.



THE ARTS

We have been fortunate to be able to retain an experienced and enthusiastic teacher to deliver a Visual Arts program to students from Year 1 to 10. Students engaged in a variety of mediums to develop their knowledge and skills. Art works were displayed in the administration area and students took great pride in this. Students were also involved in local and regional community art competitions with several students being successful in having their artwork receiving places.

Students from Pre-primary to Year 6 engaged in a classroom music program with a passionate and talented specialist teacher who gives students great opportunities to create music with a variety of popular and percussion instruments. The Musica Viva program and performance were once again a highlight of the year. Students from Year 3 to 6 formed a choir to perform at the opening of the Dowerin Field Days and this was received extremely well.



HEALTH and PHYSICAL EDUCATION

Delivery of physical education lessons is by a specialist teacher who makes good use of the available school and shire facilities to provide an interesting and varied program. Students also participated enthusiastically in a variety of well organised faction, school and interschool events including:

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

The Health program was delivered by a combination of specialist and classroom teachers and supported by the school nurse who delivered personal hygiene and human development programs. The Protective Behaviours program formed an important part of the delivery, being explicitly taught in Early Childhood and reinforced throughout the other years at an age appropriate level.



SCHOOL PRIORITIES

Success For All Students—Social and Emotional



SCHOOL BUSINESS PLAN TARGET	ACHIEVED	COMMENT
At the end of each school year, the stable cohort will be able to demonstrate age appropriate understanding and employment of protective behaviours in a school environment.	Partially achieved	While we are confident students have age appropriate understanding of protective behaviours, it is difficult to say whether these are consistently employed as a lot of student interaction is not directly supervised. Employment of these behaviours is discussed at any 'teachable moment' when attending to behaviour support.
At the end of each school year, stable cohort students will demonstrate age appropriate knowledge and employment of safe online practices.	Partially achieved	Safe online practices are explicitly taught and we are extremely confident students employ these in the school environment.
95% of stable cohort students in Years 3-10 are able to recite and define the Dowerin Virtues.	Achieved	Regular use of, and reference to, the virtues by all staff in a meaningful way has greatly supported this end.
By 2018, survey results will indicate 80% of respondents consider the school a safe, supportive and inclusive environment.	Achieved	My child / I / Students feel safe at this school: <ul style="list-style-type: none"> • Parents—89% agree, 4% neither agree nor disagree • Students—75% agree, 16% neither agree nor disagree • Staff—100% agree Further detail in National Opinion Survey results later in the report.
For 85% of student to have regular attendance in each calendar year.	Not achieved.	While above the state average, 82% of students had regular attendance in Semester 1 and 79% in Semester 2. Nearly all absences are accounted for with acceptable reasons such as illness.

LEADERSHIP DAY

As part of its involvement with the Inland Lighthouse Network, Dowerin District High School organised and hosted the inaugural ILN Student Leadership Day. Approximately 160 rural student leaders (including Dowerin students) attended the day listening to speakers and participating in workshops and activities. With a theme of *Building Resilience, Optimism and Confidence*, the guest speaker was shark attack survivor Sean Pollard who spoke of his life pre and post his attack and how, in only 3 years, had adapted his life to seek new and aspirational goals - including his desire to be part of the Winter Olympic Team as a snowboarder in 2018. Workshops and activities were built around communication, team building and building resilience. The generous financial support of the local and wider community as well as the many contributions in kind helped keep costs to a minimum and ensure all participants could attend. A parent, school and community committee worked for many months to organise this event, and aligned lunch and evening events for well over 100 parents and community members. The success of the event has resulted in the goal for it to be an ongoing annual event.



BUILDING RESILIENCE

A strategic direction focus in the 2016-18 Business Plan was for *students to have the required skills and level of resilience to sustain emotional wellbeing and maintain appropriate social relationships*. Sean Pollard, guest speaker at the ILN Student Leadership Day, visited the school the following day to speak to Dowerin students from Year 3 to 10. His talk had a huge impact, with students verbalising the perspective they subsequently felt for some of their own concerns. Claire Eaton from ROC—Resilience, Optimism and Confidence also delivered workshops to our students which focussed how brains can be programmed and thinking can empower people to adopt a more positive approach - building resilience and recovering from set-backs. She gave students some simple language to articulate how they were feeling, reflected on what impact sustained feelings might have and what action students could take to support them to be 'above the line'.

The parent and community events linked to the Student Leadership Day supported the strategy outlined in the 2016-18 Business Plan to '*promote positive health strategies and educate parents and the wider community on how to foster resilience in children*'.

In 2017 Dowerin District High School, along with several other Inland Lighthouse Network schools, participated in a research project with Curtin University. Primary school staff undertook training in the delivery of the Aussie Optimism program which helps build skills and habits enabling students to adopt a more optimistic approach to life and its challenges. Student optimism levels were assessed by the university at predetermined intervals to see what effect the program had on the children. The assessment is ongoing and the outcome will not be finalised until later in 2018. Staff thought the program was effective but, if delivered as intended, was very demanding on classroom time.

The Year 5/6 students joined with 8 other Wheatbelt schools to attend a rotation of activities which focussed on improving wellbeing and decision making during Term 2. By participating in the activities students increased their knowledge of setting goals, good decision making, wellbeing strategies, effects of alcohol and drugs, support networks that are available to students, mindfulness, and the law and consequences of criminal behaviour.

The restorative practices engaged to address negative behaviours at the school also promotes conversations and learning about resilience.

STUDENT LEADERSHIP TEAM (SLT)



Being a member of the Student Leadership Team continues to be a highly valued role amongst the student body. The explicit teaching regarding what leadership is, clear election processes and subsequent expectations are well understood by students and readily available to parents. The role continued to develop with the addition of meetings after school so parents and community members (including P & C and Shire representatives) can collaborate with the group. The SLT also further developed the 'Stirrest Cup' concept which awards points to factions for participation and success in a variety of school based sporting and academic events as well as the weekly behaviour points. The

inaugural winner of the spectacular trophy (purchased through student fund raising) was Forrest, in a close fought battle.

The SLT meet almost weekly to plan for student events both in and out of school, and discuss matters that are impacting on students. In 2017 the SLT worked with the P & C to host discos and a Halloween 'Trick or Treat Trail', a family affair where students were well supervised and only attended houses that had agreed to participate.

The SLT also attended a Shire meeting and it is proposed that student representatives attend as many meetings as possible in 2018, going armed with questions for Public Question Time.



ATTENDANCE and STUDENT NUMBERS

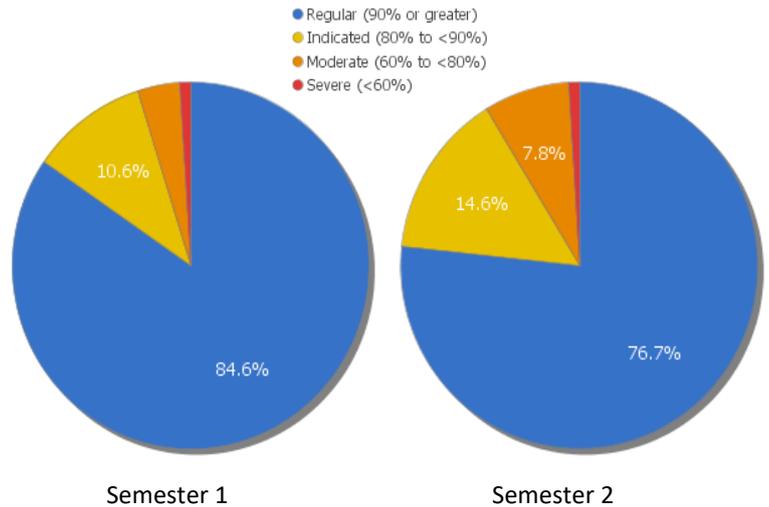
Student numbers fluctuate over the year with numbers at Census in Week 3, Term 1 determining our Student Centred Funding. At Census our student numbers were 110.

	K	P	1	2	3	4	5	6	7	8	9	10
Term 1	13	12	7	15	10	14	8	12	4	4	5	5
Term 4	15	12	9	14	11	14	8	13	4	4	5	4
Primary Total 91 (T1) 96 (T4)									Secondary Total 18(T1) 17 (T2)			

Class structures were maintained for the year with Kindergarten and Pre-primary as single year classes. All other year groups were in 2 year groupings: Year 1/2, Year 3/4, Year 5/6, Year 7/8 and Year 9/10 with no class greater than 25 students.

The majority of students who were 'indicated' at risk in Semester 1 were Early Childhood students. With Kindy attendance at only 2 days per week for the semester, each absence has a significant effect on the data. 82% of 'indicated' at risk students had above 88% attendance (almost in the 'regular attendance' category) and the remaining students' absences were attributed to a break while transitioning from Dowerin DHS to another school. The increase in the number of students in the 'indicated' and 'moderate' risk categories in Semester 2 was because of planned long vacations from school by a number of students—some up to a whole term.

The percentage of Dowerin students who are regular attenders is significantly greater than other WA schools—7.5% more in the Primary School and 19% in Secondary School.



TRANSITION PROGRAMS

The school puts a number of age appropriate transition programs in place to ensure students are supported to move from one class or phase of learning to another. The transition program involves and focus on both students and parents.

TRANSITION TO KINDERGARTEN: The school maintains a strong relationship with the Dowerin Playgroup who attend the school once each term to engage in activities with the Kindergarten students and staff. The 3 year old Kindy Readiness Program ran in Semester 2. Children who planned to enrol at Dowerin DHS for 2018 were invited to attend the Early Childhood Centre once each week for 2 hours to engage in play based activities to familiarise them with the Kindy environment. The last three sessions were run to coincide with the current Kindergarten children and their program. A Kindergarten Orientation morning was also held for the parents where they spoke with the teacher, principal and allied health representatives. It is evident that students who attended the Kindy Readiness sessions make a much smoother entry to Kindergarten.



TRANSITION TO PRE-PRIMARY and YEAR 1: Towards the end of the year, Kindergarten students spent a morning in the Pre-primary classroom familiarising themselves with the teacher and classroom, and some routines for the following year. From this time, they were also permitted to play at the nature playground during break times. Concurrently, the Pre-primary students spent time in the Year 1/2 classroom and the Year 2 were introduced to some Year 3 expectations.

TRANSITION IN THE SECONDARY SCHOOL: During Term 4, Year 6 students were given access to the 'secondary verandah' to promote more interaction with the secondary students. There was only one student new to the school expected and a specific transition program was provided to support them. Throughout 2017 Year 6 students were taught by each of the secondary teachers, often in a secondary 'room' such as the science laboratory so they were familiar with the physical environment. A transition program was undertaken to make students aware of the expectations of secondary school. The school calendar was arranged to allow secondary students and parents to attend the WACAE-Cunderdin Open Day.

TRANSITION TO YEAR 11 and 12: There is an annual celebration to recognise the students completing Year 10. Two of these students had completed all of their schooling at Dowerin DHS. Year 10 students are supported to make sure they have a strong pathway after leaving Dowerin DHS. This is achieved by individual counselling of students and parents. Where required, the Wheatbelt Engagement and Transitions Team are accessed for guidance.



PROTECTIVE BEHAVIOURS and ONLINE SAFETY

Delivery of the Protective Behaviours and Online Safety programs continued across the school. Classes engaged with Office of the E-Safety Commissioner resources and web-based programs promoting online safety. The school also accessed grant funds through E-Schooling and the Office of the E-Safety Commissioner to engage an external provider to deliver an online safety program. We chose to use these funds to engage Kirra Pendergast from *Safe on Social Media* to deliver student workshops and parent information sessions. These were very well received and highlighted the need for parents to be more informed about how best to make sure their children are safe on-line. The teaching of the Protective Behaviours program is explicit in the younger years and more integrated from Year 5 and up. Language associated with the program is used when dealing with many aspects student self-management and conflict. Informal conversations with students indicate they have a good understanding of the protective behaviours strategies.

SCHOOL CHAPLAIN

Our experienced and well respected School Chaplain continues to be an asset to pastoral care at the school. Funding for the chaplain is through the National School Chaplaincy Program with the 'shortfall' being raised by the local community. YouthCARE are the service providers and, with the school, support the professional learning and wellbeing of the Chaplain. The Chaplain promotes a positive relationship with the students by running lunch time craft activities, attending a range of classes regularly, and engaging in small group and 'one on one' chats for students in need. The Chaplain, who is very active in the local community, also supports parents through a variety of challenging times. Reflective of her value are the many incidental comments made about her worth and formal acknowledgement through P & C and Board meeting.



BREAKFAST CLUB

Breakfast Club runs two mornings each week in the Home Ec room with a regular group of students taking advantage of the great food and camaraderie it provides. The core of the food is provided through Foodbank WA and supplemented by the school, with local people supplying eggs and the occasional other items for some variation. Supported by members of the school community, the Principal and Chaplain are the main supervisors and encourage students to engage in conversation, use their manners and contribute to the set up and clean up at each session. Such has been the engagement that in 2018 Breakfast Club will be trialled over 3 mornings each week.



RUNNING CLUB

In Term 2 and 3 a running club runs one morning and one afternoon each week to give students the opportunity to train for the Faction and Interschool Cross Country events. A number of students (mainly from town) take advantage of this with many of the morning crew following their run with a 'fuel up' at Breakfast Club.

SCHOOL NURSE

We were fortunate to have the same school nurse service the school throughout 2017. Nurse Meg conducted the usual Early Childhood check and supported the immunisation program in the school. Lunch time drop in sessions were held and secondary girls took great advantage of this, enjoying the opportunity to ask many growth and development questions of a female and in an all girl environment.'

HARVEST MAGAZINE

The annual school magazine, aptly named the Harvest, provides a colourful and reflective summary on the events of the year. Professionally published for the first time, there was wholehearted agreement that the effort and cost were well worth it and it was recommended that professional printers are employed again in 2018. In 2017 past copies of the Harvest (from 1995) were added to the school website.



OTHER OPPORTUNITIES AND VALUE ADDING

Many of the opportunities undertaken by students are cross-curricular and address both academic and social and emotional aspects of a child's education. The following describes some of these activities.

The **Fire and Emergency Services Cadet Unit**, to which all the secondary students belong, continued to develop their knowledge, leadership skills and community involvement over the year. Roping, first aid, fire awareness, radio communication and team work were a large focus, and applied while on the two camps at Walyunga National Park and Geraldton. The Dowerin Cadet unit was joined by the Wyalkatchem Cadet unit for both camps. The Dowerin Cadets also undertook a community project, getting the Dowerin Bird Hide Walk Trail 'bushfire ready'.

Year 10 students, who wished to engage in **Work Experience**, were provided with the opportunity to do so. For some students this was for a week long immersion and for others, it was for one day per week in place of Technology studies.

Our community partnership with the **Dowerin Field Day (DFD)** went from strength to strength. For the second year, the school had a display in the Education Pavilion and students promoted the school with active displays of learning in mathematics and technology. There was also a static display for the general public to enjoy. Mrs Kylie Avery once again coordinated with the DFD committee and exhibitors to create the *Field Day Trail* making the most of QR codes to engage students and provide information. Another school sought advice regarding the trail and subsequently engaged in a professional learning session with one of our teachers and brought most of the students from their school to participate in the trail. It was a great example of how to maximise the use of a community event in the teaching and learning program. Dowerin secondary students engaged in work experience at catering venues and managed parking at the school, students from Years 3-6 sang at the opening ceremony and all students engaged in the Field Day Trail.

Identified through system required testing, academically talented students participated in the **Primary Extension and Challenge (PEAC) Program**, which offers a variety of excursions to promote high order thinking.

The **Year 5/6 Camp to Kalgoorlie** was a tremendous success. Students engaged in a vast array of activities that were linked to the history and industry of Kalgoorlie. Staying at the Kalgoorlie Camp School which provided excellent facilities for a reasonable cost, students also strengthened personal relationships with their peers and developed a greater level of independence and resilience.

The **Year 3/4 Sleepover** is eagerly looked forward to by the class and is often the first experience children have of being away from parents overnight. Students headed home after school on Friday and returned a couple of hours later with their overnight needs and set up the classrooms to sleep in before playing games, watching a movie and sharing dinner and breakfast together at the school.

The whole school engaged in an **Aboriginal Cultural Awareness Day** where students participated in cultural activities which included weaving, boomerang throwing, sand art, storytelling and dance. Joined by Goomalling Primary School, students listened to guest speakers and enjoyed a lunch of kangaroo and emu sausages. The day was funded by a Partnership, Acceptance, Learning, Sharing (PALS) grant.



SCHOOL PRIORITIES

Excellence in Teaching and Leadership



SCHOOL BUSINESS PLAN TARGET	ACHIEVED	COMMENT
For all full time teaching staff to undertake a minimum of 2 professional learning opportunities annually which have significant impact on improving their practice and increasing student engagement and achievement.	Yes	Staff undertook a variety of professional learning to achieve this end. Particularly useful in achieving this goal was the combined School Development Day with the Inland Lighthouse Network of schools. It is difficult to source professional learning to meet the needs of some of our specialist teachers, although only one of these is full time.
All staff will engage annually in professional learning to support the effective use of technology in the classroom and be able to identify and articulate this improved practice.	No	There was greater reflection by staff about the selection of technology to enhance their teaching and learning programs and PL was sourced accordingly. For some staff the inclusion of more technology was not seen as of benefit to the delivery of curriculum. This was largely due to already appropriate and effective use being made of technology. Within the staff, there was considerable knowledge in this area and staff often learnt from each other rather than through a formal PL session.
80% of full time teaching staff will engage in leadership opportunities within the school.	Yes	All full time and some part time staff took up leadership opportunities within the school. These included managing cost centres, leading the direction of learning areas, delivering professional learning to colleagues, being an active part of the Teacher Development School team, leading committees within the school such as the Grounds and Sports Committee.
Staff will be familiar with the AITSL standards and strive towards becoming, or maintaining their rating as a highly proficient teacher and this will be documented in individual performance improvement documents	Yes	The AITSL (Australian Institute for Teaching and School Leadership) standards are an integral part of the performance improvement process at the school. Staff use these as a reflection tool throughout the year and a 'springboard' for setting personal goals for improvement.

It is a part of the school culture that teaching staff (including education assistants) continually strive to improve their skills and knowledge, and so deliver an effective teaching and learning program. The majority of formal professional learning undertaken by teaching staff was related to Literacy, Numeracy, STEM approach to learning, Special Education Needs Reporting to Parents and student wellbeing. Staff also meet collaboratively each fortnight with a focus on School Improvement and regularly work with their colleagues to reflect on and improve practice.

The performance improvement process for teaching staff covers a variety of aspects of the teacher role including accountability for planning and assessing, reflection through classroom observations and classroom 'walk-throughs', and the setting of individual goals. Feedback from staff indicate the clearly documented system in place is valued. Education assistants undertook performance improvement processes relevant to their specific role in the school.

Non-teaching staff also engaged in professional learning relevant to their position to support the school administrative processes, and building and grounds maintenance. We are fortunate to have office staff, cleaners and a gardener who constantly strive to support a positive school culture and well maintained physical environment.

The combined School Development Day with schools from the Inland Lighthouse Network was well received. The collaboration allows the delivery of a variety of professional learning at one site and increases our 'buying power' and choice for staff. Teachers and Education Assistants nominate to attend two different sessions over the day.

Staff efforts to engage with the resources and activities available to support student assessment (such as Brightpath, moderation tasks and Judging Standards documents and resources) have been effective. The school was deemed to have very accurate judgement of student academic achievement through systemic means.

Once again our role as a Regional Teacher Development School provided opportunities for staff to build leadership skills and share their knowledge and expertise with others. They did so through a variety of means including online and face to face delivery, work shadowing, one on one collegiate support and organising regional student based days where students were engaged and good practice was modelled. Feedback after sessions has been overwhelmingly positive. We are pleased to have been announced as a Regional Teacher Development School for 2018 and 2019. Staff were also active in supporting teaching practicum students and in 2017 we hosted a Year 1/2, 3/4 and secondary science teacher for their long term pracs.

There were several staff changes through the year with teacher Miss Nat O'Neill transferring to another school, cleaners Maureen and Peter Harris retiring and MCS Di Hutchison resigning. As a result we welcomed Miss Rielle Fowler as the Year 1/2 teacher, Ms Tamah Drummond and Cheyenne Bland as cleaners and Mrs Angela Fitzgerald as Manager Corporate Services. Erin Healey was employed as the lab technician and Ms Emma Kelly and Mr Brad Ross won permanent positions as Pre-primary teacher and gardener respectively.



National School Opinion Survey

Students, Parents and Staff



Approximatey 40% of families responded to the Parent Survey, 82% of students from Years 5 to 10 responded to the Student Survey and 10 staff members responded to the Staff Survey. Staff who were also parents of students responded to the Parent Survey. Respondents arated each statement from 1 (Strongly disagree) to 5(Strongly agree). The shaded boxes indicate the statement was not part of this cohort's survey. The following table shows the results.

2017 School Opinion Survey Ratings				
Statement	Parent	Student	Staff	Average
Teachers expect children to do their best	4.5	4.5	4.6	4.5
Teachers provide useful feedback	4.0	4.0	3.9	4.0
Teachers treat students fairly	4.0	4.0	4.2	4.1
The school is well maintained	4.4	4.1	4.7	4.4
Children feel safe at the school	4.3	4.0	4.7	4.3
Teachers can be approached about concerns	4.3	3.9	4.7	4.3
Parents can talk to teachers about concerns			4.4	4.4
Student behaviour is well managed	3.9	3.5	4.5	4.0
Children like being at this school	4.3	3.8	4.7	4.3
The school looks for ways to improve	4.5	4.3	4.7	4.5
The school takes others' opinions seriously	4.0	3.6	4.5	4.0
Teachers motivate students to learn	3.8	4.0	4.4	4.1
Children are making good progress	4.0			4.0
Children's learning needs are being met	3.8		4.1	4.0
School works well with parents	3.7		4.2	4.0
Students get opportunities to do interesting things		3.8		3.8
Teachers receive useful feedback			4.1	4.1
Staff are well supported			4.7	4.7
The school has a strong relationship with the community	4.4		4.7	4.6
The school is well led	4.4		4.9	4.7
Satisfaction with the overall standard of education	4.2		4.5	4.4
Would recommend this school to others	4.3		4.9	4.6
The teachers are good teachers	4.4	4.5	4.6	4.5
Teachers care about the children	4.3	4.2	4.8	4.4

The survey responses were extremely pleasing with strong agreement that the school had **high expectations, children feel safe** at the school and that the teachers are **good teachers** and **care about the students**. There was also strong belief across the respondents that the school looks **for ways to improve**. Responses to **the school takes others' opinions seriously** improved significantly when compared to the 2016 responses which is possibly due to our concerted efforts with communication from the school. The less positive response about how the school manages student behaviour (more so by students) was due to a very small number of disruptive students in the secondary school and the restorative nature of the behaviour management practices at the school, where consequences for actions are not made public and there is an effort to rebuild relationships after a disruption.

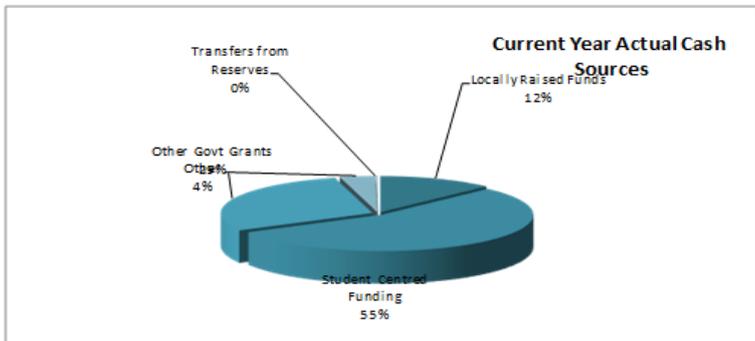
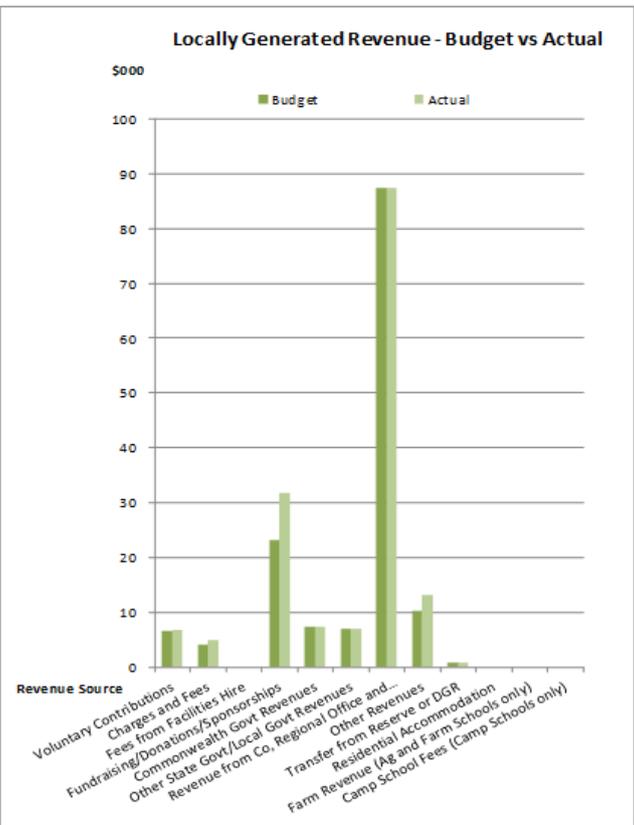
SURVEY COMMENTS—Representing common opinions.

The school has a safe, welcoming and secure environment.	The communication is fantastic and all staff go that 'extra mile' to help.	The school is good at encouraging and motivating students to do the best they can. There is a very positive attitude towards teaching.
I think the school implements strong maths and literacy programs which I feel is an important building block for other learning areas.	The school should have a stronger health and wellbeing policy regarding sick children attending school.	The staff is dedicated, friendly and approachable.
I think that the overall student behaviour is to be commended.	The school interacts and informs the broader community on its happenings and DDHS involves itself in many community projects which are vital in a small town.	Improve communication on student progress from week to week and outlines of topics/areas covered.

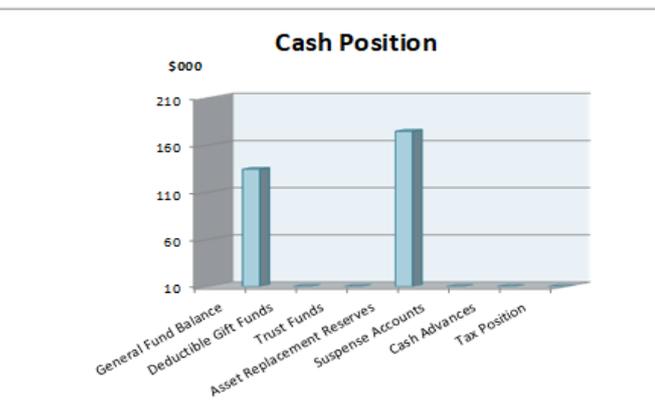
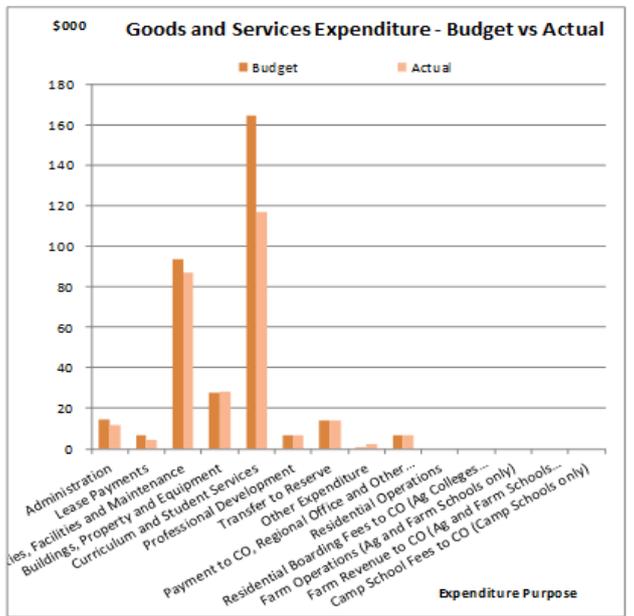
Financial Summary



Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 6,636.00	\$ 6,776.00
2	Charges and Fees	\$ 4,133.00	\$ 4,949.15
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 23,200.00	\$ 31,692.09
5	Commonwealth Govt Revenues	\$ 7,470.00	\$ 7,470.00
6	Other State Govt/Local Govt Revenues	\$ 7,005.00	\$ 7,004.67
7	Revenue from Co, Regional Office and Other Schools	\$ 87,378.00	\$ 87,378.97
8	Other Revenues	\$ 10,342.00	\$ 13,227.23
9	Transfer from Reserve or DGR	\$ 795.00	\$ 795.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 146,959.00	\$ 159,293.11
Opening Balance		\$ 60,985.00	\$ 60,984.85
Student Centred Funding		\$ 192,140.00	\$ 192,230.95
Total Cash Funds Available		\$ 400,084.00	\$ 412,508.91
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 400,084.00	\$ 412,508.91



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 14,159.00	\$ 11,751.67
2	Lease Payments	\$ 6,500.00	\$ 4,606.71
3	Utilities, Facilities and Maintenance	\$ 98,415.00	\$ 87,127.68
4	Buildings, Property and Equipment	\$ 27,936.00	\$ 28,509.73
5	Curriculum and Student Services	\$ 164,711.00	\$ 117,012.00
6	Professional Development	\$ 6,554.00	\$ 6,459.69
7	Transfer to Reserve	\$ 14,000.00	\$ 14,000.00
8	Other Expenditure	\$ 400.00	\$ 2,266.67
9	Payment to CO, Regional Office and Other Schools	\$ 6,454.00	\$ 6,454.25
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)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 334,129.00	\$ 278,188.40
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 334,129.00	\$ 278,188.40
Cash Budget Variance		\$ 65,955.00	



Cash Position as at:	
Bank Balance	\$ 306,708.96
Made up of:	
1 General Fund Balance	\$ 134,320.51
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 174,556.05
5 Suspense Accounts	\$ 91.40
6 Cash Advances	\$ -
7 Tax Position	\$ 2,259.00
Total Bank Balance	\$ 306,708.96



SCHOOL BOARD

Under the leadership of Chairman Rob Proud, the School Board continued to be proactive and purposeful in their desire to operate effectively. The Board accessed an external provider to deliver Board training and facilitate a self-review. From this, a number of actions were undertaken over the year to streamline and organise our processes. These included the development of a Board handbook, an annual meeting schedule, a policy / document review schedule and a review of the Terms of Reference for the Board. It was also acknowledged that a formal induction process for new members would be useful. It was agreed that the Board members need to be more familiar with the School Business Plan and its review should be an integral party of the agenda. There was also a desire to be more informed about the Delivery and Performance Agreement and system documents such as the Department of Education Strategic Plan and Focus documents.

The Board were enthusiastic about raising their profile and explored ways they could be involved in more public school events. It was determined the starting point would be for a Board member to present Merit Certificates at our formal school assemblies. The Board also saw a need to be more active within the school community to garner opinions and direction for the purpose of school improvement, and to encourage people to become members of the Board.

Changes to the Terms of Reference allowed for a greater number of members and, with the retirement of parent representative Glenn Richards and staff representative Nathan Brown, we were pleased to welcome Kezia Metcalf and Ebony Gard as parent representatives, Lynley Arnott as a community representative and Rielle Fowler as a staff representative.

PARENTS and CITIZENS ASSOCIATION

The P & C are active and enthusiastic in their involvement with, and support of, the school. They were extremely generous with both their financial and 'in kind' contributions throughout 2017 which included :

- development of the new entry statement for the school,
- purchase and installation of noticeboards outside each classroom,
- renovation of bag hooks outside classrooms.
- purchase of an outdoor blind to enclose the Kindergarten verandah,
- purchase of new 'soft' blocks for the Pre-primary
- purchase of faction bibs for sports carnival.
- organising supporters shirts for parents and community to wear at school events.
- contributing towards the purchase of new lunch benches.
- supporting student leadership initiatives at the school including the purchase of the Stirrest Cup, running student discos
- maintenance and extension of the nature playground to include a tyre maze
- facilitation of an entry in the Banners in the Terrace competition.



The activities undertaken to ensure a good financial position not only met this end but also provided support to, and activities for, the wider community. These included running a Quiz Night, catering for the local Football Dinner, interschool carnivals, Student Leadership Day, a clearing sale, the opening of the Minnivale Rail Museum and a wake.

We are indeed fortunate to have such a positive, capable and committed group of parents and community working with us.

BUILDINGS and GROUNDS

We are very fortunate to have highly engaged and hard working employees as our gardener and cleaners and this is reflected in the National School Opinion Survey which rates the maintenance of the school extremely well. The P & C and wider community also supported this achievement. In 2017:

- the long term flooding issue in the quadrangle was rectified by Building Maintenance and Works,
- further redevelopment of the entry statement was undertaken with the installation of the limestone wall and signage at the Memorial Av / East Street corner, relocation of tanks, fence and recycling area. Garden beds were also installed at the administration building.
- Students and the community were engaged in a tree planting project and native plants were planted around the oval boundary to provide screening.



COMMUNITY PARTNERSHIPS

The school motto *TOGETHER WE STRIVE* is very evident in the generosity of the local and wider community which allows the school to maximise the use of its physical and financial resources. In addition to the partnerships already mentioned such as the School Board, P & C and Playgroup, the following are some of the ways the community supports the school.

The **DOWERIN SHIRE** permits complimentary use of its many facilities including the recreation grounds, town hall and swimming pool. We used these facilities for the Student Leadership Day, Musica Viva Concert, physical education lessons, sports carnivals, swimming lessons and running club.

DOWERIN EVENTS MANAGEMENT actively involve the school and students in the annual Dowerin Field Day, and in 2017 provided a significant grant to support the inaugural Student Leadership Day event. The school were successful in applying for a Dowerin Events Management Grant to purchase new aluminium benches for the school too. These have transformed the seating area at the school and are much easier to rearrange when there is a need to do so. The old benches will be put to good use during the Dowerin Field Days.

Recognising the impact on future leaders in the community, **DOWERIN APEX CLUB** were eager to support the Student Leadership Day and also provide a discretionary fund for the Principal to use to assist students in need to be fully equipped for school and to attend school events without financial limitations having an impact.

BOEKEMAN MACHINERY supported the Student Leadership Day and the Robotics Program at the school, with their interest in the inaugural Regional Robotics Day. **DOWERIN COMMUNITY CLUB, AGLIME AUSTRALIA, JK WILLIAMS, SUMMIT FERTILISERS, DOWERIN PCYC, CBH GROUP, DOWERIN COMMUNITY RESOURCE CENTRE** were also generous in their financial and 'in-kind' support of the Student Leadership Day.

DOWERIN GOURMET MEATS supply a variety of meats for the Foods program in the Technology classes at a very reasonable (discounted) cost. Without the support of owner Brent, the students would not be able to engage in the variety or quality of food preparation they do. Dowerin Gourmet Meats were also involved with the Work Experience Program.

DOWERIN BAKERY frequently supports the school directly (or indirectly through the P & C) by providing bread at minimal cost, and often making donations of goods for student events and fund raising. The Dowerin Bakery provides a great service for lunch orders at the school too.

The **DOWERIN COMMUNITY RESOURCE CENTRE** work with the school to access grants for student events, support the school banking program

The **BENDIGO BANK** attends the school regularly to offer a school banking option for students and encouraging students to be involved by recognising good saving practices regularly at assemblies. It is pleasing to see the number of students involved increasing. They also provided funding and 'conference bags' for the Student Leadership Day event.

DOWERIN POLICE maintain regular communication with the school and willingly support school events with a 'presence' or being more involved.

Many businesses and community members help out in seemingly small but significant ways that make school operations and events run smoothly **DOWERIN FARM SHED** is such an example, as are the regular volunteers that help out with the Stephanie Alexander Kitchen Garden Program, sporting carnivals and other school events.



In Conclusion...



In summary, 2017 was a year full of achievements with a determined and targeted approach to whole school improvement. The Dowerin Virtues continue to be embedded in every aspect of the school day and we are proud of the culture of the school where students, parents and staff support each other to be the best we can be.

At Dowerin District High School we are

Determined,
Organised,
Welcoming,
Enthusiastic *and*
Reliable. *We act with*
Integrity *and*
Nurture *others.*

