



Government of Western Australia  
Department of Education Services

# **Dowerin District High School**

**2015**

**Independent Review Findings**



**Independent Review of  
Independent Public Schools**

## Disclaimer

This document reports the findings of the Department of Education Services' review and verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of Education and the Minister for Education.

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## School and Review Details

<b>Principal:</b>	Ms Barbara Garner
<b>Board Chair:</b>	Mr Rob Proud
<b>School Location:</b>	35 Memorial Ave Dowerin WA 6461
<b>School Classification:</b>	DHS Class 5D
<b>Number of Students:</b>	111
<b>Reviewers:</b>	Mr Lindsay Usher (Lead); Ms Kerry Oliver
<b>Review Dates:</b>	10 and 11 June 2015

## Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student well-being
- how well the school is placed to sustain and improve its performance.

## Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review. The school sent its self-review documentation to the IPS Review Team, Department of Education Services, one month prior to the commencement of the review.

The IPS reviewers supplemented the information provided by the school with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*<sup>®</sup> website
- the Department of Education School Performance Monitoring System
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Reviewers analysed the evidence presented in the school's self-review documentation to verify achievement and developed lines of inquiry where further verification was required.

An agenda for the review visit was subsequently negotiated with the Principal to enable the gathering of evidence to verify claims made by the school. During the review visit the reviewers sourced evidence to support the school's self-review claims through observation and discussion with leaders, teaching and support staff, board members, parents and students.

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.

## School Context

### ***What are the important features of this school's context that have an impact on student learning?***

Dowerin District High School is located 156km north-east of Perth in the Central Wheatbelt region. It provides education from Kindergarten to Year 10 for students from the town and the local farming area. Students have the local option of attending nearby Northam Senior High School or Cunderdin Agricultural College for senior schooling in Years 11 and 12. Many students have traditionally left the school at the end of the primary years to attend independent boarding schools in the metropolitan area.

Over the past 10 years the school has benefited from funding for the construction of a modern resource centre and administration area. In addition, a dedicated science transportable building has provided the impetus for a focus on the learning area. Classroom facilities and grounds are well developed to cater for teaching and learning programs, with the exception of the two design and technology areas that require renovation to meet current curriculum delivery requirements.

Discussion with key staff and community members highlighted the changing nature of the town's population. Decreasing population in the farming and related agriculture sectors has been matched by a change to the town population following the introduction of subsidised housing. Participants reported a reduction in employment opportunities and people leaving for lifestyle changes or to take up employment elsewhere. The absence of hospital/medical facilities in the town was also seen as a negative factor for continuing residency. School staff and parents indicated the change in the socio-economic mix of parents has resulted in a greater demand on support services at a school and community level.

The current Index of Community and Social Educational Advantage (ICSEA) is 1006, a decrease from 1037 in 2012 which may be indicative of the changing demographic for the town. The change is also reflected in the distribution quartiles, with only 17% of students in 2014 in the top 25% of students when compared to the Australian distribution.

The school enrolment of 111 students is heavily weighted to primary classes, which is consistent with the pattern of many similar schools in the Wheatbelt and reflects parent choice in decisions about secondary education.

The overall enrolment has been on a slight upward trend, having dropped below 100 prior to 2012. The upward trend has been attributed to the availability of lower cost housing in the community. Both primary and secondary attendance rates are above State average and student transiency is 11.4%. Aboriginal students make up 3% of the student population. A small number of students are eligible for disability funding.

The school has a core of permanent staff that provides considerable consistency in the staffing profile. The Workforce Plan identifies the key roles in the school and the likelihood of staff movements through to 2017. The school is a Teacher Development School (TDS)—Mathematics and a staff member provides professional learning and support for teachers both at the school and in the local area. The Inland Lighthouse Network project also employs a staff member to deliver an innovative online history program to students in Level 3 primary schools. To maintain learning area coverage the Principal and Deputy Principal take on teaching roles in their areas of expertise. A number of positions, particularly in specialist areas, are part-time and a number of education assistants have been supported to raise their qualifications to Certificate III in Early Childhood Education and Care.

The Principal and staff have developed a strong network of partnerships within the school community and at a professional level outside the community. The highly supportive Parents and Citizens' Association (P&C) and the Board work to support the school in providing physical and financial resources and leadership for its strategic direction. Parents are actively engaged in the life of the school and provide support for the quality of teaching and learning outcomes delivered by staff and students.

The community provides opportunities for informal partnerships that benefit curriculum delivery. Partners include the Dowerin Shire, the Men's Shed and Dowerin Events Management which fosters considerable involvement by students in the Dowerin Field Day. The Dowerin Field Day enjoys a reputation as the premier agricultural field day in WA and contributes some \$1.2m annually to the local community. Student engagement is supported by arrangements with Cunderdin Agricultural College for promotion of courses offered at the college and through local businesses which take on students for work experience.

At a professional level, school staff are involved in partnerships with staff in other schools through moderation activities and the Inland Lighthouse Network project, which facilitates networks and Development Day activities between schools for staff professional development.

The School Board has made a successful transition from School Council. It is taking a strong leadership role in representing its community to pursue upgrades and improvements for the school that are important for teaching, learning and student well-being. The Board has been actively involved in its oversight of school performance and finances and has been taking on a role in policy development and review. Membership has remained stable and parent members bring a breadth of experience in business and management to decision-making.

The school has adequate physical, human and financial resources to deliver its educational program and meet student academic and social needs. Staff have received training in the National Quality Standard for early childhood education and the school is making progress towards its implementation.

The school receives funding from the Teacher Development School program to provide professional learning to schools in the area and from the National School Chaplaincy program. The school has also chosen to manage its own building maintenance program.

## The School's Self-Review Process

### ***How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?***

The staff have reviewed performance against Business Plan targets for 2013 and 2014. They presented the data to the School Board for discussion and explanation and provided a detailed summary of progress to the community through the Annual Report.

The leadership of the school has developed extensive processes with staff in reviewing performance against the Business Plan priority academic areas and has also sought external verification and further detail about performance to ensure that standards were being met or, in cases where performance did not meet expectations, areas for improvement were identified.

The Principal and staff have focused on progress and achievement and, given the new enrolments, provided information on the progress of the stable cohort in Years 3–5 and Years 5–7. In many cases, they have focused on individual progress, particularly in secondary years where the data samples are too small to enable valid cohort analyses.

The *Summary of Self-Review* was completed in 2015 and was based on information primarily from 2013 and 2014 data. It outlined the strengths and weaknesses in priority area performance and included recommendations and strategies to improve performance in teaching and learning.

The leadership team outlined its expectation of the likely performance of students in 2015 National Assessment Program— Literacy and Numeracy (NAPLAN) data as further indicators that demonstrate improved student learning. Years 3 and 9 performance is expected to improve on 2014 data, and Year 5 is expected to be satisfactory. Year 7 data is likely to be adversely affected by the current small enrolment and new enrolments of students with learning difficulties.

Discussion and documentation provided evidence and confirmation of the standards of student performance being achieved in non-priority academic areas. Limitations were identified with plans to address issues particularly in relation to the critical role that staff expertise and availability plays in maintaining standards of student performance in a small school in a rural environment.



## School Performance—Student Learning

### *How well has the school performed in improving learning (achievement, progress and engagement) for all students?*

The 2013–2015 Business Plan sets targets in the following areas:

- Success for all students (academic and social emotional well-being)
- Excellence in teaching and leadership
- Developing and strengthening partnerships.

Data for 2013 and 2014, including individual student results and progress, has been thoroughly analysed by the whole staff. Student performance data and analysis have been presented to the Board and to the wider community.

The first priority area of ‘Success for all students—Academic’ identifies targets for literacy, numeracy, science and society and environment. There are three literacy targets:

*The school mean will meet the Australian schools mean for reading, writing, spelling, and punctuation and grammar in Year 9.* This target differs from the targets in the other year groups, which are linked to the Western Australian schools’ mean. It allows for the fact that a significant number of the more able students leave Dowerin District High School to attend other schools for their secondary education.

This target was not achieved and various factors, including mental health and attendance, were identified as the reasons. It should be noted that the cohort was very small (four students). The staff recognise that a case-by-case approach to reviewing progress is a more realistic way to address student achievement in Year 9. The *Self-Review Conclusions* document comments that individual students made considerable progress after the NAPLAN tests and this was sustained into Year 10. This progress was verified by the reviewers through discussion with staff and examination of achievement data.

*The school mean will meet the Western Australian schools mean for reading, writing, spelling, and punctuation and grammar.* More success was achieved with this target. Comparisons with the WA and Australian means show that Years 5 and 7 performed at or above the WA mean in most areas and that Year 7, in particular, performed above both means. This was especially true of the stable cohort. The exception to this achievement was in the area of grammar and punctuation.

This target was not achieved in Year 3. The staff recognised that more work needs to be done in early childhood and in supporting programs to improve the school-readiness of prospective students. A community-based early years' network, supported by staff from the school, has already been established.

*90% of the stable cohort will make moderate or better progress in all aspects of literacy and numeracy.* Targets were not achieved for reading and writing. Seventy-one per cent and 86% of students made moderate or better progress in reading and writing respectively. It is worth noting that in 2014 all students from Year 3 to Year 5 achieved progress in writing. The small numbers in the stable cohort for 2014 may have had an impact on the results for the numeracy and reading domains, however, the Principal commented that it has prompted rich professional dialogue and a recognition that high achievers can also be at risk of not reaching their full potential.

Numeracy targets included:

*The school mean will meet the Western Australian schools mean for numeracy in Years 3, 5, 7 and 9.* The results in numeracy were stronger in Years 5 and 7, especially when considering the stable cohort. The exceptions were Year 3, which again showed weakness, and Year 9 where the small numbers made comparisons unreliable. Becoming a TDS—Mathematics school has contributed to better outcomes in numeracy.

*90% of the stable cohort will make moderate or better progress.* Targets were not achieved for Years 3 to 5 and Years 5 to 7. The percentage of students making moderate or better progress were 80% and 75% respectively in the two progress groups.

Targets for science and society and environment were to be against achievement in the West Australian Monitoring Standards in Education (WAMSE) assessments, which ceased in 2013. The only data available is for that year, and in both assessment areas student performance was as expected for Years 5 and 7 and below expectations for while Year 9.

While 2014 data on student achievement and progress was not available for science and history, the staff plan to use Progress and Achievement Tests to monitor science and inter-school moderation to monitor history, arts and the social sciences in the future. Strategies to improve outcomes in science have been implemented, including selection of students in Year 7 to be part of the Science Extension Camp sponsored by the ILN.

Overall, the school can claim some significant success, notably against like schools for 2012–2014, where the majority of students ranked in the higher progress/higher achievement quadrant in most domains. Progress from Year 7 to Year 9 was the exception and is accounted for, to some extent, by the changing cohort—it was reported the more able students left to pursue secondary education elsewhere. When compared against WA public schools, progress and achievement in Years 3–5 was strong in all domains, with the exception of grammar and punctuation.

The second aspect of the priority area of 'Success for all students' was social and emotional well-being. Measurable targets are less used in this area, however, the culture of the school and its values were evident at all levels, whether in the charts displaying the Dowerin Virtues, or the interactions observed among students and staff.

The results of surveys were generally very positive (94% of parents, 100% of staff and 89% of students) and mostly achieved the target of '90% of student, staff and parent surveys consider the school a safe, supportive and inclusive environment'. Programs such as the cyber-safety program and protective behaviours curriculum indicate considerable effort is made by the school to ensure student safety.

The survey results indicated perceptions by some parents and students that there is a bullying problem. This issue was not raised during discussions with parent board members, a large group of parents and students and staff. One parent did indicate a problem with the Restorative Practice process used to manage student behaviour and the Principal acknowledged that ongoing parent education on the process was occurring. Evidence from staff, suspension records and discussions with parents and students verified a high standard of behaviour, except for a very small number of students who have come from difficult personal situations. This view is supported by positive responses to the survey question 'This school has high standards of student behaviour' and the low number of referrals coming to the attention of the School Psychologist.

Attendance data for 2014 indicates that overall primary attendance is 2% above WA public school rates and overall secondary attendance is 88.3%, exceeding the State mean of 86.9%, however, secondary regular attendance is an issue, at 2% below the WA public school mean of 59%. The link between attendance and achievement is well understood by staff and efforts are made to ensure maximum attendance at all levels.

'Excellence in teaching and leadership' is the second priority area for the Business Plan. Three targets were set:

*Teacher judgements reflect systematic assessments of NAPLAN and other standardised testing.* This target was monitored and internal and external moderation used to improve the consistency and accuracy of teacher judgements. The results fall within expectations, although the Principal noted that teacher judgements tended to rank students lower than indicated by assessments.

*The integration of technology into curriculum delivery and web-based communication.* This is a developing target that is still to be met. Analysis of this target was based on the use of the *Connect* online communication tool by teachers in some parts of the school. Parents will soon to be able to use the program to communicate with staff. Reviewers were able to verify the successful use of technology in learning areas, including electronic delivery of programs to and from other schools, and were appraised of the benefits that would accrue when the school and community were involved in *Connect*.

*90% of respondents agree that curriculum delivery meets student needs.* This target was not met. Reviewers were able to verify through observation and discussion the extensive use of technology by staff and students for curriculum delivery to meet student needs. It was noted that this target was not specifically measured in the survey data. Responses to other survey questions indicated 76% of parents and 73% of students believed that the school assists students with understanding and skills they will need beyond school.

The final priority area in the Business Plan is 'Developing and strengthening partnerships'. Partnerships with the Dowerin Shire, Dowerin Events Management (Dowerin Field Days) and the ILN are examples of how the school engages with the local community and the wider educational community. The ILN has brokered partnerships which have resulted in further opportunities for Dowerin staff, students and administration. These include links with Curtin University of Technology, Edith Cowan University, the Department of Agriculture and The University of Western Australia.

## School Performance—Quality of the Learning Environment

***How well has the school performed in creating an environment that promotes learning and well-being for all students and the attainment of the school vision?***

The school motto is *Together We Strive* and this commonality of purpose was evident in discussions with staff, students, parents and community members. All members of the school staff, including the administration, teachers, office staff, education assistants, the School Chaplain and gardener are committed to the notion of a shared responsibility and a team approach to delivering the school vision to 'be a community conscious educational institution which produces socially and civically responsible citizens who are equipped for lifelong learning and strive for personal excellence'.

The outstanding support of P&C members, who readily volunteer to work on enhancing school facilities, the thoughtful and committed nature of the Board and the very positive attitude of the student leadership team reinforced the impression of a school community with shared goals and aspirations. Further evidence was provided through the visible display of the core values and the deliberate explicit teaching of these values as outlined in the Business Plan.

Led by the Principal, the whole staff engages in a conscious effort to provide a safe and inclusive environment for all students. Protective behaviours are taught explicitly and the school has also utilised the *Aussie Optimism* strategies developed at Curtin University. As it is a small school, the teachers are well placed to provide individualised programs to meet student needs and are able to develop a detailed personal knowledge of the students in their care. Of considerable merit also is the development of leadership skills in students as evidenced by a capable and articulate group of students who provided insights into their training and roles in the school.

The emphasis on pastoral care is ably supported by the very active School Chaplain who, as a longstanding and respected resident of the town, provides a vital link between the school and the wider community. She uses every opportunity to engage with students, assisting in running a breakfast club and working as an education assistant when not required in her pastoral care capacity. The changing nature of the community means the Chaplain's role is vital and the community appreciates her contribution, as evidenced by the strong financial support provided through the National School Chaplaincy program.

Another commendable example of commitment and care of students was demonstrated by the School Gardener. She actively supports the academic program by assisting in the development of an excellent Stephanie Alexander Kitchen Garden for Years 5 and 6 students and voluntarily opens the garden during lunch breaks to allow access by students in other years. Further, she assisted in the promotion of this initiative by producing a video presentation of the garden and the work of the students which was shown on Presentation Evening. Like many of the staff, she has multiple roles in the school and has also been responsible for several public art projects that have enhanced the physical appearance of the school.

Further examples of the multiple roles taken up by both teaching and non-teaching staff include a teacher who has, aside from his teaching role, undertaken to establish a cadet unit which involves all of the secondary students. This teacher, like several of his colleagues, manages a cost centre and coordinates events such as the Year 10 leavers' celebrations.

The Principal takes an active role in teaching and learning in support of the mathematics program, providing an excellent example through her willingness to engage and support colleagues. This has set a standard of commitment against which all staff understand their roles and responsibilities.

There is a genuine and carefully planned approach to meeting the needs of all students through a well-constructed academic program. An example of this is the expectation that all students who perform either below the National Minimum Standard or in the top 20% on NAPLAN tests will have an individual education plan (IEP). This is also the case for students who receive a D or an A grade. A coordinated approach to addressing both literacy and numeracy is also a feature of the academic program and includes the use of literacy and numeracy blocks based on the Phases of Development to allow for extension and remediation.

Professional dialogue and professional learning are integral to the provision of high-quality programs. Professional development is encouraged at all levels of staff, including for three education assistants who completed the Certificate III in Early Childhood Education and Care qualification in 2014.

Reviewers noted the connection between school initiatives and the learning environment in promoting learning and well-being.

The use of technology in curriculum delivery is progressing successfully and includes: web-based communication between teachers and students in Years 5 to 10; provision of a laptop for every student from Years 3 to 10; classrooms with well used interactive whiteboards; and teachers developing their use of the *Connect* online tool.

An important consideration for future development is extending the existing link with the Western Australian College of Agriculture—Cunderdin. Staff are developing curriculum pathways to enhance transition by Dowerin students to senior secondary schooling by improving opportunities for their acceptance at Cunderdin.

To provide an enriching and varied curriculum for students the school has a programmed agenda of incursions (e.g., Musica Viva) and excursions, such as the cadet camp involving all secondary students and the proposed 2016 Canberra visit. The Stephanie Alexander Kitchen Garden for Years 5 and 6 provides ideal hands-on and practical learning activities that engage students and provide a considerable focus for an integrated curriculum that is successfully meeting student needs.

Partnerships and parent and community engagement in the life of the school were evident in several areas. Parent volunteers built a nature playground which is very popular with students. This playground was financed by the P&C. The Board has been instrumental in lobbying successfully for a new science laboratory and supporting the establishment of the Emergency Services Cadet unit. Community groups such as The Men's Shed have helped construct some of the facilities in the Stephanie Alexander Kitchen Garden and the Dowerin Shire offers ongoing practical support, including free access to excellent sporting facilities adjacent to the school.

The Deputy Principal is integral to the production of activity booklets for classes or children attending the field day, and a career-related booklet for senior students is currently being developed. Senior students gain valuable work experience assisting in the catering and the school raises funds by participating in the clean-up after the field days.

## School Performance—Sustainability

### *How well placed is the school to sustain and improve its performance into the next planning cycle?*

Self-review practices are well embedded in the classroom, at the Board level and in the community through reporting on performance in newsletters and in the Annual Report. Achievement and progress is mapped through aggregated data with comparisons with like schools, WA public schools and Australian means and through individual tracking of students over time. External analysis of the school's assessment data provides additional information and verification of areas of strength and weakness. Because of the small student cohorts and a changing enrolment, the staff rely on the performance of the stable cohort to demonstrate improved progress and achievement.

The Board considers that it is in a development phase in understanding and carrying out its governance responsibilities and accountabilities. Members have developed an appreciation of the areas over which they can exercise the Board's engagement. The statement supplied to the reviewers by the Board on its role in staff selection is an excellent example of the separation of governance and operational responsibilities. The Board is supported by a collaborative Principal and staff members who have engaged members in the development, review and endorsement of policies relating to community interest. The Board has also taken a leading role in identifying and advocating for upgrades and improvements to school facilities to better support teaching and learning. The Board was involved in the preparation of the Business Plan and provided feedback on core beliefs and performance outcomes. Members are keen to be engaged again in planning for the next Business Plan.

Staff leadership has been fostered on an individual basis. Staff members display a sense of ownership for their classroom practice and many take responsibility for the operation of key curricula and co-curricular programs.

There is a strong spirit of collaboration and sharing between staff, whether it is displayed through providing opportunities for students to learn through creative and innovative programs, or in the focus on meeting individual needs. Leadership is also displayed in all areas of school operations and by all staff. From discussions with staff, the Board, parents and students, it was clear to the reviewers that the leadership at the highest levels in the school fosters the individualised and collaborative approach that is evident in school operations.



The relatively stable staffing environment has enabled the development of staff expertise across many facets of the school's operations that will assist in providing a high degree of stability into the future. Programs such as science specialist teaching for Years 3–10, the history online program for neighbouring schools and Dowerin District High School students (both with connections to the ILN), the establishment of the Emergency Services Cadet unit involving all secondary students, the Stephanie Alexander Kitchen Garden project that provides hands-on learning, the arts, physical education and music programs with specialist teaching are all delivering strong learning outcomes that over time have demonstrated their sustainability.

The reviewers noted a strong sense of ownership by staff, parents and students for the diverse and well-planned learning experiences that provide a rich curriculum for the school. The use of multiple sources of data as evidence of success or lack of success and a willingness to engage in professional research and professional learning will sustain this approach.

The Principal has developed a Workforce Plan that recognises the importance of maintaining current programs, and plans accordingly for staff transitions to ensure sustainability. The Principal and staff are taking advantage of additional programs like the TDS—Mathematics to improve teaching skills. The focus on developing child and parent early learning skills in the 0–3 years' population is a positive step towards improving on-entry skills for students in the early years and the move to a community engagement approach is affirmed as being financially responsible and likely to be successful.

Planning for the next Business Plan is in the early stages. The 2015 NAPLAN data will be analysed later in the year and, together with 2013 and 2014 analysis, will inform decisions about priority areas for 2016–2018.

The Principal and staff have acknowledged that they need an approach to literacy which involves a greater emphasis on explicit teaching. They plan to apply lessons learnt from the TDS—Mathematics professional learning to plan and implement strategies to improve literacy outcomes. Recognition of the need to address early childhood issues includes a plan for the relieving Principal to begin a Kindergarten Readiness program during Term 3.

The current process for setting targets has served the school well and will be used to set targets for any additional priorities that emerge. Similarly, the Principal and staff are comfortable with the structure of the current Business Plan, which provides very good coverage of focus areas, has strong goals and allows for differentiation in priority areas.

## Conclusion

The school leadership team, Board and staff of Dowerin District High School demonstrated a genuine involvement in the analysis of data and the development and monitoring of the Business Plan targets to set out an improvement agenda for the school and its community. The Business Plan presented a coherent and logical range of priorities for improvement well suited to the context of the school.

Collaboration between staff members and a structured professional learning program have enabled staff to make judgements about the effectiveness of the strategies being used to develop teaching and learning. The willingness of staff to engage with, and support each other, was evidenced by the use of team teaching, targeted support in classrooms and moderation practices with other schools. The shared professional language and understanding of rigour demonstrated by staff augers well for further improvement to student learning and the maintenance of a rich learning environment at the school. Staff members were able to engage in evidence-based decisions and articulate where the school needed to focus in the future. This included attention to the early years and adopting a whole-school literacy approach utilising some of the lessons learned through being a TDS—Mathematics.

The school has leadership that is focused on improving student learning, a dedicated staff, a knowledgeable Board and parents who are supportive of the school. Students have access to a diverse and challenging curriculum and the opportunity to develop their skills and understandings in a safe and supportive environment.

## Commendations

***The following areas are commended:***

- the Principal and staff for the detailed, uncomplicated review and analysis of student performance against the targets set in priority areas and the identification of areas for improvement to meet expected standards
- the School Board and Chair for its development and leadership in advocating for and representing its community while providing direction and input into the future planning for the school
- the staff, both teaching and non-teaching, who play a collaborative and supportive role in the delivery of a range of specialist programs and projects that offer students rich curriculum learning experiences
- the Principal, Deputy Principal and staff of the school for ensuring leadership builds on the strengths of staff and students to take responsibility for the delivery of a dynamic curriculum and a positive learning environment
- the Principal, Board and staff for the quality of the 2013–2015 Business Plan structure, goals, priorities and targets that established clear direction for improving student learning.

## Declaration

We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by Dowerin District High School as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.



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Mr Lindsay Usher, Lead Reviewer

5 August 2015

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Date



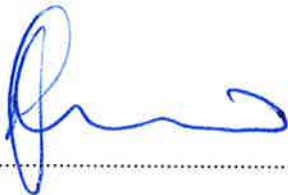
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Ms Kerry Oliver, Reviewer

7 August 2015

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Date



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Mr Richard Strickland, Director General,  
Department of Education Services

2/9/15

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Date