



2016

School Report



FROM THE PRINCIPAL

2016 was another successful year at Dowerin District High School, filled with events and achievements that were a result of a skilled, collegiate and dedicated staff, a supportive and proactive School Board, and productive parent and community partnerships.

Three events were major highlights this year: the refurbishment of the Home Economics classroom, the inaugural secondary camp to Canberra and the whole school production of The Lion King. The Home Ec room was gutted and completely refurbished with a result that rivals the Masterchef kitchen. The opening that was created between this room and the General teaching room has allowed a dedicated textile area as well. Work stations, with stainless steel benches and high quality cabinetry, now number 8 instead of 4; making it a great facility for both primary and secondary students.

The Canberra Camp for students from Year 7-10 was the culmination of a lot of hard work organising and fund raising in 2015. We were also very fortunate to have an anonymous benefactor donate \$10 000 towards the trip. The week long camp afforded students the opportunity to experience the full delights of our nation's capital and reinforce learning across several learning areas.

The Lion King was tremendously successful on all levels, and a great example of the highly valued school, parent and community partnerships that encompass our motto, *Together We Strive*. The parents and wider community worked tirelessly creating high quality costumes for each child and amazing backdrops and props. They supported production matters including lighting, rehearsals and being part of the live music to accompany students. They made donations to assist with costs, allowed the use of community facilities and equipment for free, managed bookings and tickets sales and promoted the event. 95% of students chose to be involved, either on stage or behind the scenes, performing for over 400 people in total.

The school was appointed a Regional Teacher Development School for Mathematics and Science for 2016-17, and we continue to pursue excellence in curriculum delivery and student learning; sharing our knowledge and practice with teachers across the state. STEM (the combination of Science, Technology, Engineering and Mathematics) classes made excellent use of our robotics equipment to build student skills in problem solving using the application of a variety of programming tools. Generous donations from Dowerin Events Management, Waugh Miller Macqueen, and Boekeman Machinery will support the further development of this program in 2017 and beyond.

Barbara Garner

Principal

SCHOOL OVERVIEW

Dowerin District High School is an Independent Public School located in the Central Wheatbelt, 156km north-east of Perth. It offers an engaging educational program to over 100 students from Kindergarten to Year 10, where students hail from surrounding farms and the town.

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

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

At Dowerin District High School we are

Determined

Organised

Welcoming

Enthusiastic *and*

Reliable. *We act with*

Integrity *and*

Nurture *others.*



GRAMMAR & PUNCTUATION:

Year 5 students performed well in this area and Year 7 students have made good progress over the last two years. In 2017 it is recommended that a clearly articulated scope and sequence for the teaching of grammar and punctuation is created. Professional learning should be made available to support staff knowledge in this area.



ONLINE LITERACY AND NUMERACY ASSESSMENT (OLNA).

75% of students achieved the minimum standard for Reading and Writing through the Online Literacy and Numeracy Assessment (OLNA). The remaining 25% of students are expected to achieve the minimum standard in the near future. Our results were significantly better than like schools.

Literacy was promoted in a variety of ways throughout the year including several incursions involving performances and students engaging in holistic literary events that included reading novels and viewing the same movies. The annual Book Fair activities were once again a hit as was the Harvest Magazine.

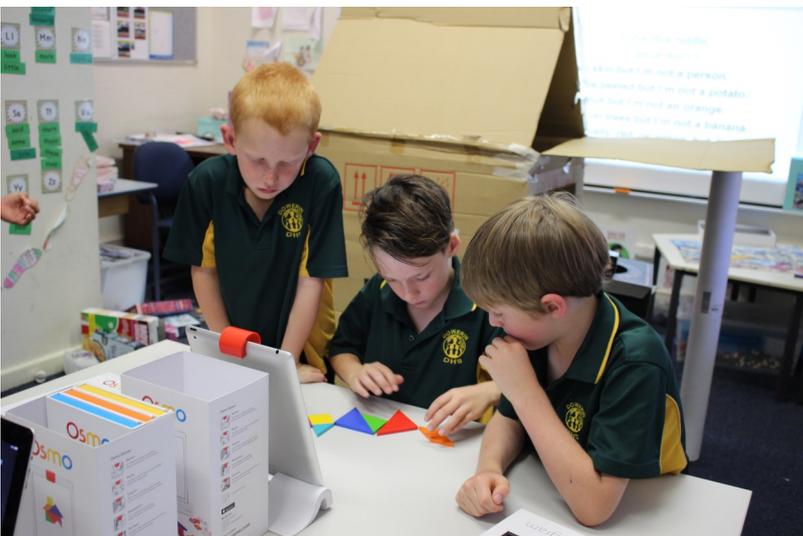
NUMERACY

		NAPLAN RESULTS															
		Year 3				Year 5				Year 7				Year 9			
		2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
ABOVE EXPECTED PERFORMANCE																	
EXPECTED PERFORMANCE																	
BELOW EXPECTED PERFORMANCE																	
LESS THAN 6 STUDENTS																	
NUMERACY																	

Overall we met our target with 81% of students making moderate or better progress. Year 5 and 7 students performed well in Numeracy when compared to the national average. Year 9 students all made moderate or better progress over the last two years. Year 3 results were below what was expected with 33% of students at or below the National Minimum Standard. It is recommended that there is greater use of the On-Entry testing program to track student progress between Pre-primary and Year 3.



The Problem Solving Framework continues to be explicitly taught across the school to promote independence and higher order thinking. Two school teams entered the state Numero competition, achieving well, and students in Year 5 and 6 attended the Inland Lighthouse Network Mathematics Day.



SCIENCE

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

As there is no systemic test available for Science, the Progressive Achievement Tests for Science were used to monitor student achievement and progress. All targets were met with a great improvement between Semester 1 and end of year results. Anecdotal information from students continuing their education journey at other sites indicate students are extremely well taught at Dowerin.

In 2016 the school purchased a number of EV3 robots and also received a Department of Education Technology Kit. This provided one of the many opportunities for students to experience science away from the traditional classroom setting. The EV3 robots were the focus of STEM learning for students from Year 3-6 whilst the secondary students focused on coding programs. Generous donations from Dowerin Events Management, accountants Waugh Miller Macqueen and Boekeman Machinery will allow us to develop our resources further in 2017. It is recommended that a STEM operational plan be developed across the school to ensure students develop skills to integrate science, technology, engineering and mathematics knowledge in a broad range of contexts.

Three Year 6 students from Dowerin (identified through testing across our network) were invited to attend the Science Aspirant Camp at Curtin University. With 20 places available and 19 schools invited this result was an affirmation of our Science achievement. 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. Indicative of the quality of teaching at our school, Dowerin teacher, Stephanie Hibbitt, was invited to present at the day.



HUMANITIES AND SOCIAL SCIENCES

A specialist teacher delivered Humanities and Social Science (HASS) to students from Years 5 to 10. The use of a variety of online resources and the Department of Education platform, 'Connect', enhanced the teaching and learning program, and allowed differentiation to meet the needs of students. Whilst there are no standardised tests that can be administered for this learning area, feedback from parents whose children subsequently attend other schools indicate that the teaching and learning program is of a high standard at Dowerin DHS.

The expertise of the HASS teacher in subject content, curriculum delivery and the use of online resources has resulted in her continued employment by the Inland Lighthouse Network of schools to deliver an online HASS program to students in Year 6 from Level 3 schools. This has given her the opportunity to engage in some informal moderation to gauge the standards of our students work, which she assessed to be meeting or above the Standard.

An excursion to the local museum and Landsdale Farm, provided opportunities for students in the younger years to promote connections with community, and add meaning and relevance to their study of HASS. The G'Day Asia incursion



was well received across all years and helped students develop greater understanding of some aspects of Asian life and culture.

It is without a doubt that the inaugural camp to Canberra was a highlight of the HASS program. Students in Year 7-10 had the opportunity to attend and, due to a generous donation and determined fund raising effort, there was no cost to students. Accompanied by Year 7-10 students from Dalwallinu DHS, the students spent 5 days in Canberra engaging in activities and excursions that reinforced or pre-empted the knowledge in the Year 5/6 and 9/10 curriculum.



TECHNOLOGY AND ENTERPRISE

A variety of contexts have been embraced across the school to delivery Technology and Enterprise, often using activities and tasks as a conduit to reinforce concepts from other learning areas.

A massive highlight during the year was gutting and complete re-fit of the Home Economics room which transformed the 60 year old, 4 work station area to a thoroughly modern kitchen with room for 8 groups to work. A doorway was made between the Home Ec and General Teaching room which has allowed a dedicated Textiles area in a room that was otherwise unused at that time. The local Apex Club donated 8 new microwaves and generous pricing from local retailer JK Williams allowed us to purchase a new fridge and freezer.

The profile of digital technologies and STEM approach to learning increased in the school with the arrival of the Department of Education's Digital Technologies kit which complemented the EV3 robots the school had invested in. The Year 3-6 students worked collaboratively to develop their coding skills and use these to program robots. The secondary students used more advanced coding systems to develop games and activities. The program has been well supported by our local community with a donation of \$5000 from Dowerin Events Management and other generous donations from Boekeman Machinery and accountants Waugh, Miller, Macqueen.

The Year 5/6 students continue to engage in the Stephanie Alexander Kitchen Garden Program, growing a selection of herbs, vegetables and fruit, and ensuring a good supply of eggs. This produce was used for cooking in the Year 5/6 class and for the secondary students, and as a supplement to Breakfast Club food. Maggie Dent has recommended our kitchen garden to other schools on her website.

Technology and Enterprise studies for secondary students were in the contexts of Cooking and Textiles in Home Economics, and Woodwork and Metalwork in Design and Technology.





THE ARTS

Talented and enthusiastic specialist teachers were employed to deliver Visual Art from Pre-primary to Year 10, and Music across the Primary School.

The Music program had a great focus on instrumental work to consolidate learning and this complemented the individual guitar, piano, violin and cello lessons facilitated by the school. The Musica Viva program was central to one term of learning and students enjoyed a performance from Adam Hall and the Velvet Players. A purpose formed Choir performed at the opening of the Dowerin Field Days with lyrics written specifically for the event.

Student art was routinely on display in the administration area and students were engaged using a large variety of mediums. It is recommended that opportunities outside the school environment be sought to display student artworks in 2017.



The highlight of the Arts program for the year was definitely the whole school production of The Lion King early in Term 4. Students auditioned for parts and these were won by students from across the school. Each primary class performed at least one song and secondary students, who wished to be involved but did not have a part, formed the backstage production crew of sound, lighting, curtains, props and directors assistants. The matinee full dress rehearsal was performed in front of approximately 200 students from nearby primary schools and senior members of the community. The evening performance was enjoyed by almost 300. Comments from the audience indicated the show was a hit and there is certainly an appetite to do another whole school performance in years to come.



HEALTH AND PHYSICAL EDUCATION

A specialist teacher delivered Physical Education sessions across the school. The motor and social skills program Animal Fun, was delivered to the Kindergarten students and it is recommended this program continue as part of the Early Childhood teaching and learning program.

The school nurse supported the health education program; working with students from Kindergarten to Year 10 covering hand washing, teeth cleaning and human development programs. She also offered a variety of lunchtime sessions to support secondary students.

Students had the opportunity to compete in a variety of sporting events including faction and interschool carnivals, which were efficiently run and encouraged a high level of student participation and parent involvement. Events and carnivals included:

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



OTHER OPPORTUNITIES and VALUE ADDING

The **Fire and Emergency Services Cadet** unit formally commenced in 2016 with the signing of a Memorandum of Understanding between the school, the Department of Education and the Department of Fire and Emergency Services. Students' skills were tested in the 3 day bike riding expedition along the Kep Track and further built in the week long camp to Perth. Students also had the opportunity to gain a Bronze Medallion qualification. A Visual Art Project saw the sea container storing all cadet equipment painted which has made it a much more attractive addition to the grounds.



The **KINDY READINESS PROGRAM** ran in Semester 2. Nearly all students who were to be 2016 Kindergarten students attended a weekly two hour session which focussed on socialisation, gross and fine motor activities, music, story telling and free play. These links to the school were further developed with several visits from the **DOWERIN PLAYGROUP** to participate in a morning of activities with the Kindergarten students.

A greater focus was placed on a cohesive and collaborative approach to Early Childhood Education with common DOTT time between teachers allowing greater alignment of planning and programs. The relocation of the Preprimary students also assisted this change. It is hoped that results in 2017 and beyond will reflect the benefits of this change.



The annual **DOWERIN FIELD DAYS** once again provided a broad range of learning opportunities with all school students attending and participating in the *Field Day Trail*. This is an interactive program developed by Dowerin DHS staff where students engage with a variety of exhibitors, mainly from the agricultural sector. In 2016, the Activity Trail used QR (Quick Response) codes to enhance the delivery and this was well received by staff, students and exhibitors. Classroom activities prior to the Field Days maximised the learning on this much anticipated excursion. Secondary students volunteered in various catering venues as part of their work experience and others manned the school car park, selling parking over the day. Parents and community members supported the school throughout the Field Days by volunteering to accompany students on excursions and donating their voluntary hours worked at the Field Days towards the P & C. The school also had an active and static display over the Field Days, demonstrating our use of technologies in the school.

Year 10 students, who wished to, undertook **WORK EXPERIENCE** and The Career Development Officer from DIRECTIONS visited the school too.

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

The, now annual, Year 3/4 **SLEEPOVER** at the school – was thoroughly enjoyed by the students who attended. It gave students the opportunity to test their resilience by sleeping away from home. The evening was well supported by parents and teachers.

Other activities included the **MEGAMINDS TOURNAMENT** at York, a visit from **CAPTAIN WATERWISE**, and school wide activities to commemorate **ANZAC DAY** and **REMEMBRANCE DAY**.



PARENT AND STUDENT SATISFACTION

Responses from the 2016 National School Opinion Survey linked to academic achievement are listed below. Responses are out of 5, with a score of 1 meaning strongly disagree and a score of 5 meaning **strongly agree**. The numbers in brackets are the percentage of respondents who either *disagree* or *strongly disagree* with the statement.

STATEMENT	PARENT RESPONSE	STUDENT RESPONSE
Teachers at this school expect me / my child to do his/her best.	4.3 (0%)	4.4 (3%)
Teachers at this school provide me / my child with useful feedback.	4.0 (10%)	3.8 (6%)
I can talk to my / my child's teachers about my concerns.	4.3 (0%)	3.1 (24%)
Teachers at this school motivate me / my child to learn.	4.1 (5%)	3.7 (6%)
My child is making good progress at this school.	4.0 (14%)	
My child's learning needs are being met at this school.	4.0 (14%)	
This school works with me to support my child's learning.	4.2 (5%)	
My school gives me opportunities to do interesting things		3.6 (15%)

SCHOOL PRIORITIES

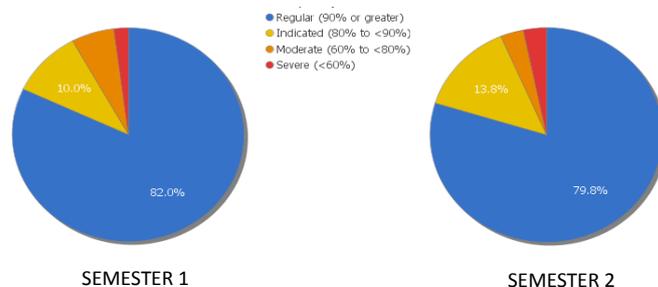
SUCCESS FOR ALL STUDENTS—SOCIAL AND EMOTIONAL

STUDENT BEHAVIOUR

Once again the restorative approach to behaviour management at the school together with the expected high standard of behaviour, articulated by the Dowerin Virtues, proved effective encouraging excellent behaviour across the school. Overt recognition of positive behaviour and achievements through a variety of public avenues assists us to highlight and reinforce expectations. Included in this recognition are visits to the admin team, certificates at assemblies and positive playground behaviour tickets. Much of this positive behaviour is further reinforced with acknowledgements in the school newsletter.

ATTENDANCE and STUDENT NUMBERS

The attendance rate for Semester 1 was 92.7% and for Semester 2 it was 92.4%. This means that overall, students attended approximately 92% of the sessions available. The percentage of students attending regularly at Dowerin DHS was significantly better than WA Public Schools who sit at 77% for Semester 1. Semester 2 information is unavailable. Ill health is the main reason that students are at risk.



	Kin	PPR	Prim	Sec	Total
Male	7	1	32	14	54
Female	6	5	34	5	50
Total	13	6	66	19	104

As always, student numbers fluctuate over the year. Numbers entering Kindergarten in the coming years are expected to be sound which bodes well for the future. Our numbers were officially recorded as those in the table to the left.

TRANSITION PROGRAMS

Purposeful programs are in place to support students to transition from one phase of learning to the next. Some programs occur over several weeks, others are only for one day but each reflect the needs of the students and, in some cases, the parents.

TRANSITION TO KINDERGARTEN: Playgroup visits the school at least once each term to engage in activities with the Kindergarten students. This helps the children and parents become more familiar with the school environment. The 3 Year Old Kindy Readiness Program ran in Semester 2 with children attending for one morning a week and then for the last 2 weeks, attending with the Kindergarten children. A Kindergarten Orientation morning was also held for parents where they spoke with the teacher, principal and allied health representatives. It is evident that students who attend the Kindy Readiness sessions make a much smoother entry to Kindergarten.

TRANSITION TO PREPRIMARY: Kindergarten students spent a morning in the Preprimary classroom familiarising themselves with the classroom and some routines for the following year. The 2016 P-2 structure eliminated the need for a transition program that was run in previous years.



SECONDARY SCHOOL ORIENTATION and PATHWAYS: The Year 7 cohort for 2017 promised to be very small with no new students anticipated. A transition day was still undertaken. A Year 11 and 12 pathway for many of our students is to the Western Australian College of Agriculture—Cunderdin. Because of this, the date of the Faction Athletics Carnival was changed to allow students and parents to attend the WACAE-Cunderdin Open Day.

PROTECTIVE BEHAVIOURS

Delivery of the Protective Behaviours and Online Safety programs continued across the school. Several classes engaged with online programs promoting online safety. 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 dealing with conflict. Informal conversations with students indicate they have a good understanding of the protective behaviours program.

It is recommended that, in 2017, new resources are purchased to further support the program and a formal assessment of student understanding is undertaken from Year 3 and beyond. Parent education was not undertaken well in 2016 and should be targeted in 2017.

STUDENT LEADERSHIP TEAM

It has taken some years but the process for electing the Student Leadership Team (SLT) is now very much a part of the school calendar in Term 1 and is clearly communicated to students and parents. Specific lessons about what makes a good leader are delivered prior to elections and classes engage in a variety of activities that culminate in the election of the class representatives and faction captains. A position on the SLT is valued and highly sought after by many students.

The SLT, under the guidance of Stephanie Hibbitt and Nathan Brown, met almost weekly to discuss student related matters and plan for student activities. The P & C supported the SLT to attend the GRIP Leadership Conference to develop students' skills as leaders.

Hosting formal events including parent assemblies and the Presentation Evening at the end of the year, and raising the school flag each day were two major responsibilities for the SLT. They also coordinated several charitable fundraising events, organised student lunchtime competitions and catered to raise funds to purchase equipment for the school. In 2016 students raised money to go towards STEM purchases.



BREAKFAST CLUB

Running two mornings each week, Breakfast Club was appreciated and regularly attended by a small group of students which grew a little in the cooler months. Coordinated by the Deputy Principal and run by school and community volunteers, the students met in the Home Ec room where they enjoyed a nutritious breakfast, engaged in conversation, put their manners into practice and made sure they helped set and clean up.

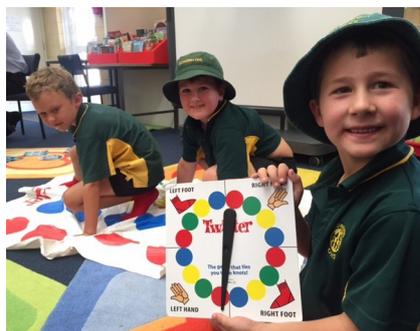
SCHOOL CHAPLAIN

We are fortunate to have a well respected and local Chaplain at our school. Funded largely by the National School Chaplaincy Program, the community support for the program is evident in its readiness to contribute the remaining funds to ensure the program continues at the school. In 2016 the Chaplain gained her Certificate IV in Community Service which adds to her already excellent skills in supporting students, parents and staff in times of need. YouthCARE are the providers for Dowerin and provide very good support to the Chaplain.



OTHER ACTIVITIES

The social and emotional wellbeing of students was also supported by our School Nurse, Meg during her regular visits, the library was available during lunchtimes for students to play games, the whole school engaged in *Bullying—No Way Day* and a wellbeing forum was held to seek feedback from community.



PARENT AND STUDENT SATISFACTION

Responses from the 2016 National School Opinion Survey linked to social and emotional wellbeing are listed below. Responses are out of 5, with a score of 1 meaning strongly disagree and a score of 5 meaning **strongly agree**. The numbers in brackets are the percentage of respondents who either *disagree* or *strongly disagree* with the statement.

STATEMENT	PARENT RESPONSE	STUDENT RESPONSE
Teachers at this school treat students fairly.	3.9 (10%)	3.1 (30%)
I / My child feels safe at this school.	4.4 (0%)	4.2 (3%)
Student behaviour is well managed at the school.	3.9 (14%)	3.7 (12%)
I / My child likes being at this school	4.2 (10%)	3.2 (27%)

SCHOOL PRIORITIES

EXCELLENCE IN TEACHING AND LEADERSHIP

All staff, teaching and non-teaching, continually sought to improve their practice throughout 2016. Their endeavours to do so were supported by access to professional learning, a clearly articulated Performance Improvement processes, mentoring of pre-service teachers, adjustments to the timetable to permit collaborative planning and encouragement to engage with colleagues from other schools.

Our role as Regional Teacher Development School—Mathematics and Science has provided the opportunity for staff to further develop their practice, and offered the opportunity for teachers to be involved in the delivery of professional learning for colleagues which is part of what is required to be recognised as a 'Lead Teacher' according to the AITSL Standards. This included formal face to face delivery and mentoring individuals and small groups, as well as having staff from other schools come to work shadow our teachers. Further to this two pre-service teachers completed practicums in the area of Science and Mathematics and in the Year 1/2 class.

Most teaching staff took on curriculum leadership roles focusing on relevant phase of learning or subject areas. Fortnightly staff meetings were a useful forum to share relevant information. Phase of development collaborative planning sessions were well utilised to further progress common expectations across the school so lesson structures are explicit in nature, the use of subject vocabulary consistent and developmental, and knowledge and expertise of staff effectively shared.

Attending relevant professional learning was encouraged and office, support staff, teachers and administrators all took advantage of this engaging- in PL that included: finance and school officer training; Literacy, Art, HASS, Science, Mathematics, Technology and Enterprise and supporting students with special needs. The Administration Team were involved with role specific networks and attended PL on leading school improvement, leading teaching and learning in a digital school, data collection leadership skills. Once again the Inland Lighthouse Network School Development Day was STEM, (the integration) of Science, Technology, Engineering and Mathematics, was a focus for staff development. Primarily based on technology in 2017, STEM classes used the EV3 robots and coding to explore and solve a variety of 'problems'. The arrival of the Digital Technologies Kit provided by the Department of Education provided further variety to the tools students could use. In 2016 staff began to become familiar with these tools. In 2017 the challenge is to integrate the Digital Technologies kit into the teaching and learning program and to fully engage in STEM activities that include activities that are not so technology focused.



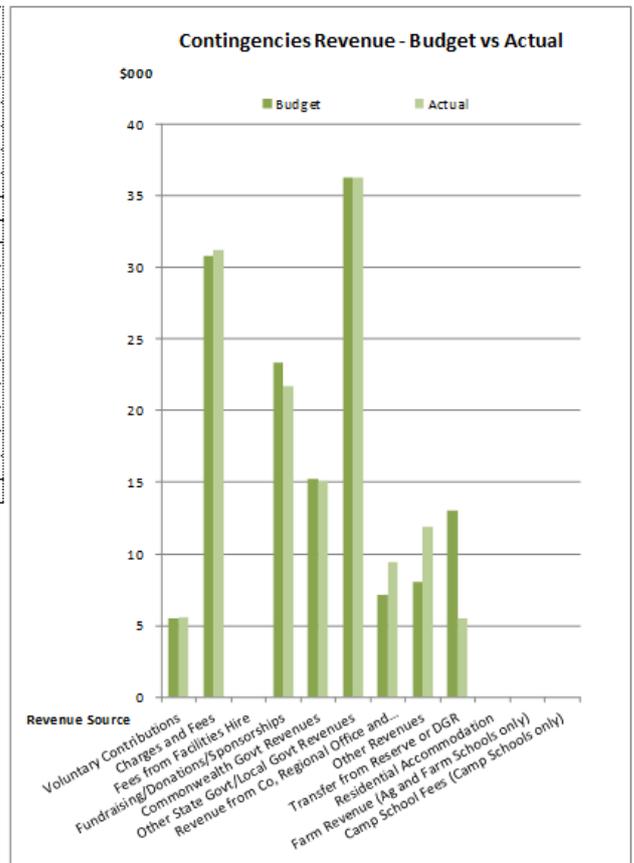
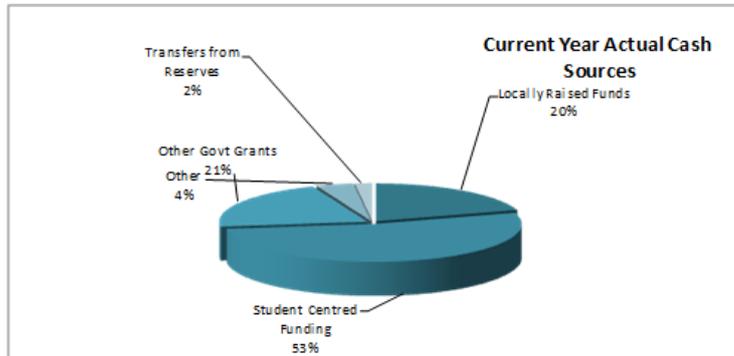
PARENT AND STUDENT SATISFACTION

Responses from the 2016 National School Opinion Survey linked to teaching, learning and leadership are listed below. Average responses are out of 5, with a score of 1 meaning strongly disagree and a score of 5 meaning **strongly agree**. The numbers in brackets are the percentage of respondents who *disagree* or *strongly disagree* with the statement.

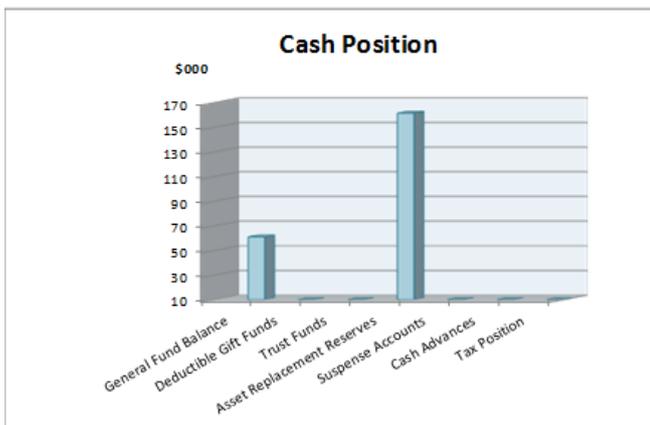
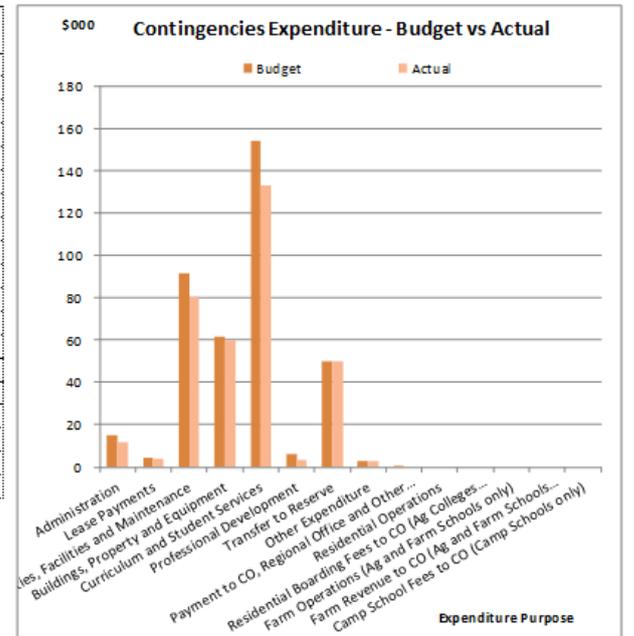
STATEMENT	PARENT RESPONSE	STUDENT RESPONSE
The school looks for ways to improve.	4.3 (10%)	4.1 (6%)
This school takes parents / students opinions seriously	3.6 (15%)	3.3 (18%)
My / my child's teachers are good teachers.	4.4 (0%)	3.8 (9%)
This school is well led	4.1 (5%)	
Teachers at this school care about me / my child	4.4 (0%)	3.8 (3%)

FINANCE FOR 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 5,527.00	\$ 5,583.25
2	Charges and Fees	\$ 30,785.00	\$ 31,163.62
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 23,373.00	\$ 21,669.60
5	Commonwealth Govt Revenues	\$ 15,215.00	\$ 15,115.60
6	Other State Govt/Local Govt Revenues	\$ 36,301.00	\$ 36,300.90
7	Revenue from Co, Regional Office and Other Schools	\$ 7,100.00	\$ 9,438.12
8	Other Revenues	\$ 8,000.00	\$ 11,901.32
9	Transfer from Reserve or DGR	\$ 13,000.00	\$ 5,462.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 139,301.00	\$ 136,634.41
	Opening Balance	\$ 116,993.00	\$ 116,993.39
	Student Centred Funding	\$ 152,125.00	\$ 152,125.22
	Total Cash Funds Available	\$ 408,419.00	\$ 405,753.02
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 408,419.00	\$ 405,753.02



	Expenditure	Budget	Actual
1	Administration	\$ 15,150.00	\$ 11,515.84
2	Lease Payments	\$ 4,500.00	\$ 4,124.88
3	Utilities, Facilities and Maintenance	\$ 91,200.00	\$ 80,319.36
4	Buildings, Property and Equipment	\$ 61,468.00	\$ 59,875.53
5	Curriculum and Student Services	\$ 153,710.00	\$ 132,833.55
6	Professional Development	\$ 6,000.00	\$ 3,525.17
7	Transfer to Reserve	\$ 50,000.00	\$ 50,000.00
8	Other Expenditure	\$ 2,571.00	\$ 2,573.84
9	Payment to CO, Regional Office and Other Schools	\$ 500.00	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 384,899.00	\$ 344,768.17
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 384,899.00	\$ 344,768.17
	Cash Budget Variance	\$ 23,520.00	



Cash Position as at:	
Bank Balance	\$ 220,339.03
Made up of:	\$ -
1 General Fund Balance	\$ 60,984.85
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 161,351.05
5 Suspense Accounts	\$ 347.87
6 Cash Advances	\$ -
7 Tax Position	\$ 1,649.00
Total Bank Balance	\$ 220,339.03

OTHER INFORMATION AND REPORTING

SCHOOL BOARD

Dowerin DHS School Board continues to operate effectively under the chairmanship of Rob Proud. 2016 saw Gavin Hagboom retire after 5 year service to the Board and the election of community member Andrea Selvey, Dowerin Shire CEO. Key points of business were contributions towards and endorsement of the 2016-18 School Business Plan, and endorsement of the school budget, contributions and charges and personal items lists. The School Board were part of the team who continue to work towards the improvement of our school facilities, most notably the addition of a suitable undercover area.

PARENTS AND CITIZENS ASSOCIATION

The Dowerin P & C is an active and generous group that greatly enhance the education at the school. They worked tirelessly to ensure school uniforms are readily available and continue in their fund raising efforts supporting school projects such as camps and improving the school and local environment by donating their skills and time to be part of the recycling roster and doing handyman projects. This has included upgrading the bag hooks, assisting with the installation of interactive whiteboards and maintaining the Nature Playground. The P & C has also endeavoured to foster community spirit by having some informal morning teas and a Family Fun Day that was greatly enjoyed by all.



COMMUNITY PARTNERSHIPS

Dowerin and wider communities are extremely generous in support of the school. The **Dowerin Shire** allows the school to access many of its facilities without charge and supports the school to maintain its grounds. It has also hosted students for Work Experience. The **Bendigo Bank** promoted good financial practices by being available every fortnight for school banking and encouraging saving with competitions and rewards. **Dowerin Events Management** work with the school in a variety of ways, including liaising with us for the Dowerin Field Days, and also made a generous donation towards the Robotics program at the school as did local machinery dealer, **Boekeman Machinery** and accountants **Waugh, Miller Macqueen**. **Dowerin Mens Shed** have assisted the school in the Enterprise Garden and erecting netting (with the help of **Dowerin Engineering**) to limit birds roosting in our undercover area. **Aglime of Australia**

donated lime sand for our athletics jump pits. **Dowerin Gourmet Meats** provide meat for Home Ec classes at a very generous price which allows the students to cook with quality meat more frequently than they would otherwise be able to. **Dowerin Bakery** gives produce generously whenever there is a student event and supports the lunch orders at the school with very prompt and obliging service. Other businesses including **JK Williams**, **The Farm Shed**, **Dowerin Apex Club** and **the Golf Club** have also supported our school.

COMMUNICATION

We have continually sought to provide excellent communication to parents about school matters through newsletters, emails and 'paper'. The Skoolbag App was introduced to the school in 2017 in an effort to further improve our communication with parents. Feedback indicates this has been an effective tool.

IN CONCLUSION...

2016 has been a successful year for Dowerin District High School but we are proud to say we are on a never ending quest for improvement and excellence. A supportive school and wider community help us to be the best that we can be with our culture clearly articulated in the Dowerin Virtues. When students see another not adhering to these values it is pleasing to hear them say.... ***That is not the Dowerin way!***

At Dowerin District High School we are

Determined,

Organised,

Welcoming,

Enthusiastic *and*

Reliable. *We act with*

Integrity *and*

Nurture *others.*

