



Dowerin

District High School

2020 School Report



FROM THE PRINCIPAL



2020 promised to be an exciting year with the secondary camp to Canberra and whole school production eagerly anticipated. While the arrival of COVID put paid to these major events and several others, we still managed to have a very successful year. Students, staff and parents increased their skills and broadened engagement with the education program. With remote learning using on-line classes, web-based resources and home learning packages enabling learning to continue through lockdown restrictions. While the level of engagement was varied, parents also learnt more about the challenges of teaching during this time, students were able to develop greater independence as they engaged with the Learning@Home 2020 packages and teachers quickly realised how difficult it was to capture everything they do in a classroom through written instructions.

An unexpected benefit of the COVID restrictions was the development of the 'Kiss and go' zone in the morning and a more organised approach to afternoon pick-ups. As a result the younger students developed much more independence and there was a lot less separation anxiety displayed.

The construction of the long awaited undercover area during Term 2 and 3 was very exciting. Students and staff really enjoyed watching daily progress as our small undercover area was demolished and the new one, covering half the quadrangle, was erected. Students showed great tolerance when the pathways around the school were very limited and lunches had to be eaten on the library verandah. The final result is outstanding and will be a tremendous asset to the school, allowing physical activity and assemblies when there is very hot or inclement weather.

The calibre of staff at the school allowed our involvement with many system and community initiatives which enhance student learning and teacher development. In 2020, these have included being a Regional Teacher Development School for Mathematics, Science and STEM, a STEM Enterprise Pioneer School, Minecraft Innovation Project School and Microsoft School Transformation Project school. All of these have directly impacted teaching practice and subsequently the activities that students enjoy as part of their learning. Being involved in First Lego League, the Dung Beetle Project and 'one off' days such as the Try a Trade Day at Cunderdin Ag College provide students with 'real-life' learning activities that relate to possible future pathways.

I am proud that, as a school and community, our collective work is relentless in encouraging every student to be their very best and making certain that pathways to a successful future are possible for every student. **Together We Strive!**

Barbara Garner
Principal

SCHOOL PROFILE



Dowerin District High School is an Independent Public School located in the Central Wheatbelt, 156km north-east of Perth. Throughout 2020 it offered engaging programs to 133 students from Kindergarten to Year 10, where students hail from surrounding farms and the towns of Dowerin and Goomalling.

16 teachers (full and part time), five part-time Education Assistants and a School Chaplain meant class sizes were small and individual student needs well catered for. Our high functioning School Board and enthusiastic Parents and Citizens Association supports our strong community links, multi-age activities, innovative learning opportunities and celebrations of achievements.

Dowerin DHS has an experienced staff which include a variety of specialist teachers who provide added breadth to 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 selection, once again, to be a Regional Teacher Development School (Mathematics and STEM) for next year reflects the calibre 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

Sustained progress in academic performance



Student performance evidence is collected across all learning areas and from a variety of sources which are captured in the school's Data Collection Schedule and Record. 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.

The cancellation of the national NAPLAN testing in 2020 impacted on our data collection and the ability to report directly against the targets articulated in our Business Plan 2019-21.

SCHOOL BUSINESS PLAN TARGET	ACHIEVED	COMMENT
Set an upward trend for the number of students making moderate or better progress across all areas of NAPLAN.	N/A	Due to COVID-19, the National Assessment Program—Literacy and Numeracy (NAPLAN) was not undertaken
Maintain or improve the performance of students in each year level on ACER Progressive Achievement Tests for Mathematics, Science, Reading Comprehension.	Yes	This was achieved for stable cohort students.
Clear, differentiated planning for all students at educational risk, including students with the potential to achieve excellence.	Yes	Students who have a diagnosed special need or are working at or likely to achieve an 'A', 'D' or 'E' grade all have either an Individual Education Plan or Group Education Plan. These are discussed with and signed off by parents and reviewed at least each semester.

COVID-19 resulted in several aspects of learning being adapted across many subject areas. The delivery of the curriculum in a variety of ways (including on-line learning) was managed well by staff as they used the Microsoft Suite of tools and 'Connect' to cater for student differentiation and engagement. This was impacted somewhat by the bandwidth available at the school and student access to good internet at home. Increased student numbers in the secondary school also resulted in the Year 7 and 8 student being separated for some classes which positively impacted student learning.

ENGLISH

In 2020, staff were encouraged and supported to use powerpoint warm-ups as a routine part of the English teaching and learning, and we engaged with a neighbouring school to further develop our practice in explicit teaching. We have been awarded a place in the *Excellence in Explicit Teaching of Literacy Internship* for 2021 and expect this, along with research into the *Science of Reading*, will further refine our literacy practices next year. Letters and Sounds was also introduced as our agreed practice in teaching reading and we have invested in a range of resources to support this going forward. In 2020 a targeted number of nights of home-reading was introduced to promote reading at home, with students who achieved the set goal being rewarded with activities relevant to their



SCHOOL PRIORITIES

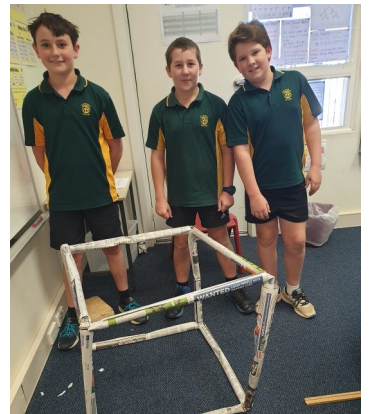
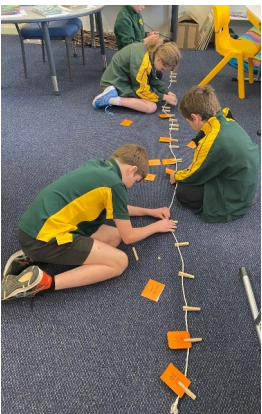
Sustained progress in academic performance cont'd



year level. The vast majority of primary school students embraced this initiative and approximately 50% of the secondary students.

MATHEMATICS

The engagement of an experienced numeracy support teacher supported staff to introduce a variety of warm-up activities into maths lessons and a scope and sequence for these games and activities was agreed upon with the aim being to embed basic fact knowledge and recall. The Problem Solving Framework continued to be central to the maths program with staff increasing their use and knowledge of a variety of 'low-floor, high ceiling' activities and resources. There was also a conscious effort to embrace activities with a 'real-life' relevance and these were demonstrated in excursions and several STEM based activities. Several students entered the Australian Mathematics Trust Competition with a significant proportion achieving commendably.



SCIENCE

A specialist teacher continued to deliver Science from Year 5 to 10 and the introduction of *STILE*, an online learning platform which provides a range of ways for students to learn, was well received by students in Years 5-10. The platform also supports differentiation for all academic levels and those with low literacy can have information read to them which makes the science curriculum more accessible. A timetabled STEM lesson ensures students are encouraged to use the concepts learnt in Science to solve 'real world' problems.

An incursion with Scitech was enjoyed by all students.



SCHOOL PRIORITIES

Sustained progress in academic performance cont'd



HUMANITIES and SOCIAL SCIENCE (HASS)

COVID-19 added relevance to many aspects of the HASS curriculum as this recent pandemic was compared to previous significant health events across the globe. A specialist teacher delivered this subject to students in Years 3-10 and is adept at providing scaffolding to support students with literacy difficulties, enabling them to access the content and demonstrate understanding and achievement. Good use is made of online resources including commercial products, quizzes and programs such as 'Behind the News'. In 2020, the Year 3/4 class was successful in entering a video which was screened on the show saying 'Hi BTN. We're watching you from Dowerin District High School'. Due to COVID restrictions incursions and excursions were limited but advantage was taken of local opportunities were possible and relevant.

TECHNOLOGIES

Skilled staff and excellent resources support the delivery of Technologies in a variety of contexts. We continue to ensure our digital and other resources are up to date and there are sufficient amounts for students to engage in a meaningful way.

DIGITAL TECHNOLOGIES—The Year 7-10 students engaged in Digital Technology classes and built their knowledge in the area of coding and the use of a variety of computer tools. Students used the 3-D printers to build upon the Cookie Cutter project from 2019 and were engaged by the Shire to create cookie cutters which were used in the making of biscuits representing the town mascot, Rusty, and his new girlfriend, Rosie. This knowledge was further shared as part of our involvement with the statewide STEM Enterprise Schools initiative. In Term 4, enthusiastic students entered the State Lego League competition, earning a place in the National Finals where they performed well.

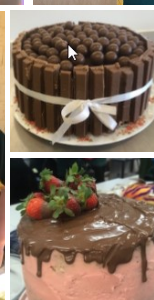
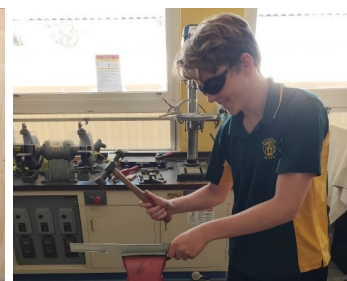
DESIGN AND TECHNOLOGIES—

The Stephanie Alexander Kitchen Garden Program provided a terrific vehicle for the Early Childhood and Year 5/6 students to increase their knowledge and understanding of growing and using food as well as engaging with the community. The Year 6 class also propagated plants for the school grounds and, along with the cadet unit, undertook various beautification projects in the grounds.

In the secondary school, students (depending on age) undertook a 13 week program in the contexts of Food, Textiles, Woodwork and Metalwork. Students created a variety of useful and relevant projects, and cooked for, and hosted, events for parents and families.

STEM

Real world application of Science, Technology, Engineering and Mathematics skills was reinforced in a variety of STEM projects across the school. In the secondary STEM lessons were timetabled so there was a conscious integration of knowledge which allowed for a



SCHOOL PRIORITIES

Sustained progress in academic performance cont'd



variety of levels of understanding. Among the projects was designing a bridge that could hold at least one student, creating an aircraft that could fly a determined distance, designing a 'Mars Rover' and engaging with the First Lego League competition. As a result of her engagement with STEM and support from the school, a Year 9 student won a place in the Young Indigenous Women STEM Academy which facilitates her to engage in a variety of high level STEM activities.

The Year 3 to 6 classes partnered with the Mingenew Irwin Group to undertake a Dung Beetle project investigating whether temperature would affect the dung beetle's ability to break down dung. They used micro:bits and sensors to help monitor temperature in each of the environments and found that dung beetles were more active in cooler environments.

In 2021, the planned creation of a high quality Makerspace will add value to STEM delivery.



THE ARTS

Students across the school engaged with both Visual Arts and Music. In Visual Art classes, students tackled a variety of mediums and there was a ready display of student artworks in the front office. In music, students learnt about the development of music, theory and were encouraged to be active participant in creating music in the classroom. Due to COVID restrictions, some of our usual public display and performance opportunities were not available and the postponement of the whole school production was very disappointing.



SCHOOL PRIORITIES

Sustained progress in academic performance cont'd



LANGUAGES

KETAWA language resources were utilised to deliver Indonesian to Years 3 to 5. The students also participated in the online Inland Lighthouse Network Indonesian Day where they were exposed to Indonesian dance, art and culture. After considerable discussion and reflection we determined that, from 2021 the Language undertaken at Dowerin would be AUSLAN. Students in Years 1 and 2 already engage with AUSLAN as part of their literacy program and the Talk4Writing program lends itself to signing.

HEALTH and PHYSICAL EDUCATION

Physical Education lessons were delivered by a specialist teacher who capitalised on excellent school and Shire facilities to provide an interesting and varied program. While some local and interschool sporting events were affected by COVID restrictions, students participated enthusiastically when they could. The Interschool Swimming Carnival was very successful with Dowerin DHS claiming the Primary Shield and Handicap Shield, and came runners-up in the Perpetual Shield. Although we were able to run the Faction Cross Country, limited training impacted our success in the interschool event in Meckering. Two individual champions and two runner-up champions at the Interschool Athletics added to our success in placing third in all three Shields.

Class and specialist teachers were responsible for the Health programs across the school. As required, they were assisted by the school nurse who delivered personal hygiene and human development programs. Protective Behaviours form an integral part of the Health program with explicit teaching from Kindergarten to Year 4 and the messages embedded in other lessons for these years and beyond as relevant.



SCHOOL PRIORITIES

Creating An Environment that Fosters Life Long Learners



SCHOOL BUSINESS PLAN TARGET	ACHIEVED	COMMENT
To install an effective Makerspace which fosters the development of critical and creative problem solving skills and is used regularly by 70% of teaching staff.	Partly	There was a designated Makerspace developed in a classroom. Appropriate storage was purchased which allowed resources to be organised more appropriately. This room was accessed by a number of staff although this was less than 70% due to the suitability of the room layout for younger students. In 2021, the Makerspace will be moved to a larger space which will provide greater flexibility in its use.
Integrate ICT across all learning areas as directed in the general capabilities document.	Yes	Digital Technology and ICT skills were explicitly taught. Our bank of iPads and 1:1 laptop ratio for students from Year 3 to 10 foster meaningful integration of ICT skills. Teachers engage in STEM activities which further enhance engagement with ICT as does involvement with the First Lego League.
Students from Year 4 understand, and consistently employ, agreed group roles and responsibilities.	Yes	These skills are explicitly taught in classrooms and students are given the opportunity to practice the skills in a variety of contexts.

SCHOOL PRIORITIES

Cultivating Wellbeing Through a Supportive and Inclusive School Environment



SCHOOL BUSINESS PLAN TARGET	ACHIEVED	COMMENT
On the National School Opinion Survey (NSOS) results, maintain an average of 4 or better for the statement "The school is a safe, supportive and inclusive environment".	N/A	Survey was not undertaken in 2020
Improve NSOS results by at least 0.5 for the statement that students believe their voice is 'heard' and valued by individual staff and the school.	N/A	NSOS was not undertaken in 2020, however, the profile of the Student Leadership Team continues to increase as part of the decision making at the school. More teachers also sought feedback from students about their practice and the classroom environment.
For at least 88% of students to have regular attendance each year.	No	We did not meet this target. COVID 19 impacted results and will not be reported upon in this document.
Maintain implementation of, and focus for, the Dowerin Virtues and Protective Behaviours Program.	Yes	The Dowerin Virtues and Protective Behaviours program are explicitly taught in the primary school and reviewed as appropriate in the secondary school. Demonstration of the School Virtues are acknowledged with certificates at Formal assemblies.
Engage with allied health services and the community to develop and implement a documented whole school approach to provide students with skills to support mental health and wellbeing.	Yes	The school was pro-active in developing relationships with, and pursuing support from a variety of external providers to meet this target. These included Speech and Occupational Therapy services, Wheatbelt Agcare counselling services, Child and Adolescent Mental Health Services (CAMHS)

More details about HOW the school meets the above two priorities can be captured across a variety of activities and information described in the following notes.

STUDENT LEADERSHIP TEAM

With the role of the Student Leadership Team (SLT) and associated election processes now well understood, students were eager to be elected to this respected group. Routine responsibilities included hosting formal assemblies, coordinating the Stirrest Cup (faction) points, announcing behaviour points at the Friday afternoon assemblies, organising a variety of charity days (for Multiple Sclerosis, Cancer), fund raising for a giant chess set and coordinating lunchtime events at the school, and undertaking the routine activities of daily flag raising and lunch bell sounding.

In 2020, the SLT also facilitated student input into school decision making, including the implementation of the Therapy Dog program, as well as working with the Dowerin Shire to develop priorities for youth engagement in the community. Involvement with the Shire included a workshop with the Shire prior to canvassing students about their ideas and finally presenting their findings to the Shire Council.



ZONES OF REGULATION

Building upon the promotion of Growth Mindset from previous years, Zones of Regulation were introduced across the school. There was explicit teaching related to this program and all primary classes facilitated emotional check-ins for students at regular intervals during the day.

THERAPY DOG PROGRAM

Three therapy dogs were introduced to the school; they come on three different days and serve to engage students, help them regulate their behaviours and offer support for students facing social and emotional challenges. Overwhelming feedback from staff and students is that see the dogs as a huge asset at the school.

GOOD STANDING POLICY

Refinement of the Good Standing Policy and related processes resulted in students who consistently behave as expected rewarded for this, with several small weekly and one or two significant reward activities being offered to students with Good Standing. Anecdotal evidence is that students appreciated the focus on students with consistent positive behaviour.

MENTAL HEALTH PROGRAMS

The school joined the Mentally Healthy Schools Program. This framework provides guidance, resources and training to school staff to help them embed the



Act-Belong-Commit messages within the classroom and school environment. Supported by the Shire, students also participated in a Circus Workshop which fostered self-belief, persistence and supporting each other.

ENGAGEMENT WITH INDIGENOUS CULTURE

Aboriginal students at the school were supported to organise and host Reconciliation activities, and an aboriginal student leader developed and delivered a Welcome to Country in Noongar at our formal school assemblies and other formal events. It was pleasing to have many members of the school community express their appreciation of this. The secondary indigenous students also engaged in a cultural awareness program with As One Nyitting.

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 although our combined activities in 2020 were limited due to COVID. The 3 year old Kindy Readiness Program ran in Semester 2. Children who planned to enrol at Dowerin DHS for 2021 were invited participate in 2 hours of play based activities to familiarise them with the Kindy routines and environment. The last session was 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.

EARLY CHILDHOOD TRANSITION: On the same day as the Kindy Orientation morning, all students from Preprimary to Year 3 undertook transition activities with their 2021 cohort. In Term 4, Kindergarten students are permitted to play in areas of the school apart from the Early Childhood playground.

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. Students that were expected to join the school in 2020 were offered a specific transition program. Throughout 2020, 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. Students are encouraged to attend events that help them understand possible future pathways such as the Cunderdin Agriculture College Open Day.

TRANSITION TO YEAR 11 and 12: A student, parents and staff dinner was held to celebrate students completing Year 10. These 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. Two students will attend the Western Australian College of Agriculture—Cunderdin, one will engage with TAFE and another attend another Senior High School out of our region.

EMERGENCY SERVICES CADETS

Secondary students form our Department of Emergency Services Cadet Unit. Planned camps had to be postponed or cancelled due to COVID but, in Term 4, all students were able to take advantage of the 2020 purchase of mountain bikes and trailer when they undertook a ride and camp-out along the KEP track between Northam and Mundaring. Throughout the year, students honed their bike riding skills, learned more about camping, navigation, map reading to prepare for the camp. They also studied fire and water safety.

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.

BREAKFAST CLUB

Breakfast Club ran two to three mornings each week in the Home Ec room with a small but regular group of students taking advantage of the great food and camaraderie it provided. 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. Education Assistant (Steph Graham) and School Chaplain (Mrs Shirley Hagboom) were the main supervisors; encouraging students to engage in conversation, use their manners and contribute to the set up and clean up at each session.



SCHOOL PRIORITIES

High Performing Staff Who Seek Continual Improvement



SCHOOL BUSINESS PLAN TARGET	ACHIEVED	COMMENT
Maintain our Regional Teacher Development School role beyond 2019.	Yes	We were successful in continuing our TDS role and evolved to deliver support across the state for Mathematics, Science and STEM.
All staff members actively engage in, and document, performance improvement which reflects expectations outlined in the DDHS Performance Improvement document.	Yes	The Performance Improvement Process is a clearly communicated and well documented process with up to two meetings each term and expectations that staff engage in peer observations and seek feedback from students. Conversations were somewhat influenced by changes to practice required by COVID.
Staff attendance at professional learning sessions results in measureable impact on teaching and learning and builds whole school practice.	Yes	Professional Learning was primarily centred on literacy, numeracy and technology. There is a lot of anecdotal information to support impact on teacher practice and student improvement. PL undertaken in 2020 has had a significant impact on whole school practices and is directing future learning for staff.

The professionalism of the staff together with their skills in using technology shone through when preparing for and delivering learning at home during COVID restrictions. As many of our students were already conversant with using Connect, Class Notebook and other online platforms, the transition to remote education was relatively seamless with the greatest restriction being student access to adequate devices and internet in the home environment. Parent support for students during this time varied greatly which impacted on student engagement at home and the return to face to face learning was made more challenging because of this.

Recognising the need for excellence in the use of technology, the school joined the Microsoft Schools Transformation Project, building staff knowledge of the Microsoft suite of tools available to schools; improving our use of Class and Staff Notebooks and also using Teams as a communication and sharing tool amongst the staff.



We continued our journey as part of the STEM Enterprise Schools Project and undertook to mentor another regional District High School on their STEM journey. This was a very successful partnership which allowed our school to build on student Cookie Cutter Project from 2019.

We were successful in continuing our role as a Teacher Development School for 2020; supporting schools across the state to deliver Mathematics, Science and STEM. During 2020 we applied to be and were appointed as a TDS (Mathematics and STEM) for 2021. We continued with our maths support for teaching through the maths proficiencies, developing age appropriate warm-ups and improving fluency. STEM support centred around robotics and science included moderation and individual mentoring as requested. Once again student centred events were an important part of our delivery although COVID did impact on the amount of these. The school received a certificate from Director General, Lisa Rogers recognising the importance of this role to the system.



The Performance Improvement Process continued to be rigorous with teachers actively engaging in frequent dialogue with their line managers around personal goal setting, accountability, data analysis and peer observation. All staff indicated the Performance improvement Process was a positive experience and help to drive reflection upon and improvement in their practice. In 2021 we aim to increase the frequency of classroom walk-throughs and peer observations as well as student feedback on teacher practice.

In 2020, Kate Petchell, our TDS coordinator and Mathematics Leader successfully completed her Level 3 Teacher. Mrs Petchell was also awarded the Inland Lighthouse Network Outstanding Teacher for Dowerin DHS; she is a driven and committed educator who consistently supports other staff to improve their practice. Miss



Rielle Fowler was acknowledged for her excellent practice with a nomination and being one of 8 finalists in the Curtin University, Teaching Excellence Award which forms part of the 2020 Western Australian Regional Achievement and Community Awards.

Our cleaning staff, supported by the gardener must be acknowledged for the tremendous work they did to ensure the school adhered to the cleaning expectations as a result of COVID-19. They worked tirelessly and as a cohesive team throughout the year.

SCHOOL PRIORITIES



Strong, Sustainable and Productive Partnerships

SCHOOL BUSINESS PLAN TARGET	ACHIEVED	COMMENT
Capitalise on established partnerships and seek opportunities to develop new partnerships to integrate meaningful real life application of curriculum.	Yes	The school continues to engage with variety of partnerships at a local and state level. Some of these have already been mentioned. Others are mentioned in the commentary below.
Maintain trusted partnerships with parents and carers.	Yes	The School Board and P & C are essential partnerships to ensure the effective running of the school and foster productive partnerships with parents and the wider community.

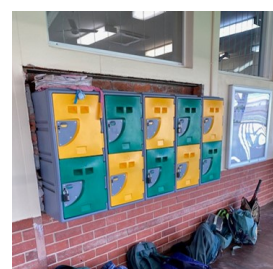
SCHOOL BOARD

The School Board is a proactive group who engages in robust discussion which reflects their role and responsibilities. They seek community opinion and use this to help direct strategic direction and school priorities including the review and endorsement of school policies. This year, Board members adopted portfolios, described as 'working parties' which included: Student Wellbeing, Recycling, Pathways and Partnerships and School Grounds. Significant contributions over the 2020 school year were the development of the 'Kiss and Drop' zone in the parent car park, engagement with mental health workshops and the renovation of the school oval. Each of these have had a significant impact on the school.

PARENTS & CITIZENS ASSOCIATION

The P & C is an energetic group of parents who actively support the school through fundraising and in-kind support through working bees or individual tasks being undertaken. COVID resulted in major planned events and fundraising to be either cancelled or postponed, although some smaller fundraising was achieved later in the year. The P and C:

- Donated \$15 000 towards the cost of the undercover area to ensure the desired area was covered.
- Hosted the soft opening of the undercover area for parents and the community, organising outdoors settings and entertainment.
- Funded a new bank of lockers for the secondary school.
- Funded a colourful new mat for the Early Childhood Centre.
- Funded new iPads and covers for staff and student use.
- Made a donation towards the School Chaplaincy Program.



OTHER PARTNERSHIPS NOT PREVIOUSLY DISCUSSED

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 Musica Viva Concert, physical education lessons, sports carnivals and swimming lessons. The Shire is also generous in making equipment and machinery available to complete projects at the school and had been very inviting in involving the students with council activities.

Although the Dowerin Field Days did not occur in 2020 (due to COVID), **DOWERIN EVENTS MANAGEMENT (DOWERIN FIELD DAYS)** were generous in supporting the school with funding to enable us to create a solar powered bench as a phone/device charging station. This will be completed in 2021 and mounted at the Dowerin Recreation Grounds for use at the Field Days and by people using the facilities on a daily basis.

Staff, volunteers and students from **CURTIN UNIVERSITY** supported Dowerin DHS to host the rural First Lego League Heat. While interactions with Curtin were somewhat limited in 2020, there are plans to build on these in 2021 in the STEM space.

There are a number of other local businesses and groups who contribute generously to our school:

- **DOWERIN MUSEUM** who are engaging and enthusiastic in their sharing of local history.
- **DOWERIN GOURMET MEATS** supply meat at a heavily discounted price so our students can cook a variety of tasty dishes.
- **DOWERIN COMMUNITY CLUB** allows the school to use its facilities without charge. This includes the bowling and tennis facilities in our Phys Ed program and indoor spaces for school functions.
- **DOWERIN BAKERY** provided a terrific lunch order service each day.
- **DOWERIN COMMUNITY RESOURCE CENTRE** manage the school contributions to the local paper and support the Better Beginnings Program.
- **DOWERIN POLICE** continued to maintain regular communication with the school and supported student well-being.
- **DOWERIN FARM SHED** donated product towards the improvement of the school oval.
- **DEPARTMENT OF CORRECTIVE SERVICES—Dowerin Work Camp** contributed heavily to the painting of the school and repair and restoration of the old sports shed.

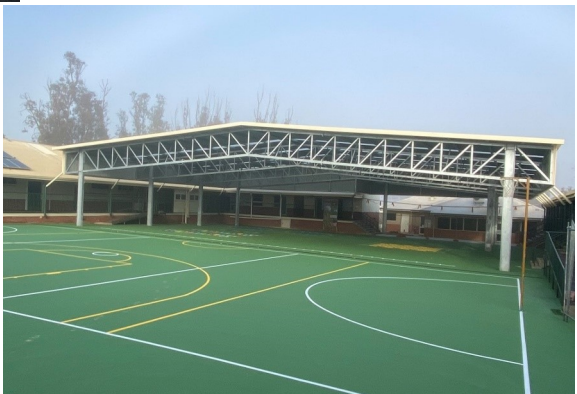
BUILDINGS and GROUNDS

Seeking to provide an inviting and engaging physical environment



Comment on buildings and grounds is worthy in this report due to the significant improvements which have been achieved or commenced in 2020 thanks to funding from the Department of Education, generous support of the P and C and commitment of our gardening staff. The outcome is a more inviting school with facilities that are conducive to student well-being and engagement. Improvements included:

- Painting of much of the school including Anderson Hall
- Flood mitigation in the Early Childhood Centre (ECE) and quadrangle.
- Replacement of the ECE floor and damaged walls, and construction of an outdoor paved area around the building to allow air flow under the transportable.
- Removal of a wall to allow a space to be used as a classroom.
- Growth mindset quotes installed in the toilets; generously donated by *Measure My Tribe*.
- Completion of the much awaited undercover area spanning half the quadrangle. This included resurfacing of the quad, repainting of the sports markings and a number of additional games also painted.
- Commencement of the upgrade to the farm skills shed to make it a Design and Technology shed suited to both wood and metal work.

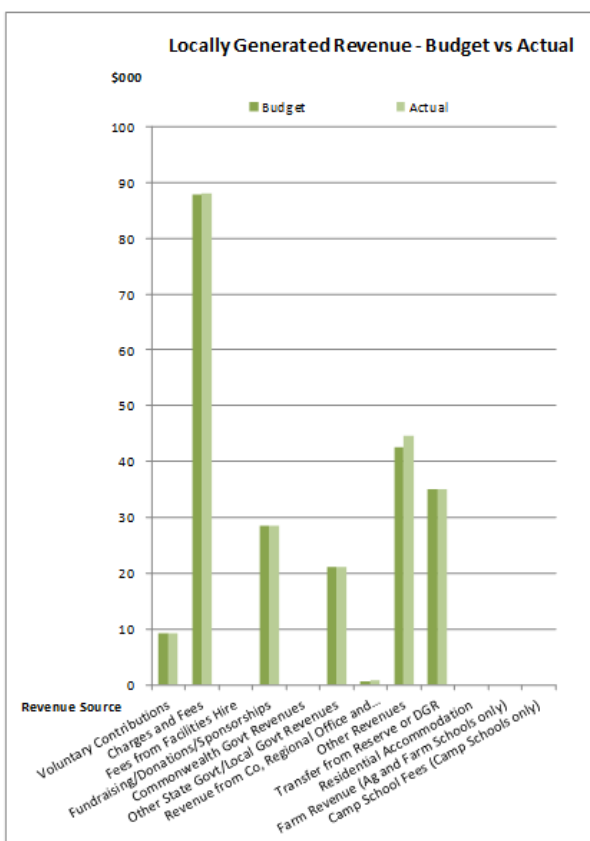
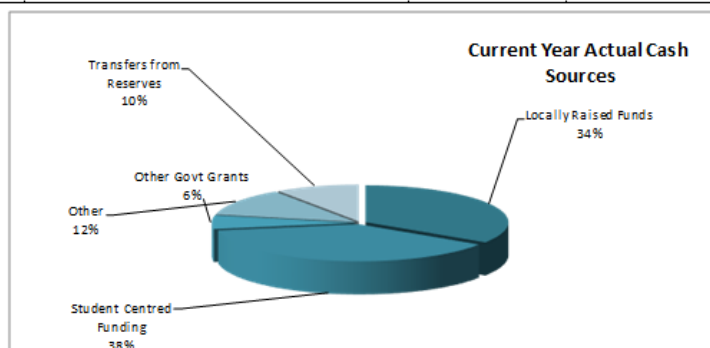


Financial Summary

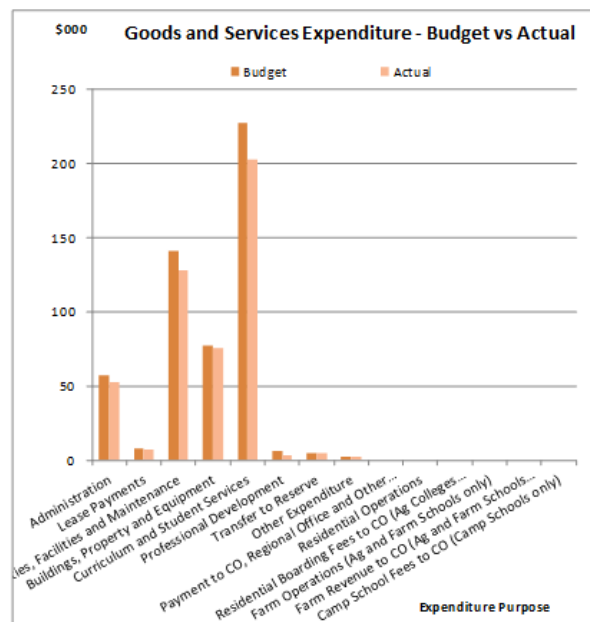
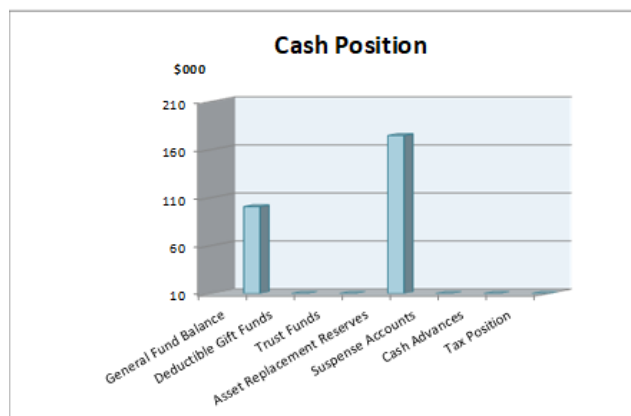
Seeking to manage resources for maximum benefit to students.



	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 9,150.00	\$ 9,154.00
2	Charges and Fees	\$ 87,767.00	\$ 87,932.01
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 28,458.00	\$ 28,463.15
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 21,098.00	\$ 21,097.96
7	Revenue from Co, Regional Office and Other Schools	\$ 737.00	\$ 845.40
8	Other Revenues	\$ 42,662.00	\$ 44,656.59
9	Transfer from Reserve or DGR	\$ 35,000.00	\$ 35,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 224,872.00	\$ 227,149.11
	Opening Balance	\$ 209,468.00	\$ 209,468.20
	Student Centred Funding	\$ 140,223.00	\$ 139,694.13
	Total Cash Funds Available	\$ 574,563.00	\$ 576,311.44
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 574,563.00	\$ 576,311.44



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 56,900.00	\$ 52,598.79
2	Lease Payments	\$ 7,695.00	\$ 7,212.05
3	Utilities, Facilities and Maintenance	\$ 140,534.00	\$ 127,737.34
4	Buildings, Property and Equipment	\$ 77,057.00	\$ 75,392.43
5	Curriculum and Student Services	\$ 227,021.00	\$ 202,098.24
6	Professional Development	\$ 6,000.00	\$ 3,209.09
7	Transfer to Reserve	\$ 5,000.00	\$ 5,000.00
8	Other Expenditure	\$ 2,100.00	\$ 2,573.91
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 522,307.00	\$ 475,821.85
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 522,307.00	\$ 475,821.85
	Cash Budget Variance	\$ 52,256.00	\$ -



Cash Position as at:	
Bank Balance	\$ 263,851.64
Made up of:	
1 General Fund Balance	\$ 100,489.59
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 174,504.05
5 Suspense Accounts	\$ (9,614.00)
6 Cash Advances	\$ (100.00)
7 Tax Position	\$ (1,428.00)
Total Bank Balance	\$ 263,851.64

