2010 Annual School Report
Dubbo School of Distance Education

NSW Public Schools – Leading the way
Principal’s message

Dubbo School of Distance Education (DSODE) designs and delivers individual educational programs for students across New South Wales (NSW). Students are enrolled in classes from Preschool to Year 12. All full-time and pathways students experience special circumstances, which prevent them from attending a local face-to-face school. As the sole rural autonomous secondary distance education provider in NSW, DSODE services rural students located from the Victorian border to the Queensland border and from the ranges to the South Australian border. A key delivery strategy is to use field service programs and technologies to establish and maintain regular personal contact with students in order to build the relationships so necessary for effective learning. In addition, DSODE provides educational services for single course Stage 5 and Stage 6 students studying a subject not available to them in the home school.

DSODE provides an equity service for many students who would otherwise be disadvantaged. Since 1991 DSODE has developed a range of specialised programs aimed at catering for students who meet the criteria of one or more of the school’s enrolment categories. These include geographical isolation, travelling in Australia or overseas for periods of up to 12 months, pregnant students and young parents, medical illness, special needs such as behaviour, emotional or mental health issues, vocationally talented students and extraordinary circumstances. The needs of DSODE’s students and their communities are diverse and hence require significant thought and planning when preparing and delivering educational services.

Studying by distance is very flexible and enables students to fit their study into their existing schedules. DSODE maintains a strong focus on utilising technologies such as telephone, online courses, satellite, web conferencing and videoconferencing to create collaborative class groups. Students are supported in their learning through the provision of high quality learning materials that include printed materials, internet learning and digital audio and video resources.

An important dimension of the students’ learning experiences through DSODE is the support of their home supervisor or, in the case of single course students, their supervisor in their home school. DSODE recognises the benefits of developing strong learning partnerships with all supervisors and staff in the home schools of students studying single courses through DSODE.

DSODE continues to provide new solutions to deliver quality education for our future generations.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Christine Mason (Principal)

Primary Parent Forum message

Dubbo School of Distance Education (DSODE) Primary Parent Forum met on four occasions in 2010 during the Primary Camps. Meetings were well attended by parents, giving constructive input on all occasions. Chris Mason attended all meetings and presented valuable information to parents about topics relating to school activities. Trish Farley, Jenny Ballhausen and Melissa Cox attended meetings when they could and also briefed parents on satellite lessons, timetabling and planned activities for upcoming camps.

In Term 3 we said farewell to Trish Farley, our Deputy Principal Primary. For many years Trish was the face of DSODE for many new preschool and primary families, and provided great support for parents and students. We thank Trish for her years of dedication to distance education and wish her all the best in her new role as Principal at Geurie Primary School. We were looking forward to working with Steve Chapman as the Deputy Principal Secondary in 2011 however late in Term 4 Steve was appointed as Principal to Hillston Central School. In 2011 we welcome the Deputy Principal (Acting) Leanne Wynne to our parent forums and we are looking forward to working with Leanne.

In 2010 we saw a re-arrangement of the car park at the hostel, resulting in increased safety and parking spaces. Parents and students are continuing to enjoy the benefits of the newly renovated hostel during camp weeks. The hostel plays a very important role in drawing students
and parents together, helping to reduce the impact of isolation on students’ lives and their learning.

During the Term 4 Camp, parents were invited to attend a special performance by preschool and primary students with a ‘country’ theme. This performance was put together during a very busy camp week and was the result of great effort by students and teachers. The show was a great success and enjoyed by all.

The DSODE community was to have held a combined Primary and Secondary Student Presentation Day in December, however due to floods across New South Wales, the Presentation Day was cancelled. This was disappointing as we weren’t able to share in the achievements of the students, or farewell long standing families leaving DSODE at the end of 2010. We wish these families all the best in the future. The parents of DSODE thank the teachers and administration staff for always nurturing and helping us, both as a group of parents and as individuals.

Rachel King (President)

Student representative’s message

2010 saw the previous Student Forum become an officially registered Student Representative Council. Elections were held for the official positions and a large number of students nominated for positions. Voting was well supported and this indicates the growing interest in the SRC.

Mr. Joyce held fortnightly phone meetings, which allowed students from all over the state to participate in the SRC. In these meetings, and at our camps, we discussed and formulated our goals to enable us to contribute effectively to the school. To allow all students to have input, we began to implement on-line student surveys, which encouraged students to express their opinions on a range of issues. Recognising that the distances across which we operate present a challenge, we looked at ways which best allow students to have their ideas heard. The on-line surveys seemed to meet that need.

The SRC continued to organise social activities and conduct fund raising activities at our residential camps. The SRC also planned for its involvement in the DSODE 20 Year Anniversary in 2011 deciding to put together an anniversary cookbook in 2011 as a fund-raiser.

We thank Mr. Joyce who has been an enthusiastic coordinator and supporter of the SRC.

Eunice Stiboy (SRC President, 2010)

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

DSODE is a distance education school providing educational opportunities for students across NSW and a small number of overseas students. In 2010 the school enrolled 383 full time, 48 pathways and 611 single course students.

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<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td>Preschool</td>
<td>54</td>
<td>41</td>
<td>54</td>
<td>35</td>
<td>35</td>
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<tr>
<td>K-6 Dubbo</td>
<td>103</td>
<td>108</td>
<td>114</td>
<td>78</td>
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<tr>
<td>K-6 Cobar</td>
<td>12</td>
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<td>0</td>
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<tr>
<td>7-12 Fulltime</td>
<td>166</td>
<td>190</td>
<td>227</td>
<td>238</td>
<td>289</td>
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<tr>
<td>9-12 Single Course</td>
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<td>92.5</td>
<td>108.8</td>
<td>106.8</td>
<td>106.6</td>
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<tr>
<td>11-12 Pathways</td>
<td>12.6</td>
<td>13.5</td>
<td>28.2</td>
<td>25.7</td>
<td>20.8</td>
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<tr>
<td>Totals</td>
<td>436</td>
<td>457</td>
<td>532</td>
<td>489.8</td>
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Enrolment patterns for Kindergarten to Year 6

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Enrolment patterns for Preschool

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<td>25</td>
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<tr>
<td>Female</td>
<td>17</td>
<td>28</td>
<td>15</td>
<td>10</td>
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Enrolment Patterns for Year 7 to Year 12 (excluding single course and pathways)

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<th>2009</th>
<th>2010</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>79</td>
<td>105</td>
<td>105</td>
<td>102</td>
<td>148</td>
</tr>
<tr>
<td>Female</td>
<td>97</td>
<td>112</td>
<td>99</td>
<td>115</td>
<td>141</td>
</tr>
</tbody>
</table>

Student attendance profile

Measurement of student attendance by tracking student presence on a daily basis is not applicable in a distance education context. DSODE has established processes to monitor student participation.

Management of non-attendance

DSODE contacts students and parents when participation across the range of courses is causing concern. Support is offered to help the student increase engagement. If non-participation continues a range of interventions are enacted and eventually may include support from the Home School Liaison Program.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible. In distance education, a full time P-6 teacher caters for a maximum of 14 primary students or 18 preschool students.

Retention to Year 12

DSODE provides educational services for students who are enrolled for diverse reasons and whose circumstances require additional support and services. Many DSODE students are enrolled for short periods of time, whilst others are enrolled from Preschool to Year 12. Therefore reporting on retention rates is not valid.

Post-school destinations

In 2010 twenty full-time students and 5 pathways students completed Year 12. Of these students four are now studying at university, seven are studying at TAFE, two have commenced apprenticeships and five are working in paid employment. Four students are taking a gap year and plan to attend university or TAFE in 2012. At the time of writing this report the post school destinations of three students was unknown.

Year 12 students undertaking vocational or trade training

Nine of twenty-five students who participated in Year 12 in 2010 are undertaking vocational or trade training in 2011. This represents 36% of the cohort.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2010 twenty-five students were awarded the Higher School Certificate (HSC). Eleven pathways students were awarded a Record of Achievement and are continuing with their studies in 2011.

In eight vocational education and training (VET) courses, sixty-two Year 12 students were enrolled. Five of the students were full-time enrolments and the rest were single course students. Nineteen students achieved a Certificate II and the remaining forty-three achieved some competencies that will allow them to complete their Certificate II.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
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<tr>
<td>Head Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>78.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Aboriginal Support Staff</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>16.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>112.5</strong></td>
</tr>
</tbody>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

DSODE uses schools funds to employ an Aboriginal person, Vanessa Hall. In her role, Vanessa supports all students with a particular focus on young parents, students needing additional assistance with learning and Aboriginal students particularly at the time of enrolment and during transition periods. In 2010 DSODE welcomed an Aboriginal teacher as a new appointment to DSODE.
Staff retention

Staff retention at DSODE is high as the general trend has been for enrolment numbers to increase in secondary years whilst declining slightly in preschool and primary. In 2010 the review of the school’s executive entitlement resulted in a loss of the Deputy Principal Primary position and an increase in two Head teacher positions. Enrolments also required an increase in seven teacher positions. In 2010 the Deputy Principal Primary and the Deputy Principal Secondary were successful in gaining Principals’ positions, one teacher transferred to another school, two teachers retired, the School Administration Officer retired, one school assistant transferred and another retired.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>88.4%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>11.6%</td>
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</table>

Financial summary

The summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

The school will present a full copy of the school’s financial report at a meeting of the parent forum in 2011. Further details concerning the school’s annual financial statement can be obtained by contacting the school.

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<th>Date of financial summary:</th>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>243 386.21</td>
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<tr>
<td>School &amp; community sources</td>
<td>98 858.27</td>
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<tr>
<td>Interest</td>
<td>38 083.89</td>
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<td>Trust receipts</td>
<td>239 993.23</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

School performance 2010

Achievements

Arts

Primary

Geographically isolated students in Years K-6 received lessons in music and visual arts via the satellite. The lessons were organised in stage groups.

In Music, students were given the opportunity to explore beat, rhythm, pitch and tempo whilst learning and performing contemporary songs appropriate to their stage outcomes.

In Visual Arts, the younger students worked as artists using a range of media and materials to explore, manipulate and experiment with art materials to create a range of artistic pieces. Years 3 – 6 students based some of their work on known artists, including Claes Oldenburg and Picasso.
A selection of students’ works from Preschool to Year 6 was to be displayed as part of Presentation Day. As this day was cancelled due to widespread floods, unfortunately this did not occur.

Secondary

Visual Arts 2010

Year 7 & 8 (Middle Years)

Students participated in completing the visual arts unit ‘Animals with Attitude’, a new unit ‘Light and Shadows’ and the cross-curricular unit ‘Unreal Shoes’. The units studied this year increased student skills in printing, drawing, painting, multimedia and their ability to critically write about the work of other artists. Residential workshops reflected the theme of the unit that students were participating in during each term. Students have completed in-school and area workshops involving printing techniques (mono prints), frottage, drawing, painting, and digital animation (Claymation). In Term 2 students also visited the Regional Gallery to examine the idea of the Conceptual Framework used in the Visual Arts curriculum.

Year 9 & 10 Photographic and Digital Media

Students have participated well in this online (Moodle) course to produce some outstanding examples of work throughout the year. A new feature added to each topic of the course was an online gallery so that students in the class could view and comment on each other’s work. Students have responded positively to completing work online and have participated in residential workshops that have increased their skills in using Photoshop and digital animation (Claymation) techniques.

Visual Arts 9 and 10

In Term 1 students in Year 9 and Year 10 examined the theme of ‘Animals of Personal Significance’ and used the art making techniques of Richard Goodwin to construct their own wrapped sculpture. Students participated in a Gallery visit that examined the Frames in Visual Arts. In Terms 2 and 3, Years 9 and 10 had individual tuition and worked on their own programs of work in Sculpture and Mixed Media, exploring the concepts of Personal and Public Art and Layers of Meaning in Art.

Years 11 and 12

Photography was introduced as a new course and proved very popular. Two students produced works that won prizes in local shows.

Two students completed the HSC course and produced some amazing art works for their final assessment.

Sport

Primary

At the Dubbo Small Schools Swimming Carnival, DSODE students performed admirably. Josie Heslop achieved recognition as the 11 years Girls age champion. Four swimmers qualified to swim at the Dubbo District Carnival, and one for Western Region.

In Athletics, four students were selected for the Dubbo District Carnival. Alexis Campbell was successful in the track and field events and was awarded the 11 years Girls Champion at this Carnival. She subsequently qualified for the Western Region Carnival. Alexis also gained a credible 5th place in the Dubbo and District Cross Country Carnival and thus qualified for the Primary Schools’ Sports Association State Carnival.

The Premier’s Sporting Challenge, a new DET initiative, was actively participated in by a small number of K – 6 students. At DSODE, students are encouraged to explore a range of skills and sports at camps, during satellite lessons and within their local communities, in order to develop their gross and fine motor skills, fitness and social skills.

Secondary

The Personal Development, Health and Physical Education (PDHPE) department continued to deliver and develop programs and initiatives to support the wellbeing of students in 2010. The Premier’s Sporting Challenge was run again by the PDHPE staff. Middle Years students participated strongly in the Challenge, with many achieving more than 560 minutes of physical activity each week. Over 40 teachers also participated in the Staff section of the Challenge. DSODE continues to be recognised state wide for our involvement and the innovative or alternative forms of exercise that some of our students participated in, especially students in our more remote areas.
Carnivals continued to be popular with students and records continued to fall in both the swimming and athletics carnivals. Age champions were presented with medals in each junior year group and house point score shields were awarded for the first time. Students have developed great pride in representing their house in both main and novelty events. House Group mascots were introduced to further foster team spirit among our students. The main emphasis throughout carnival days was placed on participation. This participation was evident with all students involved in at least two events. The level of noise from the cheer squads was equal to that of a much larger school.

DSODE students continue to be involved in a wide range of sporting activities outside their schoolwork and the PDHPE staff is committed to supporting their needs.

Other

Science and Engineering Challenge

The Science and Engineering Challenge is an annual project jointly organised by the Dubbo South Rotary Club and the University of Newcastle. The project seeks to involve students in a fun day of practical and challenging scientific and engineering pursuits. Five Stage 3 DSODE students attended the challenge and participated with great enthusiasm and enjoyment in the hands-on activities provided.

‘Where’s Collie?’ Competition

‘Where’s Collie?’ is a Country Areas Program interactive on-line competition incorporating team work and problem solving for primary students. The competition focuses on the human society and its environment (HSIE) and/or science and technology key learning areas (KLAs). DSODE entered students from Stages 2 and 3 in the competition, under the guidance of Assistant Principal Jenny Ballhausen. Students completed the required research and work during satellite lessons. Stage 3 students were incredibly enthusiastic with their topic, Australia’s Neighbours, and were successful in attaining first place. Stage 2 students greatly enjoyed researching Space.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 3

In 2010, three students in Year 3 presented for the NAPLAN in Literacy.No graphs or tables are provided as the cohort tested was less than ten students.

Numeracy – NAPLAN Year 3

In 2010, three students in Year 3 presented for the NAPLAN in Numeracy. No graphs or tables are provided as the cohort tested was less than ten students.

Literacy – NAPLAN Year 5

In 2010, six students in Year 5 presented for the NAPLAN in Literacy. No graphs or tables are provided as the cohort tested was less than ten students.

Numeracy – NAPLAN Year 5

In 2010, six students in Year 5 presented for the NAPLAN in Numeracy. No graphs or tables are provided as the cohort tested was less than ten students.
Literacy – NAPLAN Year 7

In 2010, 24 students in Year 7 presented for the NAPLAN literacy assessment. Results were provided to parents or carers for individual student performances in reading, writing, spelling and grammar and punctuation. Students whose results are below Band 6 will be targeted to receive additional support. DSODE will focus on strategies to improve performances in writing and grammar and punctuation.

Numeracy – NAPLAN Year 7

In 2010, 24 students in Year 7 presented for the NAPLAN numeracy assessment. Results were provided to parents or carers for individual student performances in data, measurement, space and geometry, number, patterns and algebra and overall numeracy. Students whose results are below Band 6 will be targeted to receive additional support. DSODE will focus on strategies to improve performances in reading and understanding in the area of numeracy.
Literacy – NAPLAN Year 9

In 2010, 17 students in Year 9 presented for the NAPLAN literacy assessment. Results were provided to parents or carers for individual student performances in reading, writing, spelling and grammar and punctuation. Students whose results are below Band 7 will be targeted to receive additional support. DSODE will focus on strategies to improve performances in writing and grammar and punctuation.
Progress in literacy

Progress in literacy – Year 5

Data has been analysed for five students who have been tracked since 2008. Significant growth was made in the areas of reading, writing, spelling and grammar and punctuation. In all areas of literacy the school’s mean scores exceeded the state’s mean scores.

This is reflective of the focus of the students’ individual teaching and learning programs with a focus on writing. Programs and teaching strategies will continue to include a focus on improving student performance in all areas of literacy according to their identified needs. No graphs or tables are provided as the cohort tested was less than ten students.

Progress in literacy – Year 7

Data has been analysed for 18 students who have been tracked since 2008. Significant growth was made in the areas of reading, writing and grammar and punctuation. In these three areas the school’s mean scores exceeded the state’s mean scores.

Progress in numeracy

Progress in numeracy - Year 5

Data has been analysed for five students who have been tracked since 2008. Significant growth was made in numeracy, data, measurement, space and geometry and number, patterns and algebra. In all areas of numeracy the school’s mean scores exceeded the state’s mean scores. At the end of 2010, discussions were held to consider strategies to help students develop a greater depth of understanding of concepts. Key strategies include a rearrangement of the current mathematics program and provision for regular revision of work with students. No graphs or tables are provided as the cohort tested was less than ten students.
Progress in numeracy - Year 7

Data has been analysed for twenty-four students who have been tracked since 2008.

Growth in numeracy was below expectations and also below state averages. Analysis has identified specific areas for remediation and explicit teaching.

All members of the school executive and teaching staff have participated in professional learning relating to numeracy across the curriculum. In 2011 staff across all KLAs will refresh their focus on numeracy in teaching and learning activities.

Progress in numeracy - Year 9

Data has been analysed for eleven students who have been tracked since 2008. In numeracy, data, measurement, space and geometry and number, patterns and algebra the school’s mean scores exceeded the region’s mean scores but not the state’s mean scores. Analysis has shown that individualised teaching programs in the Mathematics and Alternate Programs faculties have had a significant impact on student learning in the area of numeracy.

School Certificate

The number of students who sat for the various School Certificate tests ranged from 63 to 68. There were 83 full-time enrolments in Year 10 at the time of the School Certificate in 2010.

Of these students 17% were enrolled at DSODE for 2 months or less; 24% for 6 months; 22% for 12 months; 27% for two years and 11% for longer than 2 years.

Over two thirds of the students were at a serious risk of disengaging from education before enrolling at DSODE. The achievement of a School Certificate credential for over 90% of the candidature is a significant achievement.
School Certificate relative performance comparison to Year 5 (value-adding)

There were 83 full-time enrolments in Year 10 at the time of the School Certificate in 2010. The number of students who sat for the various School Certificate tests ranged from 63 to 68.

Where the number of students is less than 10 in a given BST aspect or combined aspect result, the corresponding average value in this instance can
be strongly influenced by just one or two standout students.

The value added graphs provided to DSODE for each School Certificate examination, included students who had been enrolled for greatly varying lengths of time. Of the 63 to 68 students who sat the SC examinations, nine students (less than 10%) had been enrolled at DSODE since Year 7. When these numbers are further divided into lower, middle and upper performing bands of students, the number of students in each band is so small as to make the value added data totally unreliable. Thus the value-adding data does not reflect the efficacy of the school’s teaching and learning programs.

The significant data is the number of students who completed their studies and attained a School Certificate credential.

**Higher School Certificate**

In 2010 twenty-five students were awarded an HSC. Twenty of these students were full-time and five were pathways. A further eleven pathways students who sat for some HSC examinations, were awarded a Record of Achievement, and are continuing with their studies in 2011.

In addition there were 202 single course enrolments from 82 schools who sat for their HSC examinations in one or more courses.

Individual students achieved outstanding results in textiles, geography, chemistry and the metal and engineering examinations.

Across courses students achieved the following results.

<table>
<thead>
<tr>
<th>Band</th>
<th>Number of students 2009</th>
<th>Number of students 2010</th>
</tr>
</thead>
<tbody>
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<td>15</td>
</tr>
<tr>
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</tr>
<tr>
<td>E1</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

The five HSC courses, which have a candidature of more than ten, are shown in the graph below.

**Higher School Certificate relative performance comparison to School Certificate (value-adding)**

As DSODE, students participating in HSC examinations include single course students in addition to full-time and pathways students, the value added data provided to the school is meaningless.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

In 2010, three students in Year 3 presented for the NAPLAN in Literacy. No graphs or tables are provided as the cohort tested was less than ten students.

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

In 2010, six students in Year 5 presented for the NAPLAN in Literacy. No graphs or tables are
provided as the cohort tested was less than ten students.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.7</td>
</tr>
<tr>
<td>Writing</td>
<td>82.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>78.3</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>82.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.7</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>79.0</td>
</tr>
<tr>
<td>Writing</td>
<td>73.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>79.0</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>79.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>79.0</td>
</tr>
</tbody>
</table>

**Multicultural education**

The school included focuses on multiculturalism in teaching and learning practices and learning materials created by DSODE school staff.

**Respect and responsibility**

These essential values are promoted prominently during the residential camps held during each school term, contributing to the active implementation of the school welfare policy. Each camp commenced with a whole group workshop led by the year advisers and Deputy Principal or Principal. The activities and discussions established the underlying tone of the residential camp. With a highly diverse enrolment, respect for difference and individual talents contributed to enthusiastic participation by all students attending camps. Students were instructed in the principles of responsibility. Residential camps supported the school values and the systemic values embedded in syllabus documents.

**Other programs**

**Technology**

Digital Education Revolution (DER) funding provided laptops to about half the staff at DSODE in 2009 and 2010 with more scheduled for supply in 2011. A large number of staff have undertaken further professional learning opportunities provided by both the NSW Department of Education and Training and DSODE.

DER laptops have been provided to all fulltime students in Years 9, 10 and 11. The school had a permanent Technical Support Officer (TSO) appointed. This officer coordinated the delivery, maintenance and support for DER student and staff laptops.

Online learning modules have continued to be revised and developed in 2010. Existing courses have also been revised and rolled over for students to continue using in 2010. Practice tests for NAPLAN were posted on the e-learning site for students to revise leading up to the tests scheduled in 2010.

Opportunities arose in 2010 for DSODE to further participate in and develop resources for the Orana Connected Learning Community. This has resulted in further courses, resources and materials being shared by a variety of schools in
the Orana Region. DSODE’s staff actively assisted schools in developing their online materials for 2010 and beyond.

The new school website service was made available late 2009 and work is currently underway to develop the site as a useful resource for parents, students and outside sources to discover more about our school and how distance education supports learning.

In an effort to adjust to the continually changing needs of technology in schools, DSODE staff have participated in a wide variety of in-school professional learning workshops throughout 2010. Workshops included training in Notebook, PDF file creation, video conferencing and Interactive Whiteboards. This training has been targeted to address the learning needs of students with the Digital Education Revolution program.

A Connected Classroom was installed at the school and this was supplemented with the installation of interactive whiteboards in all major teaching areas at the school.

The number of video-conferencing facilities was increased to four over the year, with new equipment replacing the older units. These facilities provide video lessons with single course students from many schools.

**Distance Education Shared Delivery Program**

This program was established to present a full curriculum program for students in Years 11 and 12 at three central schools, Ashford, Bundarra and Emmaville (ABE), thereby addressing inequities arising from geographic isolation.

In 2010 the ABE program continued to deliver quality educational opportunities for an increased number of students through:

- Student attendance and participation in residential schools at Dubbo in Term 2 and 3
- HSC students having access to the Western Region Enrichment Seminars in June as part of the Term 2 residential
- Field service visits by teams of DSODE teachers in Terms 1 and 4 to deliver workshops to students in ABE schools
- Weekly access to teleconferences and videoconferences, creating opportunities for discussion and immediate feedback
- Effective working relationships and open lines of communication between co-teachers
- VET field service visits to contribute to work placement and students’ achievement of competencies
- Access to the Pathways program
- Post school destinations for 2010 HSC students included five accepting university places, two undertaking an apprenticeship, two full time enrolled at TAFE and one working towards joining the Police Force.

Longer-term benefits of the program include:

- Increased retention of ABE students in education through to the HSC
- Increased professional learning opportunities for ABE teachers in stage 6 curriculum delivery through team teaching and expanded collegial practices
- Increased Stage 6 enrolment at DSODE and ABE
- Educational programs to cater for the broadest range of student abilities.

The ABE program has continued to be successful in meeting the needs of senior students and their communities by providing access to a diverse, high quality Stage 6 curriculum.

**Young Parent Program**

In 2010, 38 young parents enrolled in DSODE during the year. This is the largest enrolment since the program started and indications are for increased numbers due to the new school leaving age. Five young parents sat for the HSC examinations with some excellent results achieved in Advanced English (HSC mark of 81) and first place in the DSODE general mathematics cohort. Pathways (part-time) HSC enrolment continues to provide young parents with the flexibility they need to continue their education.

The number of local students enrolled increased in 2010, due to partnerships with local high schools continuing. The crèche hours were reduced due to many of the girls being pregnant and not requiring the crèche until 2011. Predictions show that crèche hours will be increased in 2011 because many girls have given birth and have expressed interest in using this facility. The crèche allows local young parents to
regularly access their teachers for lesson support and school technologies.

The enrolments this year have been spread across a range of districts and not in clusters as has been the case in previous years. As a result the focus was on home visits rather than area workshops to work with and support young parents.

Partnerships with local and regional schools have continued in 2010 with a continued increase in students being referred to DSODE with the intention of returning to their local schools when they are ready. In 2010 there were 12 leavers, 8 moved on to jobs or further education and 4 left for personal reasons beyond their control.

**VET Program**

During 2010, 156 students studied one or more Vocational Education and Training (VET) courses in eight frameworks. Teachers used a variety of technologies to deliver courses, which included face to face workshops. Assessments were conducted in a variety of contexts to address individual student’s circumstances.

There were 40 students who sat the HSC examinations in their elected VET courses. In the Business Services examination 50% of students gained Band 5 results. All students who sat the Primary Industries examination gained Band 4 or higher. 30% of students achieved, Band 5 or above in the Metals & Engineering examination.

**CAP Program**

The Country Areas Program (CAP) improves equity for students who are educationally disadvantaged by location. In 2010 CAP funding was used to develop programs in four key areas. These included the Youth Education Support Program, Student Representative Council, Middle Years and Blended Learning.

Membership of the Orana Connected Learning Community (OCLC) facilitated staff submission of and access to online course modules. Professional learning for teachers and school administration staff continued to be an area of focus, allowing for more material to be presented on the OCLC and the school’s own Moodle site. Funding was also used to employ school administration staff to develop learning materials in various formats, including placement online.

All staff attended a workshop presented by Ralph Pirozzo. The workshop focused on using Bloom’s taxonomy and its application to distance education across the early and middle years of schooling. The application of this professional learning resulted in better engagement for all students by catering for diverse learning styles.

CAP funding was used to support youth identified as being at risk of non-engagement in education. Students participated in a number of workshops, providing them with access to resources and services not readily available to them in their local community. Workshops focused on building skills, promoting positive self-esteem and being positively engaged in community activities.

Students engaged in a range of leadership development activities throughout the year. Workshops and teleconferences provided students with opportunities to expand their roles as leaders in the school community.

**Student Leadership**

The formal establishment of the Student Representative Council in 2010 resulted from the significant efforts of the student forum leaders, who were well supported by Mr. Russell Joyce. The SRC enthusiastically developed opportunities for students to increase engagement in school decision-making and this resulted in a renewed student interest in applying for membership of the SRC.

The CAP program financed a range of student leadership development activities throughout the year.

**Middle Years**

The Middle Years Program has developed in 2010 as a more structured program for our Year 7 and 8 (Stage 4) students. The development of the program during the year has seen:

- Strengthening of the Middle Years structure
- Establishment of student timetables, term planners and structured lesson times via satellite and teleconferences
- The development of integrated cross-curricular units of work e.g. the “Unreal Shoes” unit, which is available as both a paper-based and an electronic (Moodle) resource
- Flexible access for students, catering for preferences in learning styles and improving communication with teachers
- The development of a 2-year scope and sequence document outlining the topics taught by all KLAS across stage 4
- Revision of the Introduction Unit and DVD that is sent to students to introduce them to distance education learning, the school, Year Advisors and the subjects they will participate in
- Development of a new enrolment procedure for Stage 4 students enabling better communication and facilitating work being issued in a timely fashion and suitting individual needs of students and supervisors
- The development of Middle Years resource kits.

The further development of the Middle Years in 2010 has proven to be highly successful. This program has delivered more structured learning and delivery, greater flexibility, increased use of technologies to support learning, innovative curriculum and increased use of blended learning. It is planned to extend the program to support Stage 3 curriculum delivery at DSODE.

Progress on 2010 targets

**Target 1**

**In 2010 & 2011 literacy growth rates for long-term (greater than two years) enrolments in distance education will exceed the state average progress.**

Our achievements include:

- Data on literacy growth for students enrolled at DSODE for longer than two years was available for five students in Year 5, with the majority exceeding the state average progress in the four areas of literacy.
- In Year 7 and 9 the literacy growth rates for seven students could be tracked. As this group is so small statistical analysis would be invalid. The results of the individual students have been analysed. Teachers use the results and analyses to develop individual teaching programs to address individual student’s specific learning needs. In both groups there were strong performances in reading, which were above the state average.

**Target 2**

**In 2010 & 2011 numeracy growth rates for long term (greater than two years) enrolments in distance education will exceed the state average progress.**

Our achievements include:

- Data on numeracy growth for students enrolled at DSODE for longer than two years was available for 5 students in Year 5.
- In Year 7 and 9 the numeracy growth rates could be tracked for seven students. As this group is so small statistical analysis would be invalid. The results of the individual students have been analysed. Teachers use the results and analyses to develop individual teaching programs to address individual student’s specific learning needs. In each group there was above average growth in Numeracy.

**Target 3**

**Stage 5 students at risk, who actively engage in their negotiated curriculum program within the first 5 weeks of enrolment, will progress to completion of the SC and/or further education or training.**

In 2010, DSODE enrolled fifty students at risk of disengaging from education; 26 were in Year 9 and 24 in Year 10. These students were supported with specific in-school programs aligned with their individual needs.

Our achievements include:

- All 26 students completed Year 9 and continued into Year 10
- Six Year 9 students and one Year 10 student successfully returned to face-to-face school
- All 24 Year 10 students completed the School Certificate
- Three Year 10 students entered permanent employment, three continued studies with TAFE, one student progressed into a Preliminary course at another schools and seven students progressed into Preliminary courses at DSODE
Target 4

Each teacher will provide evidence of their application of the Quality Teaching model (TARS) using the Quality Teaching framework (examples provided from which to model).

In 2010 teachers were required to discuss their personal application of elements of the Quality Teaching Framework (QTF) with their supervising executive as part of the Teacher Assessment Review process. Our achievements include:

- Each faculty provided a comprehensive report of teachers’ applications of the QTF
- Every member of the teaching staff provided evidence of their individual application of the QTF
- Increased retention of students studying a single course from Preliminary to HSC level
- Teachers used metalanguage and substantive communication during phone lessons, field service visits and workshops
- Components were taught explicitly and the teachers had high expectations regarding participation in the lesson
- Teachers demonstrated a sound knowledge of the students’ backgrounds and barriers that impact on their learning
- Teachers reflected on lessons, evaluating and making modifications for future reference
- Increased use of technologies in providing a blended learning curriculum.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Leadership and Stage 4 English.

Educational and management practice

School Planning

Background

In 2010 the area of School Planning was selected as the management area focus for evaluation. School planning processes were analysed using the following four key points.

3.3.1 School planning documents are developed with the support of staff, students and parents.
3.3.2 The school implements a comprehensive management plan.
3.3.3 The school’s planning processes are responsive to emerging needs.
3.3.4 The processes used to allocate resources are open and understood.

Findings and conclusions

Parents and students have input into the planning process through surveys, conversations, formal parent meetings held once per term and student representative council meetings held several times each term. Parents are offered the opportunity to view the management plan and summary information is provided in newsletter articles. The targets and areas of planning are reported on in the Annual School Report, which is made available to all DSODE community members. The complexity of the DSODE school plan reflects the complexity of the school and the diversity of students’ needs and programs.

Under the leadership of the Principal and executive, the school management plan is developed in consultation with staff project team leaders, with parents and students being consulted where possible. A significant number of DSODE staff (approximately 30 to 40) have undertaken professional learning in Quality Improvement and use the Plan Do Study Act (PDSA) cycle and Langford tools. Collection of data is planned, routinely conducted and used to evaluate implementation of current strategies and to inform future planning. In 2010 the Head Teacher Teaching & Learning/Visual Arts has collaboratively constructed a school calendar, which identifies dates for key planning and collection of data throughout the year.

The Principal leads two key planning days each year to develop the management plan with executive and program team leaders. Executive work with staff to identify teaching, learning and management practices which need to be implemented to achieve the school’s targets and goals. The Teacher Assessment Review (TARS) process is used supportively to collaborate with teachers on how to achieve targets and goals and to identify professional learning that would assist.
DSODE has constantly reviewed and renewed its performance strategies to meet the emerging needs of students in a constantly changing educational and social world environment. The following list provides evidence of this statement and is a sample of the work undertaken by the DSODE community.

- Staff development of skills in using ICT in teaching and learning. Students are supported with lessons using a wide variety of technologies and staff are developing excellent skills in using technologies to develop digital, online and paper based learning resources and in delivery of lessons.

- As the needs of students change, staff have undertaken training in professional learning to better support students e.g. an increased enrolment of students who need support with mental health conditions has led to the enhancement of enrolment processes to assess students’ needs and staff participation in professional learning such as the provision of First Aid for Mental Health.

- The Young Parents program continues to support the engagement of students in education.

- The Youth Education Support (YES) Program has been designed to help students remain actively engaged in schooling to the age of 17 years.

- The Middle Years Program has been designed to improve the engagement of students in Stage 4 by providing a better transition from Year 6 to Year 7 and a more integrated learning curriculum.

- The comprehensive and successful preschool delivery provides early childhood learning for children unable to attend a face-to-face preschool facility

- The Orana Connected Learning Community supports collaboration between rural schools in developing resources for students and supporting teachers.

- Aboriginal student support programs, including outreach centres in isolated rural locations, are provided for students at risk of disengagement in schooling.

- HSC Seminars are provided annually for Western, Riverina and New England Region students to assist in preparation for HSC final examinations

- Programs are designed to support students with identified needs that inhibit their engagement in learning in face-to-face school environments for periods of six months or more.

In 2009 – 2010 the financial planning processes in the school have been developed, extended and articulated to increase staff understanding of how to plan for and access resources including payments for goods and services.

**Future directions**

In 2011 it is planned to increase the involvement of students in school planning through specific professional learning for the Student Representative Council. Staff will continue to be involved in all parts of the planning process. Professional learning has begun and will continue to prepare for the procedural changes that will be required with the new financial procedures being implemented across all schools.

**Curriculum**

**Stage 4 English**

**Background**

DSODE has continued to implement Middle Years strategies to improve engagement and reduce the workload for students in stage 4. Stage 4 English teachers are drawn from the Primary and English faculties. Parents and students have been surveyed and interviewed to gather information about the impact of middle years’ strategies on students’ engagement.

**Findings and conclusions**

As a result of parental feedback the Stage 4 English program has been adjusted to reduce the quantity of work provided for students without affecting the quality. A key strategy to reduce the amount of work has been to develop cross-curricular units. The Waterworks unit was introduced in 2009 whilst the Unreal Shoes unit was introduced in 2010.

Students and parents are generally pleased with the new Stage 4 English program and the level of instruction provided to their children, however
many are still finding that the workload is still too demanding for their child. Comments about workload refer to many stage 4 courses.

Parents and students have indicated the importance of:

- paper-based material
- lessons designed for individuals and telephone contact
- Teleconferences and residential camps to provide opportunities for group learning and social interaction.

Future directions

Teachers will continue the restructure of the Stage 4 English program to provide separate year programs in preparation for the introduction of the National Curriculum. Development is also taking place to incorporate blended learning and to reduce the amount of paper being sent to students.

Parent, student and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school’s performances through a primary parent meeting held once a term during camp week, a secondary parent teleconference held once a term and regular phone contact with individual parents. Given the widespread geographical location of parents and students these arrangements appear to meet the needs of the DSODE community.

A formal survey relating to stage 4 English was completed by parents, staff and students. The results are presented earlier in this report under the area of curriculum.

Professional learning

In 2010, teacher professional learning funds were fully expended, with all staff accessing professional learning. The average expenditure per staff member on professional learning was $717.43. Teachers and school administration staff accessed a wide variety of professional learning activities in alignment with the goals and targets detailed in the Annual School Plan 2009 - 2011.

The school provided staff development days in each of the school terms. Activities included mandatory training sessions in child protection, cardiac pulmonary resuscitation and first aid, chemical safety and occupational health and safety. Other activities included an Aboriginal perspectives workshop, which featured a presentation by Aboriginal consultant, Yvonne Hill, to implement strategies detailed in the current Aboriginal Education policy. Staff participated in a day which emphasised blended learning opportunities at DSODE, including workshops in Moodle, using resources in TaLE, using ‘Captivate’ and creating dynamic pdf documents. Faculties worked in Term 4 to develop their plans to meet the school targets in 2011. This included developing professional learning needs to support literacy and numeracy; developing Stage 6 programs and assessment schedules; and developing HSC and SC analysis practices.

Staff continued to further their knowledge and skills development in the areas of quality teaching, new curriculum and syllabus requirements, leadership and career development activities, literacy and numeracy skills development workshops, and the use of ICT in teaching and learning. A number of staff participated in a variety of student welfare and equity workshops that promoted the development of programs relating to peer support, mental health and wellbeing for students.

This year saw an increase in the number of online and Video Conference TPL opportunities for staff. Sessions have supported teachers in delivering learning materials and creating resources for students with special needs (e.g. Asbergers, mental illness); curriculum delivery; syllabus implementation; and ICTs relating to the DER Laptop program.

School development 2009 – 2011

Targets for 2011

Target 1

In 2011 literacy growth rates for long-term (greater than two years) enrolments in distance education will exceed the average expected growth rate.

Strategies to achieve this target include:
- Use of aggregated data to identify areas for improvement in individual student learning
- Identification of corresponding areas for professional learning
- Provision of specific learning in literacy across all KLAs

Our success will be measured by:
- Each student achieving specific literacy targets
- Students surpassing the average expected growth rates for region and state
- Teachers demonstrating use of SMART data as part of the TARS process.

**Target 2**

*In 2010 & 2011 numeracy growth rates for long-term (greater than two years) enrolments in distance education will exceed the average expected growth rate.*

Strategies to achieve this target include:
- Use of aggregated data to identify areas for improvement in individual student learning
- Identification of corresponding areas for professional learning
- Provision of specific learning in numeracy across all KLAs

Our success will be measured by:
- Each student achieving specific numeracy targets
- Students surpassing the average expected growth rates for region and state
- Teachers demonstrating use of SMART data as part of the TARS process.

**Target 3**

*Stage 5 students at risk, who actively engage in their negotiated curriculum program within the first 5 weeks of enrolment, will progress to completion of the SC and/or further education or training.*

Strategies to achieve this target include:
- Construction of personal learning plans (PLPs) in collaboration with student, parents/carers, student services support staff and teachers
- Implementation of Boys’ education strategies and transition programs supporting these students
- Use of technologies, including the new laptops, to increase student engagement and retention.

Our success will be measured by:
- Students engaging in learning and achieving PLP goals.

**Target 4**

*Each teacher will provide evidence of their application of the Quality Teaching framework.*

Strategies to achieve this target include:
- Collaborative development of programs and lesson plans with focus on specific QTF elements and standards
- Use of mentoring and coaching programs to support leadership development
- Continued investigation and use of technologies to support teaching and learning.

Our success will be measured by:
- Development of teaching and learning programs with strong evidence of explicit focus on quality teaching
- Increased student engagement in aspects of learning linked to this program.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Christine Mason Principal
Leanne Wynne Deputy Principal (Acting)
Rachel King Parent Forum
Allyn Smith Student Forum
Vanessa Hall Aboriginal Education Support
Peter Holland SRC Staff Co-ordinator
Jenny Ballhausen Assistant Principal
Karyn Burgun Head Teacher (Acting)
Peter Holland Head Teacher (Acting)
Janelle Dowton Head Teacher
Janet Elliott Head Teacher
Susan Gown Assistant Principal
Melissa Halpin Head Teacher
Graeme Hosken Head Teacher
Susan Howlett Head Teacher
Sharon Keyte Head Teacher
Elizabeth Leonard Head Teacher
Matthew Manny Head Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr