School context

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. 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 contact with students in order to build the relationships necessary for effective learning. Stage 5 and Stage 6 students, enrolled in other schools, access DSODE as single course students studying one or more subjects not available to them in the home school.

DSODE provides an equity service for many students, who would otherwise be disadvantage- aged. 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, medical conditions that prevent attendance at a regular school, pregnant students and young parents, vocationally talented students, students with additional learning and support needs, including those with disability and students in extraordinary circumstances. The needs of DSODE students and their communities are diverse and require staff to ensure significant consultation and planning with parents and carers when preparing and delivering educational services.

Studying by distance is flexible and enables students to fit study into existing schedules. DSODE maintains a strong focus on utilising technologies to create collaborative class groups. Students are supported in their learning through the provision of quality learning materials that may include print materials, internet-based learning and digital resources.

An important dimension of a student’s learning experience in distance education is the support of the home supervisor or, for single course students, the home school supervisor. 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 solutions to deliver quality education for our future generations.

Principal’s message

DSODE seeks to provide engaging learning experiences for each and every student. Teachers and administrative staff work as a dedicated team of professionals, consulting with students, parents and carers to find creative and resourceful ways to increase student participation and achievement. In this report you will find descriptions of DSODE student engagement in various programs, accounts of students’ successes and future development aspirations.

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

Parent Forum message

Dubbo School of Distance Education Primary Parent Forum met on four occasions in 2013 during the Primary Camps. The focus for the Parent Forum was fundraising and the utilisation of the funds to benefit students whilst at camp and those staying in the Hostel.

The tea towel fundraiser managed by the company ‘Expressions’ proved successful in 2012 and hence the same company was re-engaged by the Parent Forum to promote distance education awareness amongst the DSODE community. A unique carry bag, printed with students’ pictures, handprints and the school logo, was marketed to the school community. Sadly, this was not as popular as the tea towels fundraiser in the previous year and, after expenses, raised $108. However the Parent Forum would like to thank Vanessa Cavalot for planning and organising the fundraiser and extend many thanks to Heather Reid for organising the card fundraiser, which raised $65 after expenses.

Funds raised by the Parent Forum in 2013, along with money raised in the previous year, was used to purchase new sports equipment and games for use by students when staying in the hostel. The hostel plays a very important role in drawing
students and parents together, helping to reduce the impact of isolation in which they live and learn. The new equipment and games help to bridge this gap.

Funds raised during 2013 were also used to pay for the pool entrance fee of students and parents for the swimming lessons in Term 4. This strategy is used to encourage families to take their children to the pool so expenses are not an obstacle in giving their children vital swimming skills.

Phase 2 of the satellite upgrades occurred during Term 3 in student classrooms with the installation of the new system called ‘React’. This proved a great success, with the children adjusting very well to the new system. The Parent Forum would like to thank the satellite team for training students and parents in the new system; and for bringing better sound quality and less delay in class lessons.

The school year finished off well with a whole school Presentation Day. It was wonderful to celebrate the achievements of the students. Once again the Parent Forum gave high quality pens in DSODE colours to Year 6 students leaving Primary and for parents or supervisors leaving distance education.

After four years as President of the Parent Forum I decided to step down from the role and take on the new role as Treasurer. I thank parents and staff for the support during my time as President and the Parent Forum welcomes Sophia Josephs into her new role as the President.

Rachel King

President

Primary Parent Forum

Student representative’s message

In 2013 the Student Representative Council (SRC) continued to develop strategies to overcome the challenges of a distance education student leadership model. We have followed through with a plan to ensure students take more responsibility for directing the progress and programs that the SRC undertake. SRC representatives communicate with fellow members and staff through a web-based communications site using Moodle technologies, enabling much more discussion and sharing of ideas. SRC phone meetings have been well attended with students undertaking more responsibility for their roles. The SRC organised a muster camp disco and ran a variety of activity nights during residential camps including a multicultural dinner and a trivia night. The SRC also raised funds for charity by selling chocolates to staff and organising a barbeque at the 2013 Term 4 final staff development day. SRC activities were accomplished under the leadership and with the support of the SRC staff coordinators, Mr Justin Ayling, Miss Krystal MacBeth, Mr Allyn Smith and Mr David Strain.

Erinn Holmes

2013 Student Representative Council member

Student information

It is a requirement that the reporting of information for all students 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 overseas. In 2013 the school enrolled 438 full time, 122 pathways and 571 single course students.

<table>
<thead>
<tr>
<th>Course</th>
<th>2009 M+F</th>
<th>2010 M+F</th>
<th>2011 M+F</th>
<th>2012 M+F</th>
<th>2013 Male</th>
<th>2013 Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>35</td>
<td>35</td>
<td>44</td>
<td>35</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>K-6 Dubbo</td>
<td>78</td>
<td>60</td>
<td>80</td>
<td>72</td>
<td>50</td>
<td>34</td>
</tr>
<tr>
<td>7-12 Fulltime</td>
<td>238</td>
<td>289</td>
<td>319</td>
<td>306</td>
<td>167</td>
<td>148</td>
</tr>
<tr>
<td>9-12 Single Course</td>
<td>106.8</td>
<td>106.6</td>
<td>118.4</td>
<td>111.3</td>
<td>40.8</td>
<td>65.9</td>
</tr>
<tr>
<td>11-12 Pathways</td>
<td>25.7</td>
<td>20.8</td>
<td>48.1</td>
<td>51.4</td>
<td>29.5</td>
<td>34.5</td>
</tr>
<tr>
<td>Totals</td>
<td>483.5</td>
<td>511.4</td>
<td>609.5</td>
<td>575.7</td>
<td>310.3</td>
<td>298.4</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, which may include support from the Home School Liaison Program, is enacted.

Post-school destinations

In 2013, 35 full-time and 8 pathways students completed Year 12. Of these, 19 students are now studying at university, five are studying at TAFE, two have commenced apprenticeships and one has commenced a traineeship. One student has joined the Australian Defence Forces, one student has returned to school to redo their HSC and eleven students are working in paid employment.

At the time of writing this report the post school destinations of three students was unknown.

Year 12 students undertaking vocational or trade training

In 2013 56 students were enrolled across eight vocational education and training courses; 19 as full time students and 37 as single course students.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Of the 56 students who studied a vocational educational qualification in 2013, 44 (79%) achieved the HSC qualification and 28 (50%) achieved the full Australian Framework Qualification.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>2.6</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>101.1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>20.1</td>
</tr>
<tr>
<td>Total</td>
<td>128.4</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013 DSODE staffing composition included two permanent full-time Aboriginal teachers and two permanent full-time administration staff. In addition, DSODE used school funds to employ an additional Aboriginal part-time administration staff member and Norta Norta funds to employ two Aboriginal tutors.

Teacher qualifications

All teaching staff meets 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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>17</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>21</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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</thead>
</table>

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>1153424.02</td>
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<tr>
<td>Global funds</td>
<td>874249.45</td>
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<tr>
<td>Tied funds</td>
<td>290584.60</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>123111.09</td>
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<tr>
<td>Interest</td>
<td>35816.02</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>250118.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>2727303.18</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>324340.69</td>
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<tr>
<td>Excursions</td>
<td>77511.59</td>
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<tr>
<td>Extracurricular dissections</td>
<td>2263.33</td>
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<tr>
<td>Library</td>
<td>10904.19</td>
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<tr>
<td>Training &amp; development</td>
<td>74524.72</td>
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<tr>
<td>Tied funds</td>
<td>139652.71</td>
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<tr>
<td>Casual relief teachers</td>
<td>55050.76</td>
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<tr>
<td>Administration &amp; office</td>
<td>157093.82</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>81138.31</td>
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<tr>
<td>Maintenance</td>
<td>35589.16</td>
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<tr>
<td>Trust accounts</td>
<td>387283.90</td>
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<tr>
<td>Capital programs</td>
<td>303976.71</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1647329.89</strong></td>
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</table>

**Balance carried forward**

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1079973.29</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic Achievements

NAPLAN

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 understanding demonstrated in these assessments.

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

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

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**

In 2013, five students in Year 3 presented for the NAPLAN Literacy Assessments. No graphs or tables are published, as the cohort tested had less than ten students. Results were used to assist with setting direction and focus for ongoing teaching and learning programs for individual students.

**NAPLAN Year 3 - Numeracy**

In 2013, five students in Year 3 presented for the NAPLAN Numeracy Assessment. No graphs or tables are published, as the cohort tested had less than ten students. Results were used to assist with setting direction and focus for ongoing teaching and learning programs for individual students.

**NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**

In 2013, five students in Year 5 presented for the NAPLAN Literacy Assessments. No graphs or tables are published, as the cohort tested had less than ten students. However, growth was achieved by students enrolled in DSODE for more than 18 months. Results were used to assist with setting direction and focus for ongoing teaching and learning programs for individual students.
NAPLAN Year 5 - Numeracy
In 2013, five students in Year 5 presented for the NAPLAN Numeracy Assessment. No graphs or tables are published, as the cohort tested had less than ten students. However, growth was achieved by students enrolled in DSODE for more than 18 months. Results were used to assist with setting direction and focus for ongoing teaching and learning programs for individual students.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
In 2013 twenty-two students in Year 7 presented for the NAPLAN Literacy Assessments. 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 spelling particularly. These strategies include the continuation of individual, scheduled literacy lessons for all students in Middle Years.
NAPLAN Year 7 - Numeracy

In 2013, twenty-two 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 continue to focus on strategies to improve performances, including using Professional Learning for teachers in the use of the National Literacy Continuum.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013, thirty-three 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 spelling and grammar and punctuation.
In 2013, thirty-three students in Year 9 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 and using Professional Learning for teachers in the use of the National Literacy Continuum.
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

In 2013, eighteen students were awarded an HSC. Ten of these students studied full-time and eight accessed a pathways study pattern. A further 16 pathways students, who sat for some HSC examinations, were awarded a Record of Achievement and ten of these are continuing with their studies in 2014.

In addition there were 188 single course students enrolled who sat for examinations in one or more courses. Thirty-nine BOS and school-based courses were studied and 7 VET courses were examined at the HSC.

### Table of bands

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 6</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Band 5</td>
<td>72</td>
<td>78</td>
</tr>
<tr>
<td>Band 4</td>
<td>106</td>
<td>99</td>
</tr>
<tr>
<td>Band 3</td>
<td>95</td>
<td>78</td>
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<tr>
<td>Band 2</td>
<td>44</td>
<td>42</td>
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<td>Band 1</td>
<td>8</td>
<td>14</td>
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<td>E4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>E3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>E2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>E1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The average mark for nine HSC courses, which have a candidature of more than ten, are compared with previous performance average mark calculated using 2009 – 2013 HSC average marks in the following two graphs.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

As DSODE students participating in the HSC examinations include single course students in addition to full-time and pathways students, the value-added data provided to the school is meaningless and is therefore not included in this report.

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 percentage 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 2012

In 2013 five students in Year 3 presented for NAPLAN in Literacy and Numeracy. No graphs or tables are provided as the cohort was less than 10 students.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2012

In 2013 five students in Year 5 presented for NAPLAN in Literacy and Numeracy. No graphs or tables are provided as the cohort was less than 10 students.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2012

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.9</td>
</tr>
<tr>
<td>Writing</td>
<td>76.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>81.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>86.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2012

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.0</td>
</tr>
<tr>
<td>Writing</td>
<td>72.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>90.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>87.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.6</td>
</tr>
</tbody>
</table>

Other school based assessments

ESSA

ESSA is a state-wide science assessment program based on the NSW Science Years 7-10 Syllabus and undertaken by Year 8 students. In 2013 sixteen students completed the assessment. This was a decrease in numbers from previous years. The school mean was 89.2 compared to the state mean of 85.7. This performance above the state mean is consistent with past results which have always been above. The results did identify one area of concern, Year 8 boys are well below the state in completing extended responses. The science staff will address this concern through the inclusion of a literacy focus in their teaching.
Australian Mathematics Competition

Eight students from Years 7 to 12 sat for the Australian Mathematics Competition in 2013 receiving three Participations, four Credits and one Proficiency.

Australian Geography Competition

Nine students participated in the Australian Geography Competition in 2013, receiving three High Distinctions, two Distinctions and four Participations.

Other Achievements

Arts

Primary

Geographically isolated students in Years K-6 received lessons in music and playing the recorder via satellite. Music lessons were organised in stage groups and recorder lessons organised in ability 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 recorder, students learnt a range of notes and simple tunes. The students performed in different group configurations at the Term 4 Performance Camp.

During the Term 4 Camp, senior students were given the opportunity to explore the djumba drums. The experience was appreciated by the students and their parents who enjoyed the end-of-week performance. Students were enthusiastic about the proposal for the experience to be repeated in 2014.

Secondary

Music staff introduced a school band music program to give students from Year 7 through to HSC the opportunity to participate and engage in musical performances. The school band conducted its premiere performance during the school muster day awards assembly. This program will continue to grow with Stage 4 students participating in a band program as part of their compulsory music studies.

The annual elective music camp gave students from Year 9 to HSC the opportunity to compose, arrange and perform music in a variety of ensemble groupings. Students presented a successful concert at the end of the camp to an audience of teachers and parents.

Staff participated in the annual Distance Education Music Network meeting in Ballina and brought back to the school a range of Music performance and composition activities that will be adapted for our students.

Sport

Primary

Students at DSODE are given as many opportunities as possible to partake in Primary Small Schools Association (PSSA) sporting events.

At the Dubbo-Wellington Small Schools Swimming Carnival, DSODE had a small but enthusiastic group of swimmers participating in the carnival. The students enjoyed the atmosphere and were rewarded with Kate Finlayson taking out the 11 Years Girl Champion award. She then qualified for the Dubbo and District team.

In athletics, another small but enthusiastic band of students competed at the Dubbo-Wellington Small School Carnival. Belle Smith achieved 11 Years Girls Champion award and was one of six students selected for the Dubbo and District Carnival. Belle, Jacob Smith and Mercede Cornelius-Feltus performed admirably with Belle subsequently qualifying for Western Region in four events.

In Term 2, Belle attended Western Region PSSA Girls Soccer trials and was selected as a member of the team to compete at the state carnival in Sydney in June. This was the second year that Belle had been selected to be a member of this team. The team competed enthusiastically, improving their skills and abilities immensely and facing great competition from the metropolitan teams.
Secondary

2013 has been a busy year in terms of sport at DSODE. The continuation of the Sports Organiser role provided increased opportunities for representative sport for students at the school. The role of School Sports Organiser was very capably filled by Megan Shanahan, who was ably assisted by Annabelle Newbigging and the PDHPE department.

DSODE was successfully represented at Combined High Schools (CHS) carnivals and at the Western Schools Sports Association (WSSA) Athletics carnival. DSODE also had a large number of students that trialled for selection in a range of Secondary WSSA representative teams including athletics, soccer, horse sports and cycling.

The PDHPE department was again active in continuing to promote and provide a range of physical activity options for students that extended beyond course work. This year PDHPE staff provided opportunities for students to compete in swimming and athletics carnivals, team games and sports and alternative fitness activities such as boxing, golf, kayaking and indoor volleyball. Students attending residential camps were able to experience gym environments and fitness classes taught by qualified gym instructors and personal trainers.

Students, parents and DSODE staff recognised ACHPER’s National Health and Physical Education Day on 4 September 2013. National Health and Physical Education Day promotes the importance of Health and Physical Education in the Australian Curriculum and highlights the importance of Health and Physical Education to the learning and development of children and young people. A range of activities were delivered by enthusiastic PDHPE staff on the day, including boot camp sessions, fitness sessions via REACT, desk aerobics for students, parents and staff and a movement session specifically aimed at increasing the fundamental movement skills of our Preschool students. ACHPER National was very impressed with DSODE’s efforts to promote physical activity and featured DSODE’s participation on both their website and official social media page.

The PDHPE department’s focus on increasing the physical activity opportunities for students also led to the delivery of athletics practice sessions and swimming lessons for DSODE Primary School students and participation in the Bourke Area Workshop. PDHPE teachers utilised these occasions to increase physical activity opportunities for DSODE students and to improve their confidence in various physical skills.

A number of long standing records were broken during both the swimming and athletics carnivals this year, reflecting the determination of our students to succeed, as well as the improvement of our students’ movement skills over the last five years. Age Champions in each year group were awarded, recognising students who competed in each event available to them. In 2014, the annual DSODE swimming carnival will be held during Term 4 instead of Term 1 in order to maximize the number of students who will be able to participate and to ensure that a comprehensive stroke correction and aquatic swim and survive rescue program can be completed during Term 1 in preparation for this event.

The 2013 sporting year concluded with DSODE students formally recognised at Presentation Day. Students were recognised for their participation, sportsmanship and athletic ability demonstrated throughout the year. Awards included the Junior and Senior Boy and Girl Sports Champions Awards, the Junior and Senior Boys and Girls Sportsmanship awards, presentation of the winning house shield to Macquarie house and the presentation of the Premier’s Sporting Medal to Hollee Simons for her outstanding achievements in cycling.

Significant programs and initiatives

Aboriginal education

In 2013, there were 137 Aboriginal students enrolled in DSODE in fulltime and part-time programs and 45 Aboriginal students enrolled as single course students. As in previous years DSODE employed Aboriginal staff to work with all students, including teachers and administration staff.

In 2013 DSODE staff members worked with members of the local Aboriginal Community to support individual students and student groups. During the past 18 months DSODE staff worked with a local Elder, who undertook to create a learning resource for all schools in the Dubbo area to use that includes a book ‘Maradhul-Bu Yadhiul’: stories of the Past and Present. DSODE staff members also worked closely with Buninyong Public School on the development of a
resource that can be used across the two schools focusing on local cultures and histories. DSODE had two teachers attend the Aboriginal Education Distance Education Network Conference, which was held in Queanbeyan at Karabar High School. This conference led to the establishment of projects to develop and share resources across the distance education network.

In 2013 DSODE enrolled three Aboriginal students in the Preschool program. Aboriginal perspectives were embedded into the Preschool programs in the selection of teaching and learning resources provided for students. During residential camps teachers created opportunities for children to engage in a range of Indigenous art work, music and story time.

Two staff attended the Buunji 2013 National Aboriginal and Torres Strait Islander Education Conference in November at the Darling Harbour Convention Centre. The conference was based on the premise of Cultural Knowledge, Helpful Strategies and Effective Schools. The attending staff relayed important themes from the conference to enhance the school implementation of Aboriginal Education Policy and the Australian curriculum.

In 2014 one focus will be to continue to support Aboriginal students in achieving educational outcomes commensurate with, or better than, the non-Aboriginal student population. A second focus is to increase Aboriginal student participation in the Student Representative Council.

Multicultural education

As part of the school’s multicultural policy, all faculties continued to integrate Asian, Indigenous and multicultural materials into existing and newly developed resources. Students continued to access multicultural ideas through their study of language.

The Language Camp was conducted in Term 2, welcoming 57 single course students from around the state. The camp was held over three days for students of German, Japanese, French, Italian and Spanish.

The themes presented in the camp were ‘Sustainability and Asian and Aboriginal Perspectives’. Aside from having students together in the classroom, teachers took students to the Dubbo City Botanical Garden and to the local zoo to use their respective languages in a different environment. Support from Dubbo City Council and an Aboriginal representative who presented the Aboriginal perspectives for the lesson topic, ‘Historical and Cultural Monuments’, was greatly appreciated. Student evaluations provided positive feedback.

Two staff members were trained as Anti-Racism Contact Officers in 2013 and have implemented an awareness program within the school.

Japan Excursion

In the Term 3 vacation a group of adults and students spent 11 days in Japan on a combined language and cultural excursion. Students experienced both modern and traditional Japanese culture and practices. Experiences included travelling on bullet trains, visiting the World Heritage village of Takayama, visiting a number of Buddhist and Shinto temples and shrines and eating a range of Japanese food. The group stayed in a hostel attached to a Buddhist temple and came to appreciate the cuisine and daily routine of the people there. The students adjusted very well to Japanese practices of lining up for everything, taking shoes off when required and not eating in public. They also experienced traditional bathing practices. Students said that the visit to Hiroshima was a highlight of their tour and that they had developed an appreciation of the resilience of the Japanese nation. The trip gave accompanying staff the opportunity to purchase teaching resources to continue to develop teaching units.

Technology

Digital Education Revolution (DER) funding has continued to provide a laptop to all staff members who required one for lesson preparation and delivery. A large number of staff members have undertaken further professional learning opportunities provided by both the NSW Department of Education and Training and the DSODE Information Communication Technologies Professional Learning team. This training has included the use of Adobe Connect for synchronous lesson delivery, Skype for overseas and remote student lessons and REACT training for satellite delivery.

DER laptops have been provided to all eligible fulltime students in Years 9, 10, 11 and 12. The school has been given an extension of the allocation of a permanent Technical Support
Officer (TSO) to provide assistance with staff and student laptops until the end of June 2014.

Online learning modules have continued to be revised and developed in 2013. Existing courses have also been revised and rolled over for students to continue using in 2014.

A new satellite and software provider contract has been procured for enhanced satellite delivery service for primary and secondary isolated students in 2013. Planning is underway for the provision of two satellite delivery venues.

DSODE staff have actively participated in Distance Education networks in 2013 to provide new course materials, particularly to meet Australian Curriculum requirements.

Transitional Equity Funding
In 2013 the school targeted the $24202 transitional equity funding for the Charles Sturt University Armidale Literacy and Numeracy Programs called ‘Quicksmart’. This involved substantial professional learning for staff in the use of Quicksmart, purchase of kits to use in the DSODE outreach centre located in Bourke and the Dubbo Learning Centre and licence fees for the software. Teachers have used the program successfully with students in 2013 and this will continue in 2014. The account for these costs has not yet been presented.

Significant Programs and initiatives
Personalising learning and support for students with additional educational needs
DSODE has developed a range of practices and programs to support students with additional educational needs. In 2013 Learning and Support Teacher, Kristina Powell, worked with learning and support teams and staff to manage students requiring focussed support and to develop, communicate and provide professional learning for the school community in tools and practices that underpin student support.

Young Parent Report
In 2013, forty young women enrolled in the Young Parent Program at Dubbo School of Distance Education. The crèche was operational in 2013 under the wonderful guidance of Kim Simpson and Maxine Toomey. Some students took advantage of using the Learning centre resources while their children enjoyed the toys in the crèche.

Students participated in a range of programs designed to support young parents and accessed a breadth of curricula, including courses at HSC level. As an example, students particularly enjoyed a workshop organised by teachers at the Dubbo Kids Zoo play centre and café where they had an informal chat with a past young parent student regarding her experiences at DSODE. This student has effectively mentored other young mothers, assisting them to stay motivated while studying via distance education.

Student Leadership
During 2013 the SRC was involved in a number of fundraising events, setting achievable goals for fundraising. These included a target for what was to be purchased, a student-centred action plan and the donation of a major item to the school that would benefit a large number of students. In addition the SRC planned and held a barbeque raising funds for new hostel equipment. Other fundraising efforts for the year have been for charity.

Students planned a ‘multicultural dinner’ for the 7-10 residential camp in Term 3. This involved all students at the camp being placed in teams and assisting with the cooking of the food. It was a successful night with students thoroughly enjoying a range of food from six cultures. The menu gave some students the opportunity to sample foods they had previously not tried. The plan is to hold a similar event at the 2014 Term 3 camp.

Students began collating ideas for a recycling book to be published in 2014. In the past the SRC produced a recipe book, which was very well received. It is hoped that the recycling book will also be successful.

In 2014 the intention is to increase interest in the SRC camp, planned as a major focus for Term 1. Over the past two years the camp not been held due to low numbers and the students themselves have voiced their discomfort with this aspect of the SRC. Student involvement has increased in 2013 with the further development of Moodle and its use as a forum for the SRC members.

In 2014 the SRC plans to develop a charter and to more clearly define the DSODE SRC’s operation. Thus far it has been based on the general school model and has presented difficulties. Having a
number of new families involved in the SRC during 2013 has proved beneficial and more students have expressed a desire to be involved in 2014.

In 2014 the student body will elect another group of students to the Student Representative Council. The students will initially be nominated by their peers and as such it is hoped that the views they put forward as part of their role are the views of the wider student community. In 2013 there was a focus on having the SRC becoming more accountable for the programs that they have developed and it is intended that this focus continues in 2014.

**Middle Years**

The Middle Years program continued in 2013 with the usual organisational elements that were initiated in previous years: class groups, time tables, planners, introductory unit, provision of middle years kit and opportunities to participate in cross-curriculum activities.

Project-based learning (PBL) opportunities for students were incorporated into the Term 3 residential camp. Students visited the Wellington Caves tourist area and developed ideas to assist council to promote tourism in the precinct. Student ideas were collated and reported to Wellington Council after their visit. The Port Macquarie, Cobar and Broken Hill area workshops also provided further opportunities for students to work together as teams to resolve some bigger community ‘issues’.

In 2013, teachers from DSODE were involved in a significant writing project with the state-wide distance education Middle Years network. A five week cross-curriculum (English, Science, HSIE, Visual Arts) unit was written in collaboration with teachers from other distance education schools and incorporated Australian curriculum and project-based learning initiatives. The unit, titled ‘Save our Stripes’ explored the conservation issues surrounding the world’s tiger populations and evaluated the ‘big question’ of ‘What can I do as an individual to help tiger conservation?’ Year 8 students trialled the unit in Term 3 and student responses and outcomes were very positive. The unit has been shared as a blended learning resource with other distance education schools for planned implementation in 2014. Similar units are being planned for development by the network group in the future.

During the primary camp in Term 4, Year 6 students were invited to attend the Year 7 Orientation Day. The activities allowed students to meet their teachers and learn more about the expectations of being a secondary student in 2014. The Term 4 secondary ‘Muster Camp’ once again extended invitations for Year 6 students to attend. Group activities were centred on the Year 6-8 students and involved working as a team and supporting the transition from primary to high school life. Parent feedback for these activities was supportive in promoting a more comfortable start for their students into secondary schooling.

**MindMatters**

The MindMatters team continued the development of ‘Wellbeing Plans’ for those students identified with mental health issues at enrolment. The school’s initiative to employ a qualified school counsellor, Clifton Powell, two days a week as a Student Support Officer for the year to complement the NSW DEC school counsellor allocation of Cath Fidock for one day per week, has enabled the team to progress in developing the Wellbeing Plans to support students.

The highlight for the MindMatters team in 2013 was the attendance of all secondary teachers at the Dubbo Wellbeing Forum in Term 3. The initiative was promoted by the Western Region Education and Health teams and was held at Dubbo College, Senior Campus, for a combined staff development day. Secondary teachers from around the region took part in a series of workshops aimed at providing support for adolescent Mental Health. Belinda Haigh and Debbie Murray presented a session on behalf of DSODE which promoted the development of Wellbeing Plans for use with students and the processes which support DSODE students with mental health issues. Regional health and education groups have since shown interest in adapting our processes for use within the wider region.

**Alternate Program**

The Alternate Program continued to provide the opportunity for success for all students by catering for individual needs, reducing the number of teachers per student, consolidating curriculum and streamlining contact in order to support the achievement of learning outcomes. This program offers the opportunity for all students to reach their potential and to
consolidate and extend their skills from current foundations. In 2013 the program catered for approximately 112 students and was underpinned by a Personalised Individual Education Plan (PIEP) for each individual student.

Where appropriate and relevant, the program also develops relationships and alliances with a diverse range of agencies and local organisations. This supports students in a holistic context and nurtures opportunities for successful engagement and achievement of learning outcomes.

**Youth Education Support Program (YES)**

Enrolments increased from 28 in 2012 to 49 in 2013. The program was introduced in 2011 with 12 students. The YES program continues to provide a successful alternative educational pathway for some students. There was a marked improvement in engagement from Year 10 to Year 11 with approximately 98% of students engaging in school based courses.

Thirty students left the program in 2013 with most transitioning into part time jobs, TAFE or other educational providers. Approximately five per cent left the program with no educational/career plans.

The number of school based courses offered through DSODE increased from 17 in 2012 to 26 in 2013. DSODE will continue to develop further short courses in 2014 to support the literacy and numeracy requirements for a variety of careers.

The ‘Interest to Income’ course was Board endorsed and will now provide a base course to assist the transition from school to work or other training.

**Outreach Programs**

2013 was another successful year for our Outreach Centres in Parkes and Orange. At Parkes Outreach Centre two students completed Year 10, while two others began their pathway to an HSC. In 2014, two students will begin their RoSA studies. Orange Outreach Centre supported students studying in various stages, including one student in his pathway to an HSC. Two students were successful in their transition back to mainstream education after attending the Orange Outreach Centre this year. In 2014, four students will complete Year 10 and achieve a RoSA.

In Term 3 a new Outreach Centre was trialled at Bathurst. This centre is a joint venture with Headspace Bathurst and is supported by local schools and support agencies. This new centre will continue operation in Bathurst in 2014.

Parkes, Orange and Bathurst Outreach Centres are all equipped to cater for students’ educational needs. Parkes and Orange are located in shire-owned and maintained buildings, while Bathurst is located within the Headspace Bathurst building. All centres offer bathroom and kitchen facilities for the students to access. All centres provide student access to computers and internet, and a mobile phone that enables students to contact their teachers in Dubbo for lessons. Groups of teachers visit each centre once per fortnight to provide students with further educational support.

Staff employed at Orange, Parkes and Bathurst Outreach Centres have access to professional learning provided by DSODE. They complete all mandatory training, and in 2013 completed the ‘Non-Violent Crisis Intervention’ training and ‘Mental Health First Aid’ course. Teachers will continue to be supported with professional learning in 2014.

Yarr’pai Paka-ma (Bourke Outreach Centre) was established in 2013 after much community consultation and cooperation with partners such as Centacare, PCYC, Mission Australia, TAFE and Bourke High School.

The centre commenced operation in a classroom provided by TAFE, with a teacher employed by DSODE and a teacher’s aide provided by Bourke High School. Non-government agencies such as Centacare and Mission Australia provided additional support during teaching time and conducted specific programs to meet the needs of the students.

Seven students started the program, with the focus on literacy, numeracy, engagement and transition back to mainstream education. To support literacy and numeracy, staff were trained in the QuickSmart Literacy and Numeracy programs, which enabled the students to participate in learning based on their individual needs.

Students were selected on the basis of behaviour, school attendance and engagement. A committee, comprising of a representative from Bourke High School, PCYC, Centacare and DSODE,
met on a regular basis to assess the educational program, the performance of the students and to assess any student referrals to the program. Teachers from DSODE Science and TAS faculties attended the centre a number of times throughout the year to conduct practical lessons. These proved to be successful, with the students enjoying the opportunity to participate in lessons they had not previously had access to.

Due to a number of changes to funding and other difficulties, Bourke High School will manage the program in 2014 and continue to support disengaged students in Bourke.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 DSODE carried out an evaluation of the effectiveness of the Middle Years Literacy Program and Student Welfare structures.

**Middle Years Literacy**

**Background**

Due to the diverse skills range, home locations and access to technologies of students enrolled in distance education, DSODE has had to implement a number of strategies to improve students’ Literacy outcomes. In 2013 it was decided to modify the 2012 Middle Years Literacy initiative with all students in Years 7 and 8 participating in a weekly lesson via phone, teleconference or satellite. Booklets were developed for students to complete and return for regular feedback.

**Findings and conclusions**

The data below is taken from student and parent surveys. Surveys were anonymous and voluntary. The completion rate was moderate. The following data was collated from survey responses.

- 80% of students indicated that they have transferred skills learned in Literacy to other subjects.
- 100% of parents believed that explicit Literacy teaching was a beneficial aspect of their child’s schooling.
- 89% of parents stated that their child’s Literacy work had actually helped them in their role as supervisor, providing them with the tools they needed to better support their child.
- 61.9% of students demonstrated significant improvement in their ability to recognise and manipulate language conventions.

One parent commented: “I believe this subject provides a great foundation for our children to build their spelling and writing techniques.”

**Future Directions**

Based on parent feedback DSODE has incorporated a ‘word of the week’ into the 2014 Year 8 leaflets as a strategy to expand students’ vocabulary.

At the end of 2013 the Progressive Achievement Tests (PAT) tools were purchased from the Australian Council for Educational Research (ACER). PAT tools are structured in a comparable way to NAPLAN and are similarly graded across a progressive scale. The use of this tool not only forms a good foundation for assessment based learning, it also teaches students how to approach and complete standardised tests such as these. Two teachers will continue to teach the Literacy Program in 2014.

**Student Welfare**

**Background**

The number of fulltime and part-time students enrolled in DSODE, who have significant support needs, has increased steadily from 48% in 2009 to 70% in 2013. Consequently in 2013 DSODE undertook a significant review and restructure of student welfare management practices in the school. Staff were consulted via surveys and meetings to identify new structures.

In 2013 student participation and attendance was monitored and information used to enact prompt interventions when students were identified as not engaging at appropriate levels.
In 2013 approximately 300 students with medical conditions including asthma, anaphylaxis, diabetes, and epilepsy required health care plans to be developed.

Findings and conclusions

- Due to increased enrolments DSODE was able to appoint a second Head Teacher Welfare and a second Head Teacher Secondary Studies through the merit selection process.
- Students from Years 7 to 12 were first grouped by Year or Stage and then allocated a Student Adviser.
- Student Advisers were organised into the three secondary stage groups led by a Head Teacher responsible for developing wellbeing practices for students specific to their Stage.
- Staff reported that the new structure is working effectively in terms of communication and planning and hence students are catered for more efficiently.
- Clifton Powell, School Support Officer and Counsellor, attends stage meetings and provides professional learning and support for specific students, parents, carers and Student Advisers when requested.
- DSODE staff have developed successful working relationships state-wide with external NSW DEC educational staff and government and non-government staff to support students.
- Student learning programs were developed for specific needs and differentiated for individual students to increase participation and attendance.
- 240 individual health care plans were developed from a range of information sources for all students with medical conditions assessed as serious or severe by NSWDEC. The health care plans include actions required in emergency situations.

Future Directions

In 2014 the current welfare structure will evolve as further learning and support materials are developed and practices refined.

School planning 2012-2014: Progress in 2013

School priority 1

Leadership and Management

Outcome for 2012–2014

AITSL standards utilised.

Evidence of progress towards outcomes in 2013:

In 2013 all staff completed the module on developing a professional learning plan from Classroom Teacher Program. The school executive and professional learning team developed supervision practices and professional learning plan templates that linked school plan priorities and targets, AITSL standards and NSW quality teaching elements to teaching practices. Staff were able to choose from three professional learning plan templates to construct their plan. All staff constructed a professional learning plan during 2013.

Strategies to achieve these outcomes in 2014

- Provide weekly professional learning club to support teachers’ collaborative progress through the Classroom Teacher Program (CTP) modules and other professional learning activities
- Provide executive with an overview of the CTP
- Executive to ensure continuing professional learning in work area meetings relating to the CTP
- Executive to revisit school professional learning templates to ensure incorporation of Australian Institute of Teaching and Leadership requirements.
School priority 2

Curriculum and Assessment

Outcomes from 2012–2014

Steady implementation of the Australian Curriculum in accordance with timelines.

Evidence of progress towards outcomes in 2013:

In the areas of English, Mathematics, Science and History the following has been achieved.

History

Scope and sequences for Year 7 History (2014) and Year 9 History (2014) were drafted based on 2013 information.

In 2013, Dubbo staff wrote the Year 7 unit on the 'Iceman' for the depth study 'Investigating the Ancient Past' and wrote the topic, 'Industrial Revolution' for Depth Study 1 in Year 9, as well as the Year 9 Overview, 'Making the Modern world'. DSODE staff also proofread and critiqued the depth study, 'Australians at War', written by Sydney Distance Education High School.

DSODE has two staff on the Distance Education History Network; one attended the Distance Education Symposium held mid-year and both attended the two-day network conference in November. While in Sydney, teachers took the opportunity to visit the Viking exhibition at the Maritime Museum and purchased materials that will assist in teaching this Year 8 topic in 2015.

Mapping of existing Year 7 and 9 materials to the national curriculum took place for the depth studies to be introduced in 2014. Opportunities for adapting existing materials were identified.

English

Throughout 2013 the DSODE English faculty participated in planning and preparation for the implementation of the Australian Curriculum as part of the Distance Education Network. The network adopted a shared approach to developing a scope and sequence for Years 7-10.

Networking resulted in a completed scope and sequence for Years 7 to 9. Units of work have been completed to cover the entire Year 7 course. Most of the Year 9 course has been completed with final writing and editing taking place early in 2014.

Units for Year 8 have been planned in accordance with the scope and sequence. Writers and critical friends have been assigned to each unit.

A final scope and sequence is yet to be completed for Year 10. Plans to meet with the other distance education centres at the end of Term 1 2014 are in place.

Existing units of work that have been successful in engaging students of high need have been mapped to the new syllabus outcomes, therefore rendering it possible to continue using these units.

In March 2013 three staff members travelled to a distance education English network conference hosted by Karabar Distance Education in

Science

The Science Distance Education Network was tasked with sharing and creating resources for a blended mode of learning for the new Australian curriculum focusing on the needs of the 21st century learner.

The network collaborated on ideas and resources to develop a scope and sequence for each of Years 7 and 9. Since then the distance education schools have consulted via e-mail, videoconference, Google applications and shared via Equella. DSODE has focused on developing resources for the e-learning courses in Years 7 and 9, supplemented with resources developed by other distance education centres.

The Science staff was divided into teams and utilised professional learning days to map outcomes to the NSW Science Curriculum. From here, programs were developed and leaflets and other resources were mapped to these outcomes.

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Canberra. At this conference, writing protocols were established, mapping and scope and sequence work were drafted and unit outlines initiated. The conference was attended by Rural and Distance Education representatives, Kim Knight and Greg Alchin, as well as Prue Green, English Advisor 7-12 from the Learning and Leadership Directorate.

In June 2013 two DSODE staff members attended the Distance Education Symposium. At this conference an opportunity was provided to meet with other English network members to share work completed to date on the new curriculum and to clarify future directions.

Three members of staff attended the English Teachers’ Association Annual conference held at the University of NSW in Sydney on 22nd and 23rd November 2013. At this conference various workshops were held to enhance writing for and delivery of the English Syllabus K-10. The conference also covered workshops on the new Area of Study and prescriptions for the Stage 6 English syllabus.

Faculty professional learning was conducted by the English Head Teacher during the two assigned school development days in Term 4 2014. At this workshop the faculty was engaged in activities including programming using the newly developed Board of Studies Programming tool, online DEC learning modules, technology for developing resources and the sharing of newly developed units of work.

Maths

A scope and sequence was developed for Mathematics across the distance education network. Developing learning materials ensued.

Materials were mapped to the Australian curriculum by Karabar Distance Education staff. Commercial materials and BOS resources were accessed to support materials development.

Professional learning for Year 7 and 9 courses was undertaken by DSODE staff at:

- MANSW conference
- Orana Maths conference
- MANSW project officer’s [Stuart Palmer] courses
- Cambridge text courses attended

- HT Maths/Science conference sessions attended
- SyllabusPLUS mathematics webinars and recorded sessions delivered by Mathematics Advisor Australian Curriculum NSW.

All professional learning was shared at faculty level with staff.

Strategies to achieve these outcomes in 2014:

There will be a continuation in 2014 of the 2013 strategies with particular emphasis on the next stages of implementation.

- Continue to support the distance education networks in the development of Australian curriculum learning resources
- Complete the mapping of existing learning materials to the national curriculum syllabi
- Provide whole school professional learning activities for teachers to support Australian curriculum implementation.

School priority 3

Engagement and Attainment

Outcomes from 2012–2014

Enhanced engagement of all students in DSODE learning programs

Evidence of progress towards outcomes in 2013:

- A total of 23 students have been targeted to attend DSODE Educational Support Centres in Bathurst, Parkes and Orange. Parkes has a 100% attendance rate for students invited to the centre. Students attending Orange and Bathurst are more sporadic in their attendance as these students face complex mental health issues. DSODE is working with local Government Health agencies to increase the support and engagement of these students.

- The establishment of reliable and consistent staff has been achieved as the same staff have been retained in two centres and a DSODE staff member has been appointed to Orange for 2014.
- Weekly reports from each centre on returned student work, teacher lessons and visits, and other issues have been regularly received. Each centre also provides a daily text or e-mail re student attendance.
- Students are individually case managed and the centre teacher identifies areas of individual student needs and conveys this to the school or individual teachers.

**Strategies to achieve these outcomes in 2014:**

There will be a continuation in 2014 of the 2013 strategies with particular emphasis on establishing class groups within centres and student welfare.

- Maintain a reliable and consistent staff presence in each centre
- Continue to develop communications between leaders of each centre, teaching staff and students
- Establish class groups and assign teachers to classes
- Provide student workshops in transition, personal wellbeing, use of social media and other identified areas of need.

**School priority 4**

**Literacy and Numeracy**

**Outcomes from 2012–2014**

Improved Literacy and Numeracy outcomes for all DSODE students

**Evidence of progress towards outcomes in 2013:**

- In 2013 literacy growth rates for long-term (greater than 18 months) enrolments was monitored for 12 students across Years 7 and 9. Growth data was not available for three students. Of the remaining nine, four were below the expected growth rate in Reading, four in Spelling, two in Grammar and one in writing.
- In 2013 numeracy growth rates for long-term (greater than 18 months) enrolments was monitored for 12 students across Years 7 and 9. Growth data was not available for three students. Of the remaining nine, only one student failed to demonstrate growth in the expected range.

**Strategies to achieve these outcomes in 2014:**

- Increase teacher knowledge by offering PL on using NAPLAN data to improve student learning
- Ensure all teachers access NAPLAN data to develop Learning Adjustments and record the adjustments appropriately
- Continue to target whole school areas of weakness and need in the Middle Years Literacy Program
- Head Teachers to ensure all teachers are accessing and using the Literacy and Numeracy Continuums when developing new teaching materials.

**Professional learning**

In 2013, teacher professional learning funds spent totaled $104,423.36. Funds supported the continuation of teacher participation in Distance Education Networks in 2013 and increased support for teacher attendance and participation at the 2013 Distance Education Conference held in Sydney during Term 2, and the attendance of all secondary teachers at the Dubbo Well Being Forum in Term 3.

The average expenditure per staff member in 2013 was $949.30. Teachers and school administrative and support staff accessed a wide variety of professional learning activities that aligned with the goals and targets detailed in the annual school plan. The school provided staff development days in each term.

In Term 1, activities involved the mandatory training sessions in Child Protection, Code of Conduct, Workplace Health and Safety, Chemical Safety and Child Protection updates. In addition, staff undertook training in Module 1 for Every Student Every School (ESES); development of professional learning plans; and writing elements for new materials at DSODE. Cardio Pulmonary Resuscitation updates for new staff were conducted throughout the term and a number of staff undertook training in Non-Violent Crisis Intervention (NVCI).

In Term 2, all NSW DEC schools participated in an additional staff development day to concentrate on the implementation of the Australian Curriculum. The majority of staff undertook and completed the e-learning modules ‘The learner and the new curriculum’ and ‘Teaching and the new curriculum’. ESES Module 2 was completed
on the second day and the opportunity for KLAs to plan and develop learning resources for Australian Curriculum was undertaken. Further training for staff in Mental Health First Aid took place during the term as did attendance by 26 delegates at the Distance Education Symposium.

In Term 3, an emphasis was placed on MindMatters. All secondary teachers at DSODE attended the Western Region Wellbeing Forum at Dubbo College-Senior Campus on the first day of term. Primary teachers spent the day planning student welfare processes and preparation for the implementation of the new English Australian Curriculum. Preschool teachers examined at the National Quality Framework and quality improvement processes.

In Term 4, KLA groups worked on a variety of elements which assisted in developing new materials, resources and preparation for new syllabus implementation in 2014. In addition, many teachers undertook the online training course in understanding the ‘National Disability Standards’ and further developed personal professional learning plans.

Staff continued to further their knowledge and skills development in the areas of NVCI training, ‘Dealing with Difficult People’, First Aid, Anaphylaxis, Asperger’s Syndrome Disorder Online, new curriculum and syllabus implementation, leadership and career development activities, Literacy, Numeracy and the use of information communication technologies (ICT) in teaching and learning.

During 2013 staff at DSODE supported Western Region teachers by providing a variety of ICT, professional learning and KLA network support. At least 45% of DSODE staff members were actively involved in one or more of 18 distance education and/or regional networks.

Throughout 2013 delivery of modules from the Classroom Teacher Program developed by the Professional Learning and Leadership Development Directorate occurred. The aim of delivering this program was to meet the professional learning needs of a number of new scheme and early career teachers within the school. The flexible delivery mode enabled a number of teachers to access the program. The program presenters Melissa Halpin and Leanne Wynne participated in the course, ‘Leading Professional Learning Using the Classroom Teacher Program’, prior to running the program.

Modules presented were:
- Quality Teaching: An Introduction to the NSW Model of Pedagogy (5 hours)
- Students with Special Learning Needs: Understanding Legislation and Policy (3 hours)
- Developing Your Personal Professional Learning Plan (2 hours)
- A total of 14 teachers accessed the Classroom Teacher Program and completed at least one of the modules.

Details of teachers working towards or maintaining accreditation, with the NSW Institute of Teachers follows.

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**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school regularly sought the opinions of parents, students and teachers regarding the school. Student satisfaction was the focus in 2013 and the school participated in the Tell Them From Me (TTFM) survey to gauge student opinions on a range of issues. The survey results provided data on student engagement, wellbeing and effective teaching practices at the school from the perspective of students. Seventy full time students from Years 7-10 and Year 12 completed the survey.

Student responses indicate that they feel safe and supported in their learning environment and very strongly believed in the value of their education. They tried hard in their learning and felt challenged in their work and believed that their learning was relevant.

One very pleasing result was that students felt that they had someone at school who consistently provided encouragement and whom they could turn to for advice. Further to this, they also felt teachers were responsive to their needs.
An area for concern that was identified was that only 60% of students planned to finish to the HSC. Also, there was evidence that students did not know about post school opportunities and alternate paths of study in the Preliminary and HSC years.

The full survey results will be presented to the Executive in 2014 and the implications of the responses will be discussed fully.

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
Rachel King  Parent Forum
Debbie Murray  Deputy Principal (RLG)
Sharon Keyte  Head Teacher
Erinn Holmes  Student Representative Council
Jenny Ballhausen  Assistant Principal
Susan Gown  Assistant Principal
Liana Leigo  Head Teacher
Susan Howlett  Head Teacher
Trent Reynolds  Head Teacher
Graham Grant  Head Teacher
Lynda Ipkendanz  School Administrative Manager
Matthew Manny  Head Teacher
Graeme Hosken  Head Teacher
Janelle Dowton  Head Teacher
Anna Brain  Head Teacher (RLG)
Janet Elliott  Head Teacher
Leanne Wynne  Head Teacher
Andreas Shepley  Head Teacher
Dale Faulkner  Teacher
Karyn Burgun  Head Teacher

Lorraine Sorensen  School Administrative Officer
Jenny Donovan  Head Teacher
Tim Quayle  Teacher
Ian Smith  Teacher
Karim Morgan  Teacher
Vanessa Hall  Teacher
Megan Shanahan  Teacher

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: