Dubbo School of Distance Education

Annual School Report
Messages

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.

DSODE is a key provider of educational curricula and services for Stage 5 and Stage 6 students studying in schools which may not have the student numbers or staff to offer a full range of courses. Students enrol in 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 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

DSODE Primary Parent Forum met on three occasions in 2011 during the Primary Camps. Meetings were well attended by parents, who provided constructive input on all occasions. Christine Mason and Jenny Ballhausen attended all three meetings and presented valuable information to parents about topics relating to school activities, satellite lessons, timetabling and planned activities for future camps.

During the Term 2 camp, attending families were presented with the special opportunity of having a writer Bernard Cohen in residence for two days. Bernard worked closely with the primary children helping them to unleash their creative minds and develop the skills needed to write their own narratives and then read them to an audience. A half-day workshop was also held with the parents, helping them to release ‘the writer within’, with the view of being able to help the children when their imaginations fade. A very profitable workshop was enjoyed by students and parents.

In Term 2 we had the opportunity to celebrate the 20th year of operation for DSODE. Many past and present students, parents and supervisors were able to reunite over a weekend together to talk about their memories of studying via
distance education. Reunion shirts and caps marking the 20th year milestone were purchased and worn with great pride.

In 2011 we welcomed Melissa Halpin as the new Deputy Principal and we have enjoyed working with her in the parent forums to date.

In 2011 a few parents from the Parent Forum undertook merit selection training. This assures parent representation on staff selection panels both now and into the future.

Parents and students are continuing to enjoy the benefits of the hostel during camp weeks. During Term 3 the Parent Forum made plans to fund an outdoor chess board and set in the covered outside learning area near the hostel. Early in Term 4 the outdoor chess board was completed and students and parents were able to enjoy playing chess during week 6 camp week. 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 chess enhances this role. The parent forum would like to thank Matthew Manny for planning and organising the project with the help of vocational education students, studying in the Construction framework, to see the task come to fruition.

The school year finished off well with the whole school Presentation Day. It was wonderful to celebrate the achievements of the students and farewell long standing families leaving DSODE. A tree was planted near the hostel to celebrate 20 years of distance education learning and, after completion of refreshments at the school, the Parent Forum booked the Dubbo Aquatic Centre’s waterslide to reward the students for their hard work. DSODE parents thank the teachers and administration staff for always nurturing and helping us as both a group of parents and as individuals.

Rachel King (President)

Student representative’s message

Wow! What a year it has been, 2011 being only the second year the school has had the Student Representative Council (SRC) in place, having changed over from being a Student Forum. 2011 has seen the SRC supporting some big fundraising initiatives and fantastic student events.

This year has been very eventful with the SRC having designed, collaborated and published an anniversary cookbook to celebrate the school’s 20th anniversary. The SRC members also designed and sold anniversary t-shirts to celebrate the 20th anniversary and helped raise money for the SRC and the school.

2011 has seen the development of an SRC Moodle site allowing for:

- individual communication between SRC members outside of meetings
- posting of important SRC events and times
- access to a suggestion box to share new ideas.

This year the students and members also facilitated fantastic activities for students to participate in whilst at residential camps. These included Term 3 talent night held at the Year 11-12 residential, a Term 3 primary disco, a Term 2 Year 7-10 disco and the Term 3 residential Year 7-10 games night. The SRC also plans to host a whole school disco in Term 4 at the Muster Camp.

The SRC encouraged students to recycle their old mobile phones as part of the You Can Phone Recycling program.

It has been an amazing two years being a part of the SRC and I would like to thank Mr Smith, Miss MacBeth, Mr Strain and Mr Ayling for making it a truly amazing SRC. 2011 has been a big year for the SRC, and I hope next year can be just as big. I wish the SRC all the best for 2012 and beyond.

Thank you.

Eunice Stiboy Year 12
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 overseas. In 2011 the school enrolled 443 full time, 79 pathways and 662 single course students.

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>41</td>
<td>54</td>
<td>35</td>
<td>35</td>
<td>44</td>
</tr>
<tr>
<td>K-6 Dubbo</td>
<td>108</td>
<td>114</td>
<td>78</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>K-6 Cobar</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7-12 Fulltime</td>
<td>190</td>
<td>227</td>
<td>238</td>
<td>289</td>
<td>319</td>
</tr>
<tr>
<td>9-12 Single Course</td>
<td>92.5</td>
<td>108.8</td>
<td>106.8</td>
<td>106.6</td>
<td>118.4</td>
</tr>
<tr>
<td>11-12 Pathways</td>
<td>13.5</td>
<td>28.2</td>
<td>25.7</td>
<td>20.8</td>
<td>48.1</td>
</tr>
<tr>
<td>Totals</td>
<td>457</td>
<td>532</td>
<td>483.5</td>
<td>511.4</td>
<td>609.5</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

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible.

Structure of classes

In distance education, a full time P-6 teacher caters for a maximum of 14 primary students, 18 preschool students or, in some cases a combination of primary and 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 2011 twenty-nine full-time students and six pathways students completed Year 12. Of these students eleven are now studying at university, four are studying at TAFE, two have commenced apprenticeships and nine are working in paid employment. Three students are taking a gap year and plan to attend university or TAFE in 2013. One student is attending a private training college. At the time of writing this report the post school destinations of five students was unknown.

Year 12 students undertaking vocational or trade training

In eight vocational education and training courses 69 students were enrolled, seven as full-time students and the 62 as single course students. Twenty-two students achieved a Certificate II and the 47 gained a statement of attainment contributing to a Certificate II or higher qualification.
**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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>92.9</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>17.75</td>
</tr>
<tr>
<td>Total</td>
<td>128.25</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

During 2011 DSODE successfully undertook a merit selection process to fill two school administrative and support staff positions, welcoming Kim Simpson and Maxine Toomey.

In 2011 DSODE continued to use schools funds to employ Vanessa Hall to provide support for 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. Ken Horley, an Aboriginal teacher appointed in 2010, plays a key role in supporting Aboriginal DSODE programs.

**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 2011 DSODE welcomed the following executive, teaching and SASS appointed permanently through merit selection or transfer to the positions as listed or employed in temporary positions at DSODE for the first time.

- Melissa Halpin, Deputy Principal
- Liana Leigo, Head Teacher Welfare
- Deborah Murray, Head Teacher Secondary Studies
- Marisha Blanco, Head Teacher PDHPE
- Andreas Shepley, Head Teacher Science
- Kate Dimmick, Teacher HSIE Permanent
- Belinda Haigh, Teacher Agriculture Permanent
- Cath Connors, HSIE Teacher Temporary
- Rachel Corkin, Teacher K-6 Temporary
- Chris Freeman, Teacher Languages Temporary
- Judith Crawford, Visual Arts Teacher Temporary
- Nicky Dakin, PDHPE Teacher Temporary
- Kim Simpson, SASS Permanent
- Maxine Toomey, SASS Permanent

In 2011, and early 2012, DSODE said farewell to Peter Holland, who was appointed as Bourke Student Welfare Coordinator; and Carol Tink, Margaret McDonald and Brian Jopson, who all 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>89</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>11</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</th>
<th>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>$821448.11</td>
</tr>
<tr>
<td>Global funds</td>
<td>706363.45</td>
</tr>
<tr>
<td>Tied funds</td>
<td>211679.70</td>
</tr>
<tr>
<td>School &amp; community</td>
<td>86799.98</td>
</tr>
<tr>
<td>Interest</td>
<td>44262.29</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>204781.34</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1253886.76</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>298967.91</td>
</tr>
<tr>
<td>Excursions</td>
<td>35002.21</td>
</tr>
<tr>
<td>Extracurricular</td>
<td>1199.54</td>
</tr>
<tr>
<td>Library</td>
<td>13602.77</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>65920.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>256289.61</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>191476.99</td>
</tr>
<tr>
<td>School-operated</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>58774.15</td>
</tr>
<tr>
<td>Maintenance</td>
<td>36655.71</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>205561.23</td>
</tr>
<tr>
<td>Capital programs</td>
<td>51130.81</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1214581.48</td>
</tr>
<tr>
<td>Balance carried</td>
<td>39305.28</td>
</tr>
</tbody>
</table>

The school will present a full copy of the school’s financial report at a meeting of the parent forum in 2012. Further details concerning the school’s annual financial statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

Primary

Geographically isolated students in Years K-6 received lessons in Music and Visual Arts via the satellite. 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, 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.

A selection of students’ works from Preschool to Year 6 was displayed at Presentation Day. The range and variety was well received by parents and the wider community.

Secondary

Photography

Stage 5 Photography continued to attract large numbers of students. Most students completed the course on-line with the support of text books. Because of strong interest in the course from students who did not have reliable internet access, the course was modified so that it could be delivered by leaflet and USB drives.

Stage 6 Photography was run for a second year and a significant number of both full-time and single course students enrolled in the course. Students of all ability levels successfully completed the course and produced some excellent photographs, which were displayed in the school foyer. Students used their body of work to apply for tertiary institutions and one used his experiences to gain employment.

Visual Design

Visual Design was introduced into Stage 5 and continued in Stage 6. Because of increased student enrolments it was necessary to employ a teacher who had extensive experience teaching this course. New teaching programs and units of work have been written and shared with other Distance Education Schools.

Visual Arts teachers attended a range of professional learning activities to support the introduction of the new courses and maintained active participation in the Distance Education Visual Arts Network to ensure that strong collegial networks are maintained. We have also continued to provide support to the primary teachers when residential camps are on. Our main focus for programming and resourcing in 2012 will be on all courses in the areas of Photography and Visual Design.
**Sport**

**Primary**

At the Dubbo Small Schools Swimming Carnival, DSODE students performed admirably. Tasha Hurley achieved recognition as the 11 Years Girl’s Age Champion and Alexis Campbell as the Senior Girls Champion. Both girls qualified to swim at the Dubbo District Carnival.

In Athletics, a small but enthusiastic band of students competed. Belle Smith achieved Junior Girls Champion; Alexis Campbell and Josh Smith achieved runner up position for Senior Girls and Senior Boys; five students were selected for the Dubbo District Carnival; and Alexis Campbell was successful in the track events and subsequently qualified for the Western Region Carnival and then the State PSSA Athletics carnival in 800m. 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.

**Secondary**

The Personal Development, Health and Physical Education (PDHPE) department continued to deliver, develop and refine programs and initiatives to support the wellbeing and improve the physical skills of students. During 2011 a significant amount of new practical gear was purchased and sent to students, and several new practical units were developed to enhance the Year 7-10 PDHPE courses. Feedback from students and parents regarding the implementation of the Speedminton, Circus Devil Sticks and Fitness units of work has been extremely positive.

The PDHPE department and the DSODE school community as a whole participated in the Coles Sports for Schools Program for the second successive year. As a result, DSODE has received new games and sporting equipment, which will be placed in the Hostel for use by students whilst attending camp.

Swimming and Athletics Carnivals continued to be popular with students, with many records falling during both carnivals. Age champions were presented with medals in each junior year group and house point score shields were awarded. Students continued to demonstrate great pride in representing themselves and their house groups in both main and novelty events. The major emphasis throughout carnival days was on participation. Participation was evident with all students involved in at least two events. Sports Awards acknowledging individual student accomplishments were presented on the 2011 Presentation Day. Students were encouraged to represent their school further by trialling for selection in Western Region and Combined High Schools sport teams.

The Premier’s Sporting Challenge (PSC) was run for the third consecutive year by the PDHPE staff. Students in the Middle Years participated in the Challenge, with many contributing greater than 560 minutes of physical activity each week. Staff members also participated enthusiastically in the Challenge.

DSODE students were fortunate to receive a visit from Susan Pratley, PSC Ambassador and Australian Netball Diamond. Susan spoke to the students about maintaining a healthy lifestyle and setting and achieving goals. Susan also provided a netball coaching session for students. DSODE continues to be recognised state-wide for our involvement and the innovative or alternative forms of exercise that some of our students participate in, proving that living in an isolated or remote area doesn’t need to be a barrier to involvement in physical activity.

DSODE students continue to be involved in a wide range of sporting activities outside their PDHPE classes and PDHPE staff members are committed to supporting their needs. In 2012 the PDHPE department will focus on improving the game-sense of students in team game situations and promote the range of extra-curricular representative sporting opportunities available.

**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 2011, five students in Year 3 presented for the NAPLAN in Literacy. No graphs or tables are published, as the cohort tested had less than ten students.

**Numeracy – NAPLAN Year 3**

In 2011, five students in Year 3 presented for the NAPLAN in Numeracy. No graphs or tables are published, as the cohort tested had less than ten students.

**Literacy – NAPLAN Year 5**

In 2011, five students in Year 5 presented for the NAPLAN in Literacy. No graphs or tables are published, as the cohort tested had less than ten students.

**Numeracy – NAPLAN Year 5**

In 2011, five students in Year 5 presented for the NAPLAN in Numeracy. No graphs or tables are published, as the cohort tested had less than ten students.

**Literacy – NAPLAN Year 7**

In 2011, 16 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, spelling and grammar and punctuation.
Numeracy – NAPLAN Year 7

In 2011, 16 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 in reading and understanding in the area of numeracy.

Literacy – NAPLAN Year 9

In 2011, 21 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 reading skills and comprehension.
Numeracy – NAPLAN Year 9

In 2011, 20 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.

Progress in literacy

Progress in literacy - Year 5

Progress data is only available for three students hence it is not appropriate to make comment in order to comply with privacy requirements.

Progress in literacy – Year 7

Data has been analysed for 12 students who have been tracked since 2009. Significant growth was made in the areas of reading. Less growth was recorded in the areas of spelling and grammar and punctuation. In these three areas the school mean scores exceeded the state mean scores. Students did not perform as expected in the area of writing. All Executive have led targeted professional learning activities on writing within their curriculum area. Teachers will ensure that the criteria for writing are being addressed in learning activities for all students.

Progress in literacy – Year 9

Data has been analysed for 13 students who have been tracked since 2009. In spelling, writing and grammar and punctuation the school mean scores exceeded the regional mean scores but not the state mean scores. Results in reading indicate a need for explicit teaching of comprehension skills and strategies to address these have been introduced across all KLAs in 2012.
Progress in numeracy

Progress in numeracy - Year 5
Progress data is available for three students. Hence it is not appropriate to make comment in order to comply with privacy requirements.

Progress in numeracy - Year 7
Growth in numeracy was above expectations and also above state averages. Of the twelve students for whom growth data is available one student was enrolled in DSODE for 18 months prior to NAPLAN. The other students were enrolled from 2, 3 or 6 months prior and hence the growth is not reflective of the school’s teaching and learning practices. Analysis of individual student performance has identified specific areas for remediation and explicit teaching.

In 2011 all members of the school executive and teaching staff participated in systematic and regular professional learning relating to numeracy across the curriculum. In 2012 staff across all KLAs will refresh their focus on numeracy in teaching and learning activities. Students were provided with weekly practice in numeracy activities.

Progress in numeracy - Year 9
Of the thirteen students for whom growth data is available, six students have been enrolled for 18 months prior to NAPLAN. The other students were enrolled from 2, 3 or 6 months prior. It is not possible to draw general conclusions with such small numbers and hence the teachers continue to focus on individual student performance celebrating successes and addressing areas for improvement.

In numeracy, data, measurement, space and geometry and number, patterns and algebra the DSODE’s mean scores exceeded the Region’s mean scores but not the State’s mean scores. Analysis has shown that teaching programs in the Mathematics and Alternate Programs faculties have had a significant impact on student learning in the area of numeracy.

Essential Secondary Science Assessment (ESSA)
In 2012, 32 Year 8 students presented for the ESSA. The following table displays some outstanding results for DSODE students. In all five strands our student average was above the state and region average.

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of students</th>
<th>Science overall</th>
<th>Extended Response Tasks</th>
<th>Knowing and Understanding</th>
<th>Communicating Scientifically</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>58272</td>
<td>85.0</td>
<td>84.3</td>
<td>85.1</td>
<td>85.3</td>
</tr>
<tr>
<td>Region</td>
<td>2683</td>
<td>82.5</td>
<td>80.8</td>
<td>82.3</td>
<td>82.8</td>
</tr>
<tr>
<td>DSODE</td>
<td>32</td>
<td>87.4</td>
<td>84.5</td>
<td>86.4</td>
<td>90.4</td>
</tr>
</tbody>
</table>

School Certificate
The number of students who sat for the various School Certificate tests ranged from 52 to 56. There were 102 full-time enrolments in Year 10 at the time of the School Certificate in 2011.

Of these students 24% were enrolled at DSODE for less than six months; 33% for six to twelve months; 34% for twelve months to two years and 11% for longer than 2 years.

Nearly 80% 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 50% of the candidature is a significant achievement.
School Certificate relative performance comparison to Year 5 (value-adding)

There were 102 full-time enrolments in Year 10 at the time of the School Certificate in 2011. The number of students who sat for the various School Certificate tests ranged from 52 to 56.

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 52 to 56 students who sat the SC examinations, seven students (less than 10%) had been enrolled at DSODE since Year 7 or before. 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 2011 thirty-three students were awarded an HSC. Twenty-six of these students studied full-time and seven accessed a pathways study pattern. A further six pathways students, who sat for some HSC examinations, were awarded a Record of Achievement and are continuing with their studies in 2012.

In addition there were 232 single course enrolments from eighty-four schools who sat for HSC examinations in one or more courses. Forty-six BOS courses were studied and seven VET courses.

Individual students achieved outstanding results in Aboriginal Studies (1st in course), Agriculture (2nd in course), Community & Family Studies (1st in course), Design & Technology (7th in course), French Beginners (5th in course) and Spanish Continuers (5th in course).

Students also received excellent results in Biology and General Mathematics.

Table of bands

<table>
<thead>
<tr>
<th>Band</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 6</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>Band 5</td>
<td>55</td>
<td>85</td>
</tr>
<tr>
<td>Band 4</td>
<td>97</td>
<td>107</td>
</tr>
<tr>
<td>Band 3</td>
<td>75</td>
<td>84</td>
</tr>
<tr>
<td>Band 2</td>
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</tr>
<tr>
<td>E1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

The average mark for eleven HSC courses, which have a candidature of more than ten, are compared with previous performance average mark 2007 - 2011 in the two following graphs.
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 2011

In 2011, five 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 2011

In 2011, five 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 2011

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2011</th>
<th>School Average 2007-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern History</td>
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<tr>
<td>Senior Science</td>
<td></td>
<td></td>
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<tr>
<td>Information Technology Examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (Standard)</td>
<td>100.0</td>
<td>95.2</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>71.4</td>
<td>63.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>87.5</td>
<td>85.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>87.5</td>
<td>76.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
<td>95.0</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2011

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2011</th>
<th>School Average 2007-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Technology</td>
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<tr>
<td>General Mathematics</td>
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<td>Senior Science</td>
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<tr>
<td>Information Technology Examination</td>
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<tr>
<td>English (Standard)</td>
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<tr>
<td>Spelling</td>
<td>85.7</td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>76.2</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.0</td>
<td></td>
</tr>
</tbody>
</table>

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.
Significant programs and initiatives

**Aboriginal Education**

In 2011 DSODE provided learning programs for 84 fulltime Indigenous enrolments from Year 7 to Year 12. Additionally, there were 14 students undertaking pathways study and 41 single course enrolments.

Developing and implementing personal learning plans for Indigenous and other students is a key strategy to achieve engagement and quality outcomes. In 2011 every teacher undertook the responsibility for developing at least one student personal learning plan. This achieved a greater whole school understanding and commitment to this strategy and the implementation of learning plans for all students who require this support.

In 2011 Vanessa Hall coordinated investigation and planning for a learning centre to become operational two days per week in term 1, 2012. The centre is now running each Tuesday and Wednesday for students who seek tuition and lesson support from the DSODE teachers. This initiative supports Indigenous students and also many young parents. The crèche is also provided on these days.

Another key strategy to support Indigenous students is to provide access to Indigenous staff members. In 2011 Kim Simpson and Maxine Toomey were successful applicants through the merit selection process to employ two administrative staff. DSODE now has a very strong team leading, building and supporting Aboriginal Education initiatives.

In 2012 Ken Horley will be responsible for providing professional learning in Aboriginal pedagogies for large numbers of DSODE staff, increasing capacity to engage and educate Indigenous students.

**Multicultural education**

The school included focuses on multiculturalism in teaching and learning practices and learning materials created by DSODE school staff. A key focus on developing cultural awareness of staff relating to Indigenous students and families has been undertaken in 2011 and will continue in 2012.

The school has a trained Anti-Racism Contact Officer, who provides information and support for school community members.

**Other programs**

**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. Three 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 in the Stage 3 adventure, Significant Events and People in Australia’s past, under the guidance of Assistant Principal Jenny Ballhausen. Students completed the required research and work during satellite lessons.

**Technology**

Digital Education Revolution (DER) funding has provided 73 staff at DSODE with a laptop for lesson preparation and delivery. 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 a total of 182 fulltime students in Years 9, 10, 11 and 12. The school had the extension of a permanent Technical Support Officer (TSO) provided until the end of 2013. This officer coordinates the delivery, maintenance and support for DER student and staff laptops.

Online learning modules have continued to be revised and developed in 2011. Existing courses have also been revised and rolled over for students to continue using in 2012.

Opportunities arose in 2011 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 Western Region. DSODE’s staff actively assisted schools in developing their online materials for 2011.

A revised school website service was made available late 2011 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 2011. 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.

The installation of interactive whiteboards in all remaining teaching areas of the school has been completed.

**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 2011 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 Terms 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 2011 HSC students included seven accepting university places, one undertaking an apprenticeship, five enrolled at full time TAFE, one working towards joining the Armed Services and seven have joined the workforce in either full time or casual positions. The students are enrolled in very diverse courses, ranging from nursing to sports science to engineering to hospitality to dental assistant.

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**

The average number of enrolments in the Young Parent’s program has increased each year since the program’s introduction. In 2011 the number of young parents enrolled at any point in time varied between 30 and 40.

The crèche opened for two days per week with increased numbers of young parents regularly engaged in lessons at school. Staff have continued to provide enthusiastic and dedicated support for students in the young parent program.

Challenges included:

- some students not engaging consistently for a long length of time
- inability to regularly contact some students
CAP Program

The Country Area Program (CAP) improves equity for students who are educationally disadvantaged by location. In 2011 CAP funding was used to support programs in the key areas of Youth Education Support Program, Student Representative Council, Middle Years, Blended Learning and Primary English.

CAP funding was used to employ school administration support staff to develop a range of learning materials in various formats including paper-based and electronic for placement on the school’s Moodle site and also for contribution to the Orana Connected Learning Community (OCLC) site.

A focus on development of leadership capabilities was assisted by attendance at a leadership forum of student leaders and SRC staff coordinators. Students identified as being at risk of disengagement in their education attended workshops and activities designed to build skills and self-esteem.

During the second term camp, Bernard Cohen, a ‘writer in residence’ conducted three separate workshops for primary students, their parents and DSODE staff. The key focus of the workshops was on narrative and character development. Children showed evidence of his influence in their subsequent writing activities. All those who attended the workshops found Bernard to be an extremely engaging presenter and enjoyed the experience immensely.

Student Leadership

In 2011 the Student Representative Council sought to develop strategies to overcome the challenges of a Distance Education Student Leadership model. SRC members collaborated to determine ways to facilitate the sharing of ideas among students in order to implement projects for wider student benefit. This was accomplished under the leadership of the newly appointed SRC coordinators, Mr Justin Ayling, Miss Krystal MacBeth, Mr Allyn Smith and Mr David Strain.

The SRC organised a number of student discos and activity nights during residential as well as fundraising for charity and the student body. Of particular note was the student-created SRC Cookbook which was sold in conjunction with the school’s 20 Year anniversary celebrations.

Middle Years

The Middle Years Program in 2011 was strengthened due to regular assessment and review of existing programs and processes for year 7 & 8 students. The program maintained the following development throughout year:

- revising the structure of Year 7 and Year 8 curriculum to reflect the upcoming National Curriculum requirements
- continuation of the use of student timetables, term planners and structured lesson times via satellite and teleconferences
- revision, implementation and delivery of cross-curriculum units of work “Unreal Shoes” and “Waterworks” (year 8), with the waterworks unit being placed on Moodle for students to access
- establishment of the role of “Cross-curricular Coordinator” to implement a more efficient process for handling title pages, marking and packing for teachers
- planning and implementation of the “Middle Years Camp” in Term 4, when Year 6 students were invited to participate in a combined project with Year 7 and 8 students. The theme for the camp was “Project Platypus”, which had been trialled with Middle Years groups in Dubbo Schools
- appointment of a Year 7 Advisor at the end of term 3 so that relationships could be established with 2011 students in Year 6, who were transitioning to Year 7 in 2012
- preparation of a new cross-curricular introductory course for Year 7, “All About Me”, which encompasses the subjects of PDHPE, English and Visual Arts
- preparation and distribution of Middle Years Resource kits for incoming Year 7 students.

The extended development of the Middle Years Program has proven to be highly successful in 2011 and will move into a “maintenance phase” during 2012 in preparation for changes that will occur with the introduction of the National Curriculum. The program continues to deliver structured and organised student learning, through flexible delivery and increased use of technologies. The program will continue to increase the use of blended learning and
Progress on 2011 targets

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.

The number of students for whom growth could be tracked in 2011 was very small – one student in each of Years 3, 5 and 7 and 9 students in Year 9 Literacy and 8 students in Year 9 Numeracy. Hence we are unable to comment specifically due to privacy requirements.

Our achievements include:

- A thorough analysis of individual student performance has been conducted.
- Students who did not meet the minimum standards identified and individual learning plans devised to focus on areas of success and areas of weakness.
- Head Teachers and Assistant Principals worked with faculties to develop strategies to support individual students develop skills in targeted areas.

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.

The number of students for whom growth could be tracked in 2011 was very small – one student in each of Years 3, 5 and 7 and 9 students in Year 9 Literacy and 8 students in Year 9 Numeracy. Hence we are unable to comment specifically due to privacy requirements.

Our achievements include:

- thorough analysis of individual student performance has been conducted
- identification of students, who did not meet the minimum standards
- implementation of individual learning plans focusing on areas of success and areas of weakness

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 2011, DSODE enrolled sixty three students in Stage 5 at risk of disengaging from education; 25 were in Year 9 and 38 in Year 10. These students were supported with specific in-school programs aligned with their individual needs.

Our achievements include:

- seven Year 9 students and three Year 10 students successfully returned to other face-to-face school settings
- twenty-six Year 10 students completed the School Certificate and three students successfully transitioned to TAFE to complete Certificate II courses
- four Year 10 students entered permanent employment, three continued studies with TAFE, three students progressed into a Preliminary course at another school and fourteen students progressed into Preliminary courses at DSODE

Target 4

Each teacher will provide evidence of their application of the Quality Teaching framework in their teaching practices.

Our achievements include:

In 2011 teachers were again 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:

- Alternate Programs teachers continued to provide ongoing quality feedback to the school community (students, parents and staff). The delivery of this quality feedback was discussed at length at faculty planning days and on a more individual basis during the TARS process. 
Discussion was held regarding editing and proof reading of feedback to parents/students and on reports. There was a marked improvement in report writing in 2011 compared to previous years. The numbers of reports requiring significant changes was much lower than in previous years.

The HSIE, Mathematics, Primary, PDHPE, Visual Arts and TAS faculties provided lists of specific strategies and examples of the application of quality teaching in a variety of contexts.

Teachers across the school effectively used substantive communication during phone lessons, field service visits and workshops.

Teachers adapted learning activities to take into account students’ backgrounds and the barriers that may impact on learning.

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.

Educational and management practice

In 2011 our school carried out evaluations of management practice in the area of student enrolment, engagement, attendance and welfare of students in Year 7 to Year 12. The school used the SchoolMap Best Practice Statements to survey staff and parent representatives regarding general school management practices.

Background

Since 2008 DSODE has experienced a steadily increasing enrolment of students with special needs. At the same time the NSW Department of Education has increased requirements for preparing student personal learning plans, risk assessments and management plans, attendance and engagement monitoring, child protection reporting and collaboration with other NSWDET departments and schools. DSODE recognised the need to review current practices and implement new enrolment, welfare, attendance and engagement practices so as to support students, families and staff firstly at the critical time of enrolment and subsequently throughout the enrolment.

Findings and conclusions

DSODE required the development of systematic practices to monitor student engagement, attendance and welfare needs. Designated teaching and administrative staff were assigned new roles to implement and further develop these practices.

Consequently, DSODE reviewed roles of all welfare staff, restructuring and renaming the role of Year Advisors to Welfare Advisors and implementing new roles including Head Teacher Welfare and Coordinators of the DSODE Merit System, Student Health Care Planning, HSC Disability Support Planning, Board of Studies Practices and Transition Planning.

Student engagement and attendance have been tracked more closely and efficiently and interventions to support students at risk have been improved and increased. A student achievement recognition award system has been designed for implementation in 2012.

Results from the staff and parent surveys were very positive. From the four response options - almost always, usually, sometimes and rarely - over 80% chose the top two responses indicating that the school’s management practices effectively ensure school improvement, student and staff management and organisational management.

Future directions

Management practices relating to student welfare will be further developed and refined in 2012.

Curriculum

In 2011 our school carried out evaluations of curriculum practice in the area of Preschool and Stage 5.

Preschool

Background

DSODE preschool teachers are currently implementing The Early Years Learning Framework (EYLF) which is part of the Council of Australian Government’s (COAG) reform agenda for early childhood education and care and is a key component of the Australian Government’s National Quality Framework for early childhood education and care.
The EYLF describes the Principles, Practice and Outcomes essential to support and enhance young children’s learning from birth to five years of age, as well as their transition to school. The Framework has a strong emphasis on play-based learning as play is the best vehicle for young children’s learning, providing the most appropriate stimulus for brain development. The Framework also recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

Findings and conclusions

To assist with the implementation of Early Years Learning Framework, Outcomes, Principles and Practices into the DSODE Preschool Principles, Practices and Outcomes, teachers have been engaged in a variety of professional learning activities throughout the year. These have included:

- attendance at state and regional Early Childhood conferences.
- regular video conferences with preschool colleagues from across the central west.
- fortnightly work area meetings where different aspects of the Framework are discussed.
- A visit to ‘Dorothy Wade Centre’ in Griffith to view exemplary Early Childhood Practices.

Future directions

Parent involvement has been encouraged as we implement the National Quality Framework at DSODE. Parents were provided with an opportunity to be part of the development of the Preschool Philosophy. This involvement will continue as we further develop and implement our Preschool Practices and Principles to reflect the EYLF. Parents are continually kept abreast of the latest developments in our implementation of the Framework with a regular segment in the Preschool Matters section of the school newsletter.

DSODE teachers are currently implementing changes to our Field Service Practices to include the EYLF, both in our planning and parent feedback. This is an area that will be further developed as we become more familiar with the Framework.

One of the biggest challenges will be re-designing learning materials to reflect the Early Years Learning Framework, Outcomes, Principles and Practices.

Parent, student, and teacher satisfaction

In 2011 the school regularly 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, regular phone contact with individual parents and a survey relating to School Management. Given the widespread geographical location of parents and students these arrangements best meet the needs of the DSODE community.

Parents and carers are encouraged to contact DSODE staff for regular feedback and support through a variety of communication channels. The parent or carer as a supervisor plays an integral role in supporting their student. Together, teachers and supervisors focus on effectively engaging students in order to maximise achievement of educational outcomes.

Professional learning

In 2011, teacher professional learning funds expended totalled $65,920.55 with a further rollover of $13,000 into the 2012 expenditure. The rolled over funds will support an increased level of teacher participation in developing effective Distance Education Networks in 2012 and will support greater teacher attendance and participation at the annual DE Conference.

The average expenditure per staff member in 2011 was $504.50. 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 2009-2011. The school provided staff development days in each term. Professional learning activities throughout the year, included mandatory training sessions in child protection, chemical safety, occupational health & safety, CPR and anaphylaxis updates.

In Term 2, all staff participated in a workshop presented by renowned educator Dr. Michael Auden. Michael spoke specifically about
educating boys, focusing on strategies to successfully engage boys in educational programs. Michael’s workshop was well received by participating staff, who have since implemented these strategies in teaching practices.

In Term 3, faculties sought professional learning to support implementation of the school’s 2011 targets. This included planning to support literacy and numeracy initiatives; the development of Stage 6 programs and support structures for effective assessment processes; the development of faculty scope and sequences in preparation for the implementation of the National Curriculum; and creation of more effective learning and engagement strategies on a faculty level.

In Term 4, all staff participated in a two-hour session, relating to Aboriginal cultural awareness, at the Bangamalanha Centre with presenter Yvonne Hill. This session was a prelude to planned activities in 2012, which will involve staff participation in the “Aboriginal pedagogy” course also being run by the centre. Staff also participated in sessions at the school relating to cyber safety, students identified with Autism Spectrum Disorder (ASD), students diagnosed with mental health issues (Mindmatters). Strategies outlining awareness and support to assist students were identified.

Staff continued to further knowledge and skills development in the areas of quality teaching, new curriculum and syllabus requirements, leadership and career development activities, literacy, numeracy and the use of Information Communication Technologies (ICT) in teaching and learning. In 2011 increased numbers of staff accessed professional learning in areas of special education (i.e. Students with ASD, mental health and/or behavioural disorders); curriculum delivery in areas with new syllabuses and VET course delivery; and the implementation of the new National Quality Framework for Early Childcare and Preschool.

DSODE teachers and administration staff have been instrumental in supporting other teachers in Western Regions and the state-wide Distance Education Network by offering a variety of ICT and KLA network support (e.g. Hospitality, Legal Studies, Middle Years) workshops which were held at the school throughout the year.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans, including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority: Literacy and Numeracy

Outcome for 2012–2014

Improved Literacy and Numeracy outcomes for all DSODE students

2012 Targets to achieve this outcome include:

- In 2012 literacy growth rates for long-term (greater than eighteen months) enrolments in distance education will exceed the average expected growth rate
- In 2012 numeracy growth rates for long-term (greater than eighteen months) enrolments in distance education will exceed the average expected growth rate.

Strategies to achieve these targets include:

- Implement personal learning plans for all students in Years 3, 5, 7 and 9 identified as performing under the state benchmark
- Timetable weekly Literacy and Numeracy lessons for stage 4 students
- Provide professional learning in the use of SMART data to construct lists of weaknesses in literacy and numeracy for each student
- Through ongoing professional learning and supervision nurture a whole school culture that develops literacy and numeracy in all teaching and learning activities.

School priority: Engagement and Attainment

Outcome for 2012–2014

Increased engagement of Stage 5 students who begin the 2012 school year at DSODE

2012 Targets to achieve this outcome include:

- Stage 5 students at risk, who actively engage in their negotiated curriculum program within the first five weeks of enrolment, will
progress to completion of compulsory education in DSODE or transition to further education and training or transition back to their home school

- In 2012 80% of staff engage in at least one professional learning activity relating to student mental health.

Strategies to achieve these targets include:

- All staff teaching Stage 5 groups use a minimum of one connected learning tool in their T&L during 2012
- Continue the improvements in profiling students during the enrolment process
- Implement Mind Matters framework whole school
- Continue the development of the DSODE Middle Years Program
- Establish the DSODE learning centre on Tuesday and Wednesday of each week.

### 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
Melissa Halpin           Deputy Principal
Rachel King              Parent Forum
Debbie Murray            Deputy Principal (RLG)
Sharon Keyte             Head Teacher
Eunice Stiboy            Student Forum
Jenny Ballhausen         Assistant Principal
Susan Gown               Assistant Principal
Sue Howlett              Head Teacher
Marisha Blanco           Head Teacher
Leanne Wynne             Head Teacher
Graham Grant             Head Teacher
Matthew Manny            Head Teacher
Graeme Hosken            Head Teacher
Janet Elliott            Head Teacher

Janelle Dowton           Head Teacher
Elizabeth Leonard        Head Teacher
Andreas Shepley          Head Teacher
Karyn Burgun             Head Teacher (RLG)
Sue Sheridan             Teacher
Vanessa Hall             Teacher
Allyn Smith              Teacher
Ian Smith                Teacher
Don Bates                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